

The following email notice was sent to all district (LEA) superintendents, all public stakeholder groups, and was forwarded to district federal programs contacts as notification of Alaska's intent to apply for the ESEA Flexibility Waiver. Also attached is the Notice to LEAs sent to request and AMO freeze waiver in order to devote time and resources to planning for the submission of the ESEA Flexibility Waiver.

Hi, all,

I'm forwarding this message to our federal programs contacts list to ensure that you all know that the state is seeking input on our draft waiver proposal. I encourage you all to participate in one of the webinars during the week of August 13, to review the information posted on the website, and to provide comments through the online comment form.

Thank you!

*Margaret MacKinnon*  
*Title I/ESEA Administrator*  
*Alaska Department of Education & Early Development*

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**From:** Fry, Eric V (EED)  
**Sent:** Friday, August 03, 2012 1:46 PM  
**Subject:** Alaska Seeks Comments on Draft NCLB Waiver

Eric Fry  
Information Officer  
Alaska Department of Education & Early Development  
907-465-2851

Alaska is preparing to apply for a waiver from many aspects of the Elementary and Secondary Education Act (ESEA), commonly called No Child Left Behind. That federal law created a complex accountability system for public schools. If Alaska is granted a waiver, the state would implement its own accountability system for public schools, subject to some federal conditions.

The Alaska Department of Education & Early Development is preparing a draft of its waiver proposal. The department is asking interested Alaskans to comment on the draft no later than August 21, 2012, using an online form at <http://education.alaska.gov/nclb/esea.html>.

That webpage currently contains an overview of the waiver process and presentations about Alaska's proposals for the three principles the federal government requires states to address:

Principle 1 – College and Career Ready Standards and Assessment;  
Principle 2 – Accountability and Support; and

By early next week, the webpage will contain a draft of the full application for a waiver.

The following webinars/audio conferences will explain Alaska's draft proposal and invite stakeholder input. Click on the link to join a specific webinar online. You can participate by audio-only by calling 1-800-315-6338 and entering passcode 2970#.

Monday, August 13, 2:00-3:30 p.m.

<https://sas.illuminate.com/m.jnlp?sid=2010175&password=M.227641196DBD9879D51290CFC48F29>

Wednesday, August 15, 3:00-4:30 p.m.

<https://sas.illuminate.com/m.jnlp?sid=2010175&password=M.08D5F2A34519F748BDFC03C31B486D>

Thursday, August 16, 3:00-4:30 p.m.

<https://sas.illuminate.com/m.jnlp?sid=2010175&password=M.7552BCF66C4F893408D2B17A88D9A2>

We invite you to distribute this e-mail to your organization's members and to encourage anyone interested in school accountability to participate in the webinars and enter comments about Alaska's draft proposal. Thank you for your consideration.

If you have questions, please contact Eric Fry at 907-465-2851 or [eric.fry@alaska.gov](mailto:eric.fry@alaska.gov).

# STATE OF ALASKA

Department of Education & Early Development

*Teaching & Learning Support*

SEAN PARNELL, GOVERNOR

801 West 10<sup>th</sup> Street, Suite 200  
 PO Box 110500  
 Juneau, Alaska 99811-0500  
 (907) 465-2970  
 (907) 465-2989 Fax  
 Margaret.MacKinnon@alaska.gov

**To:** Superintendents

**cc:** Federal Programs Coordinators

**From:** Margaret MacKinnon  
 Title I/NCLB Administrator

**Date:** May 31, 2012

**Subject: Notification of Alaska's Intent to Apply for Waiver to Freeze AMOs for AYP determinations for 2011-2012**

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The Alaska Department of Education & Early Development is planning to request a waiver of section 1111(b)(2)(H) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, to permit Alaska to use the same annual measurable objectives (AMOs) that Alaska used for AYP determinations based on assessments administered in the 2010–2011 school year to make such determinations for the 2011–2012 school year. Alaska believes that using the same AMOs for AYP determinations based on assessments administered in the 2011–2012 school year as it used for the 2010–2011 school year will help increase the quality of instruction for students and improve the academic achievement of students by removing the pressure of meeting escalating AMOs so that Alaska and other stakeholders within the State can devote necessary time and resources to planning for submission of a request for ESEA flexibility.

When Alaska submits an application for the waiver to use the same AMOs to make AYP determinations based on the assessments in 2011-2012, it also agrees to submit evidence that the state has adopted college and career ready standards, and that it will provide student growth data on current students and students taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the state administers assessments in those subjects in a manner that is timely and informs instruction. The state will also post a table that sets forth statewide achievement data, including proficiency rates and achievement gaps, for the “all students” group and identified student subgroups based on the most recent three years of data. Finally, in applying for the waiver to freeze the AMOs, it agrees to take all steps necessary to plan for the implementation of ESEA flexibility and will submit a request for ESEA flexibility. EED understands that, if it fails to submit a request for ESEA flexibility or if its request is not approved prior to the time it must make AYP determinations based on assessments administered in the 2012–2013 school year, Alaska will revert to using its currently approved AMOs for the 2012–2013 and the 2013–2014 school years, meaning that all schools and local educational agencies (LEAs) in the State will be held accountable for reaching 100 percent proficiency by 2014.

This notice is to meet the notification requirements under Section 9401(b)(3)(A)(i) of the Elementary and Secondary Education Act. **Districts are invited to submit comments to the department regarding this waiver request no later than June 8, 2012. After that date, the department will submit the district comments to the US Department of Education (USED) along with its waiver request. Comments may be submitted to Margaret MacKinnon by email at [margaret.mackinnon@alaska.gov](mailto:margaret.mackinnon@alaska.gov) or by fax at 907-465-2989.**



# KENAI PENINSULA BOROUGH SCHOOL DISTRICT

## Office of Superintendent

Dr. Steve Atwater

148 North Binkley Street Soldotna, Alaska 99669-7553  
Phone (907) 714-8888 Fax (907) 262-9132

August 20, 2012

Mike Hanley, Commissioner  
Department of Education & Early Development  
801 West 10th Street, Suite 200  
Juneau, AK 99811-0500

Dear Commissioner Hanley,

I am writing on behalf of the Kenai Peninsula Borough School District (KPBSD) to comment on Principle 2 of the proposed ESEA Flexibility Waiver application. KPBSD applauds the Department for making this application and generally views the proposed changes as positive. The move away from the requirement that 100% of the state's students demonstrate proficiency two years from now is a necessary one. KPBSD does have some reservations regarding some of the application's specifics. These reservations and suggestions are listed in the following table. I have also included a series of questions that may or may not be immediate to the waiver application.

Item	Concern	Suggestion
Use of the WorkKeys Exam as indicator for high schools	Although in regulation, WorkKeys results do not seem to be embraced by employers as it was thought that they would be. Hence, the test has little immediate urgency for the district's students and is not taken seriously. The APS has helped give the WorkKeys more validity, but for many students this is not making a difference. The formalizing of the WorkKeys for this waiver will require an increased level of effort by the district to track and report results.	Use the SAT or ACT instead (this is already a requirement of the APS) Another consideration for this indicator is the Accuplacer. This exam would help with the K-12-university conversation on students not being ready for university after HS graduation.  Best option is for the new assessment system that the state will roll out in FY16 to include what is needed as a way to avoid two exams.
Star rating	Use of a symbol not viewed as the best motivator for schools.	Would rather see a term, e.g., distinguished. Star rating makes a school sound like a hotel or restaurant

State level reporting	Department has its hands full with the review and reporting of current AYP data. Proposal does not appear to diminish the enormity of this task	Ensure that the department continues to have the capacity to handle the data. Imperative that the legislature not reduce the Department's budget.
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Questions		
Turnaround principles	Question of who replaces staff?	Assume this is a district responsibility; state does not have the capacity for this.
Consequences	On-Site coach	Who pays for this?
Sub-group size	Is this the same as current number?	Do not make it smaller
Confidence interval, safe harbor	What are the statistical calculations that go with the waiver? Are they the same as those that are currently in place?	
Graduation rate	Is the graduation rate disaggregated for the four subgroups? If so, is there a minimum (n) for the subgroups?	

Again, thank you for working to make the accountability portion of the federal requirements more manageable for Alaska's schools. I look forward to learning whether the application is approved.

Sincerely,



Steve Atwater, Ph.D.  
 Superintendent

## ESEA Flexibility Waiver Comments

8/23/2012 2:47:22 PM

8/21/2012 Dan Walker LKSD

**Principle 1: College & Career Ready Standards & Assessment****Principle 2: State-Developed Differentiated System of Recognition, Accountability & Support**

Overall we are pleased with the proposal. Potential concerns are with graduation rate points for small schools with very few graduates. If one or two graduates leave the school, drop out or otherwise count against the school, they may not receive any graduation rate points. The WorkKeys Certificate rate could potentially hurt schools. Many of our small schools do not have the teaching staff to offer world languages or some of the other classes required for APS. Until we build the capacity to offer these classes in small schools, they could potentially lose points.

LKSD is concerned about the timelines for teachers and principals to show effectiveness under the turnaround principles. Without sufficient time for staff to show effectiveness and improve, we risk continuing a revolving door of turnover. Districts will continue to need time to build capacity and train teachers and principals. It is a bit difficult to tell about funding levels under the new system.

**Principle 3: Effective Instruction & Leadership (Teacher & Principal Evaluation & Support Systems)**

8/21/2012 Carlton Kuhns, Ass't Superintendent Lower Kuskokwim School District

**Principle 1: College & Career Ready Standards & Assessment****Principle 2: State-Developed Differentiated System of Recognition, Accountability & Support****Principle 3: Effective Instruction & Leadership (Teacher & Principal Evaluation & Support Systems)**

'Data on student learning growth' must be meaningful learning, not limited to SBA scores. Consideration should be given to: multiple measures and instruments; flexibility for district selection of tools and measures; tools that are applicable to all content areas including content not assessed by SBA; must recognize that many teachers teach a large range of subjects and grade levels



# Anchorage School District

5530 E. Northern Lights Blvd.  
Anchorage, Alaska 99504-3135  
(907) 742-4000

## SCHOOL BOARD

Gretchen Guess  
President

Jeannie Mackie  
Vice President

Kathleen Plunkett  
Treasurer

Jeff Friedman  
Clerk

Pat Higgins

Crystal Kennedy

Don Smith

## SUPERINTENDENT

Carol Comeau

June 8, 2012

Margaret MacKinnon  
Title I/NCLB Administrator  
Department of Education and Early Development  
P.O. Box 110500  
Juneau, Alaska 99811-0500

Ms. MacKinnon:

The Anchorage School District appreciates the opportunity to forward comments related to notification of Alaska's intent to apply for a waiver to freeze Annual Measurable Objectives for Adequate Yearly Progress determinations for 2011-12.

The district strongly supports the department seeking this waiver.

Under current rule, AYP determinations are resulting in an indiscriminate number of schools being identified for improvement, corrective and restructuring actions. Based on 2011 AYP results, the ASD currently has 28 schools identified as Level 5, six identified as Level 4 and 13 identified as Level 3. If these schools do not make AYP in 2012, the ASD will have 47 (or 49 percent) of its schools in Level 4 or higher status.

In 2012 AYP results, graduation rate requirements will add disaggregated accountability for all student subgroups, rather than being limited to the All Student category. Consequently, the ASD anticipates that small, alternative high schools with low student diversity will be the only schools likely to meet the AMOs.

These examples illustrate that, instead of identifying high-priority schools for focused improvement actions, the current AYP process appears to be on pace to identify nearly all schools for such actions. Consequently, the district supports seeking the waiver, so the state can devote increased attention to developing a more realistic and effective accountability system.

Having said this, the district has significant concerns about state and federal expectations for meeting ESEA requirements in the interim, if the waiver is sought. For example, ASD Director of Assessment and Evaluation, Laurel Vorachek, writes, "ASD is currently calculating AYP based on the freezing of the AMO targets at the 2010-11 levels. Since we are required to provide the information to our principals by June 30 for their review, we have to make a decision about how we run it for the initial review."

Depending on how AYP outcomes are determined for 2012, the ASD has 18 Title I schools that may be faced with meeting ESEA Public School Choice (PSC) requirements. Each of these schools is required to offer at least two receiving school options for families. Combined, sending and



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Carol Comeau

receiving schools form 54 potential scenarios for which the ASD must make determinations based on AYP outcomes. Added to the 54 pending scenarios are 20 current receiving locations, which must be removed as receivers if they do not make 2012 AYP. (State law prohibits schools in improvement status from being PSC receivers.) August 8 marks the deadline for meeting notification requirements to eligible PSC families. Meeting 2012 PSC requirements will involve over 8308 letters being mailed (in multiple languages) to eligible households. Added to this list is the coordination of transportation for hundreds of approved students.

Meeting Title I Supplemental Educational Services (SES) requirements raises similar concerns.

Consequently, if EED applies for a waiver to freeze AMOs, the ASD will need immediate, clear and explicit guidance from the state regarding how districts are expected to proceed in making AYP determinations and meeting ESEA notification, PSC and SES requirements for the 2012-13 school year.

District staff and I are available to answer any questions regarding these comments and will forward additional remarks and clarifications, as you deem necessary.

Sincerely,

Carol Comeau  
Superintendent

cc: Ed Graff, Assistant Superintendent, Instruction  
Laurel Vorachek, Director, Assessment & Evaluation  
Vernon Campbell, Director, District Accountability  
Karin Halpin, Supervisor, Title I-A Program

**MacKinnon, Margaret H (EED)**

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**From:** Steve Atwater <SATwater@KPBSD.k12.ak.us>  
**Sent:** Thursday, June 07, 2012 5:15 PM  
**To:** MacKinnon, Margaret H (EED)  
**Subject:** RE: ESEA Flexibility Waiver Information and Notice of Intent to Apply to Freeze AMOs

June 7, 2012

Margaret McKinnon  
 Title I/ESEA Administrator  
 Alaska Department of Education & Early Development  
 PO Box 110500  
 Juneau, AK 99811-0500

Dear Ms. McKinnon,

I am writing on behalf of the Kenai Peninsula Borough School District (KPBSD) in support of Department of Education and Early Development's application for a waiver of section 1111(b)(2)(H) of the Elementary and Secondary Education Act (ESEA). KPBSD believes that a waiver from this section of ESEA will be a benefit to all of Alaska's students. Without a waiver, DEED would likely be faced with an overwhelming need to offer assistance to the majority of its schools that would require corrective action. I feel that this responsibility would compromise the Department's other improvement initiatives.

I am confident that the requirements of the waiver will lead to a higher level of student learning. I encourage the Department to engage all stakeholders in the decision of how best to meet the need to include (as a significant factor) data on student learning growth. Further, KPBSD feels that this factor should comprise no more than 20% of a teacher's evaluation. Finally, KPBSD's evaluation system, although needing a fifth domain for this requirement, should be viewed as a model for the state when considering a system to satisfy the waiver requirements.

Thank you for seeking comment on the proposed waiver application.

Sincerely,

Steve Atwater

Steve Atwater, Ph.D.  
 Superintendent  
 Kenai Peninsula Borough School District  
 Soldotna, AK 99669

907-714-8836- voice  
 907-262-9132- fax

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### Notice and Information Provided to the Public

The following email notification was provided on August 3 to a large group of stakeholders. It was also published in the *Information Exchange* which is posted on the EED website at [http://education.alaska.gov/doe\\_news/infoexch/ix120803.html#top](http://education.alaska.gov/doe_news/infoexch/ix120803.html#top) . In addition, the ESEA Flexibility Waiver information is posted on the website at this link: <http://education.alaska.gov/nclb/esea.html>.

Screen shots attached show the changes in the website over time during the process of gathering stakeholder feedback.

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**From:** Fry, Eric V (EED)  
**Sent:** Friday, August 03, 2012 1:46 PM  
**Subject:** Alaska Seeks Comments on Draft NCLB Waiver

Eric Fry  
Information Officer  
Alaska Department of Education & Early Development  
907-465-2851

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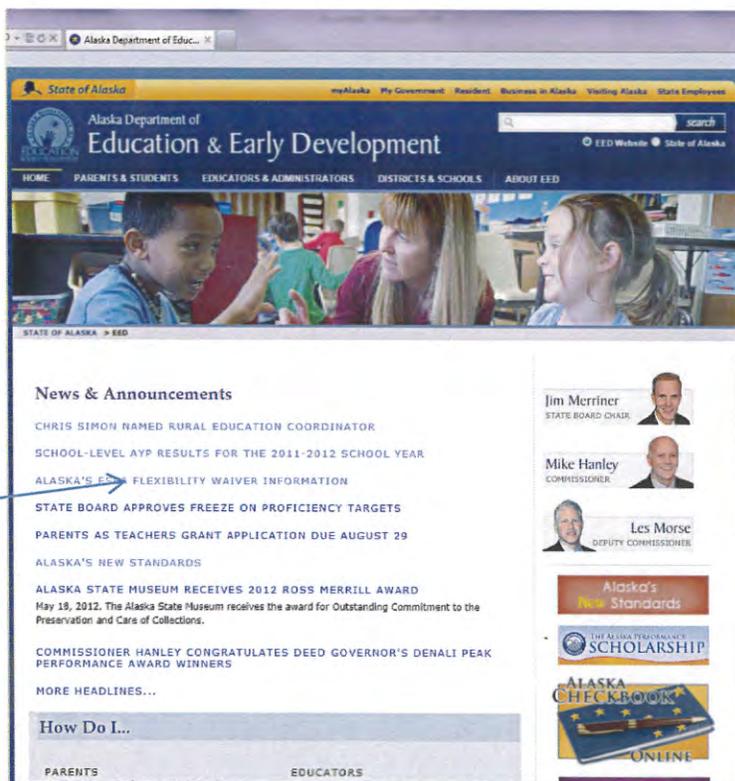
We invite you to distribute this e-mail to your organization's members and to encourage anyone interested in school accountability to participate in the webinars and enter comments about Alaska's draft proposal. Thank you for your consideration.

If you have questions, please contact Eric Fry at 907-465-2851 or [eric.fry@alaska.gov](mailto:eric.fry@alaska.gov).

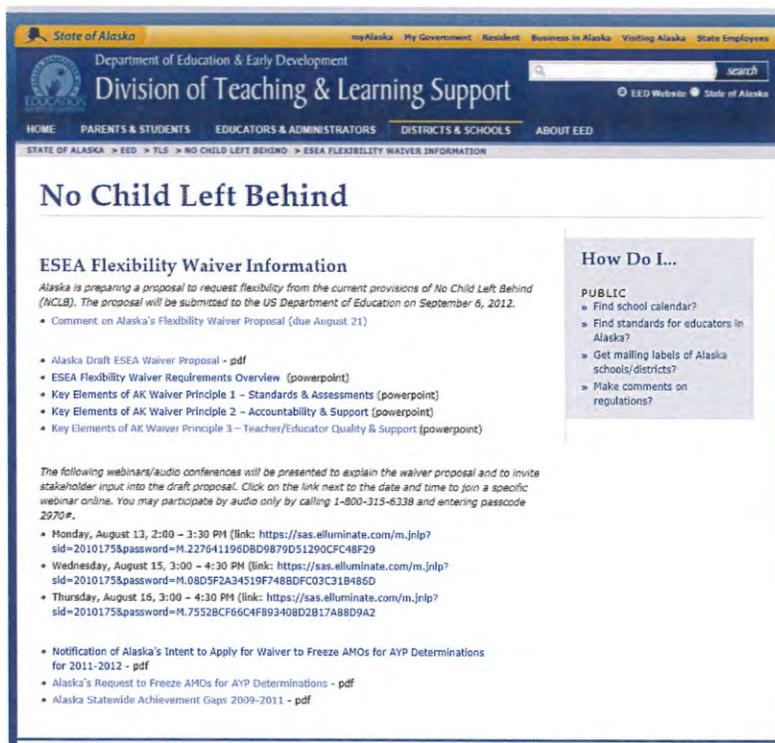
Alaska Department of Education & Early Development

Webpage screen shots showing waiver information for stakeholder outreach

Home web page (8/16/2012; <http://education.alaska.gov>)



ESEA Flexibility Waiver Information Page showing scheduled webinars (8/16/2012; <http://education.alaska.gov/nclb/esea.html>)



(8/16/2012; <https://education.alaska.gov/Surveys/Esea/FlexibilityWaiverComments>)

The screenshot shows a web page titled "Comment on Alaska's Draft ESEA Flexibility Waiver". The page is part of the Alaska Department of Education & Early Development website. It features a navigation menu with options like "HOME", "PARENTS & STUDENTS", "EDUCATORS & ADMINISTRATORS", "DISTRICTS & SCHOOLS", and "ABOUT EED". The main content area includes a "How Do I..." sidebar with links to "PUBLIC" resources such as "Find school calendar?", "Find standards for educators in Alaska?", "Get mailing labels of Alaska schools/districts?", and "Make comments on regulations?". The main form area has three sections for comments on different principles: "College and Career Ready Standards and Assessment", "State-Developed Differentiated System of Recognition, Accountability & Support", and "Effective Instruction and Leadership (Teacher and Principal Evaluation & Support Systems)". Each section has a text input field and a "Maximum 1000 characters" limit. A "Submit Comment" button is located at the bottom of the form.

Updated webpage with recorded webinar link (8/17/2012; <http://education.alaska.gov/nclb/esea.html>)

The screenshot shows a web page titled "No Child Left Behind" under the "Division of Teaching & Learning Support". The page is part of the Alaska Department of Education & Early Development website. It features a navigation menu with options like "HOME", "PARENTS & STUDENTS", "EDUCATORS & ADMINISTRATORS", "DISTRICTS & SCHOOLS", and "ABOUT EED". The main content area includes a "How Do I..." sidebar with links to "PUBLIC" resources such as "Find school calendar?", "Find standards for educators in Alaska?", "Get mailing labels of Alaska schools/districts?", and "Make comments on regulations?". The main content area has a section titled "ESEA Flexibility Waiver Information" which includes a list of links to various documents and a recorded webinar link. The webinar link is: [https://sas.elluminate.com/mr\\_jnlp?suid=M.DE25EF811818F8973F48302C1C3C70&sid=2010175](https://sas.elluminate.com/mr_jnlp?suid=M.DE25EF811818F8973F48302C1C3C70&sid=2010175). Below the webinar link, there is a section titled "Title I Committee of Practitioners Meeting - August 20, 2012, 3:30 - 5:00 PM" with a webinar link and an audio conference call link. At the bottom of the page, there are links for "Website Information", "District & Schools Info", and "Department Links".



State Board of Education and Early Development Meeting  
June 8, 2012  
Excerpt From the Unapproved Minutes

Board member Pat Shier moved and member Phil Schneider seconded the following motion:

I move the State Board of Education & Early Development adopt the revised *Alaska English/Language Arts and Mathematics Standards*. The publication is adopted by reference in: 4 AAC 04.010, Purposes and responsibilities; 4 AAC 04.140, Content standards; 4 AAC 04.150, Performance standards; 4 AAC 04.200, Professional content and performance standards; 4 AAC 06.700, Purpose; 4 AAC 06.710, Statewide student assessment system; 4 AAC 06.730, Standardized norm referenced test administration; and 4 AAC 06.737, Standards-based test.

The motion carried by a 6-1 roll call vote.

Patrick Gamble, President  
Phone: (907) 450-8000  
Fax: (907) 450-8012  
Email: ua.president@alaska.edu



UNIVERSITY  
*of* ALASKA  
*Many Traditions One Alaska*

202 Butrovich Building  
910 Yukon Drive  
P.O. Box 755000  
Fairbanks, AK 99775-5000

June 7, 2012

The Honorable Arne Duncan  
U.S. Secretary of Education  
The United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary Duncan:

As President of the University of Alaska, I am pleased to confirm that our state's K-12 academic standards in English/language arts and mathematics are designed to provide the academic preparation that students need to succeed at the postsecondary institutions of the University of Alaska system. We believe that a student who masters those standards will not require remedial coursework in English/language arts or mathematics at our campuses.

University faculty and staff participated in several of the 16 events that the Alaska Department of Education & Early Development conducted over the course of two years in support of developing, discussing and reviewing the new standards. A total of 19 University faculty members were involved in the review process and an additional 6 staff members participated in our business/industry and community outreach meetings.

Additionally, Alaska Department of Education & Early Development staff coordinated with Achieve, Inc. in the initial planning stages of the standards revision process in 2010. Staff from Achieve reviewed Alaska's standards revision plan and provided feedback via phone conversations and a teleconference. Achieve provided critical guidance for consideration of appropriate stakeholders, identifying key decision-makers, and process-specific tasks, which Alaska incorporated into the review.

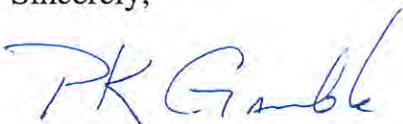
Alaska also utilized two national experts who were involved in developing the Common Core Standards: Dr. Brian Gong and Dr. Karin Hess from The National Center for the Improvement of Education Assessment, Inc. (NCIEA). Dr. Gong and Dr. Hess facilitated five meetings and several activities that included K-12 teachers, district curriculum specialists, administrators, college professors and deans, and members of the business community. Their knowledge, familiarity and experience with the Common Core

Standards allowed them to provide guidance that specifically addressed concerns related to the quality of our new Alaska standards. They were able to effectively balance the standards that were important to Alaskans with those that identify skills and knowledge allowing our students to remain competitive on a global level. This was accomplished without sacrificing rigor or relevancy.

The Common Core implementation team for the Council of Chief State School Officers (CCSSO) reviewed Alaska's new standards and compared them to the Common Core. The CCSSO team reported that the two sets of standards track closely. The team did note that the first draft of Alaska's standards did not include literacy standards separately for history/social studies, science and technical subjects. However, Alaska's final standards do include literacy standards separately for history/social studies, science and technical subjects.

The timeline for implementation of the Alaska college and career ready standards calls for full implementation in 2015-2016, and that is the first year that the standards are proposed to be assessed. It is too early to measure the effectiveness of the standards mastery in relation to students requiring remediation in higher education. The University is currently conducting a validity study to examine entry-level postsecondary courses and determine the degree to which the new Alaska standards represent the knowledge and skills necessary for postsecondary readiness. The study is modeled after the validity study conducted by the Bill & Melinda Gates Foundation and the Educational Policy Improvement Center (EPIC). Alaska's study is being conducted by our Center for Alaska Education Policy Research (CAEPR) from the University of Alaska Anchorage campus. We are hopeful the findings of the study will demonstrate the new Alaska standards prepare students for post-secondary readiness at our University. In the meantime, we hope that you will accept our institutional confidence as you consider Alaska's application for a waiver from elements of No Child Left Behind.

Sincerely,



Patrick K. Gamble  
President, University of Alaska

## Alaska Statewide Proficiency Rates 2012 Assessments

Percent proficient or above based on all students tested

	Reading	Writing	Math
All students	80.1	74.2	68.6
African American	74.1	67.4	54.4
Alaska Native /Am Indian	59.0	51.3	48.6
Asian/Pacific Islander	76.3	73.2	67.9
Caucasian	90.1	84.7	78.7
Hispanic	80.3	75.0	66.3
Multi-Ethnic	82.4	76.6	70.2
Economically Disadvantaged	68.9	62.0	56.4
Students with Disabilities	44.0	38.2	32.2
English Learners	31.4	27.2	26.7

**TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS**

Provide the SEA's list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

**TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS**

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
Alaska Gateway Schools	Tanacross School	20005000424			G
Alaska Gateway Schools	Tetlin School	20005000528			G & H
Aleutians East Borough Schools	Cold Bay School	20000700006	A & B		
Anchorage Schools	Avail School	20018000714			G & H
Anchorage Schools	Chugach Optional Elementary	20018000067	A & B		
Anchorage Schools	Aurora Elementary	20018000056	A		
Anchorage Schools	Northern Lights ABC K-8 School	20018000094	A		
Anchorage Schools	Steller Secondary School	20018000115	A		
Anchorage Schools	Ravenwood Elementary	20018000532	B		
Anchorage Schools	Bear Valley Elementary	20018000533	A		
Anchorage Schools	Polaris K-12 School	20018000101	A & B		
Anchorage Schools	Trailside Elementary	20018000390	B		
Anchorage Schools	Aquarian Charter School	20018000172	A		
Anchorage Schools	Eagle Academy Charter School	20018000460	A & B		
Anchorage Schools	Rilke Schule Charter School	20018000732	A		
Bering Strait Schools	Brevig Mission	020002000423			G
Bering Strait Schools	Diomedea School	20002000499			G
Bering Strait Schools	Gambell School	020002000012			G
Bering Strait Schools	Hogarth Kingeekuk School (Saboonga)	20002000014			G
Bering Strait Schools	Tukurngailnguq School (Stebbins)	20002000468		C, D-1, & E	
Chatham Schools	Gustavus School	20073000344	A & B		
Chatham Schools	Tenakee Springs School	20073000345	A & B		

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
Chugach Schools	Whittier Community School	20080000372	B		
Copper River Schools	Copper Center School	20007000032	B		
Copper River Schools	Kenny Lake School	20007000036	A		
Copper River Schools	Slana School	20007000583	B		
Denali Borough Schools	Cantwell School	20077000356	A & B		
Fairbanks North Star Borough Schools	Ben Eielson Jr/Sr High School	20060000260	A		
Fairbanks North Star Borough Schools	Crawford Elementary	20060000238	B		
Fairbanks North Star Borough Schools	Chinook Montessori Charter School	20060000162	A		
Fairbanks North Star Borough Schools	Watershed Charter School	20060000742	A		
Haines Borough Schools	Haines High School	20027000639	A & B		
Juneau Borough Schools	Mendenhall River Community School	20021000508	B		
Kashunamiut Schools	Chevak School	20000500582		C & D-1	
Kenai Peninsula Borough Schools	McNeil Canyon Elementary	20039000512	B		
Kenai Peninsula Borough Schools	Cooper Landing School	20039000155	B		
Kenai Peninsula Borough Schools	Homer High School	20039000158	B		
Kenai Peninsula Borough Schools	Nikolaevsk School	20039000164	A		
Kenai Peninsula Borough Schools	Kalifornsky Beach Elementary	20039000539	A		
Kenai Peninsula Borough Schools	William H. Seward Elementary School	20039000169	B		
Kenai Peninsula Borough Schools	Susan B English School	20039000175	A		
Kenai Peninsula Borough Schools	Kachemak Selo School	20039000718	A & B		
Kenai Peninsula Borough Schools	West Homer Elementary	20039000299	A & B		
Kenai Peninsula Borough Schools	Aurora Borealis Charter School	20039000274	A & B		
Kenai Peninsula Borough Schools	Soldotna Montessori Charter School	20039000448	B		
Kenai Peninsula Borough Schools	Kaleidoscope School of Arts & Sciences	20039000463	A & B		
Ketchikan Gateway Borough Schools	Point Higgins School	20015000584	A & B		
Kodiak Island Borough Schools	Chiniak School	20048000181	B		
Kodiak Island Borough Schools	Peterson Elementary	20048000190	A & B		

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
Kodiak Island Borough Schools	Port Lions School	20048000191	A		
Kodiak Island Borough Schools	Danger Bay School	20048000402	B		
Kuspuk Schools	Crow Village Sam School	20076000347			G & H
Kuspuk Schools	Joseph S. & Olinga Gregory Elementary	20076000491			G
Kuspuk Schools	George Morgan Sr. H.S.	20076000665			G & H
Lake and Peninsula Borough Schools	Tanalian School	20048500204	B		
Lower Kuskokwim Schools	Z. John Williams Memorial School	20000100439			G & H
Lower Kuskokwim Schools	Akiuk Memorial School	20000100619			G & H
Lower Kuskokwim Schools	Akula Elitnaurvik School	020000100391			G & H
Lower Kuskokwim Schools	Eek School	020000100392			G
Lower Kuskokwim Schools	Nelson Island Area School	20000100213		C & D-1	
Lower Kuskokwim Schools	Paul T. Albert Memorial School	20000100389		C & D-1	
Lower Kuskokwim Schools	Joann A. Alexie Memorial School	20000100206		C & D-1	
Lower Kuskokwim Schools	Chaputnguak School	20000100209		C & D-1	
Lower Kuskokwim Schools	Chief Paul Memorial School	20000100210		C & D-1	
Lower Kuskokwim Schools	William Miller Memorial School	20000100409		C & D-1	
Lower Kuskokwim Schools	Ayaprun School	20000100440		C	
Lower Kuskokwim Schools	Lewis Angapak Memorial School	20000100406		C & D-1	
Lower Kuskokwim Schools	Anna Tobeluk Memorial School	20000100214		C & D-1	
Lower Yukon Schools	Hooper Bay School	20000300219			G & H
Lower Yukon Schools	Kotlik School	20000300411			G & H
Lower Yukon Schools	Pilot Station School	20000300410			G & H
Lower Yukon Schools	Alakanuk School	020000300216			G & H
Lower Yukon Schools	Ignatius Beans	020000300220			G & H
Mat-Su Borough Schools	Burchell High School	20051000720			G & H
Mat-Su Borough Schools	Glacier View School	20051000225	A & B		
Mat-Su Borough Schools	Pioneer Peak Elementary	20051000565	B		

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
Mat-Su Borough Schools	Willow Elementary	20051000721	B		
Mat-Su Borough Schools	Trapper Creek Elementary	20051000722	B		
Mat-Su Borough Schools	Beryozova School	20051000726	B		
Mat-Su Borough Schools	Meadow Lakes Elementary	20051000416	B		
Mat-Su Borough Schools	Mat-Su Career & Tech Ed High School	20051000731	A		
Mat-Su Borough Schools	Academy Charter School	20051000311	A		
Nome Public Schools	Anvil City Science Academy	20057000323	A		
Northwest Arctic Borough Schools	Aqqaluk High/Noorvik Elementary	20062500302			G & H
Northwest Arctic Borough Schools	McQueen School	20062500300		C & D-1	
Northwest Arctic Borough Schools	Shungnak School	20062500303		C & D-1	
Northwest Arctic Borough Schools	Davis-Ramoth School	20062500394		C & D-1	
Pribilof Schools	St George School	20067000307	B		
Sitka Borough Schools	Pacific High School	20024000035			G & H
Skagway Schools	Skagway School	20069000310	A & B		
Southeast Island Schools	Howard Valentine Coffman Cove School	20070000314	A		
Southeast Island Schools	Thorne Bay School	20070000326	A		
Southeast Island Schools	Whale Pass School	20070000526	B		
Southeast Island Schools	Port Alexander School	20070000322	A & B		
Southeast Island Schools	Hollis School	20070000484	A & B		
Southeast Island Schools	Port Protection School	20070000617	A & B		
Southwest Region Schools	Togiak School	20071000338			G & H
Unalaska City Schools	Eagle's View Elementary School	20072000340	A		
Unalaska City Schools	Unalaska Jr/Sr High School	20072000661	A & B		
Yukon Flats Schools	Arctic Village School	20077500358			G & H
Yukon Flats Schools	John Fredson School	20077500366			G & H
Yukon Flats Schools	Stevens Village School	20077500365			G & H
Yukon-Koyukuk Schools	Allakaket School	20086200377			G & H

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
Yukon-Koyukuk Schools	Kaltag School	20086200381			G & H
Yukon-Koyukuk Schools	Gladys Dart School	20086200383	A		
Yupiit Schools	Akiak School	20000400624			G & H
Yupiit Schools	Akiachak School	20000400579		C & D-1	
Yupiit Schools	Tuluksak School	20000400623		C & D-1	
<b>TOTAL # of Schools:</b>			<b>63</b>	<b>16</b>	<b>29</b>

Total # of Title I schools in the State: 287

Total # of Title I-participating high schools in the State with graduation rates less than 60%: 70\*

(\*Most of these are K-12 schools; AK only has 8 Title I participating high schools with grades 9-12. Of those, 3 have graduation rates less than 60%.)

Key	
<p><b><u>Reward School Criteria:</u></b></p> <ul style="list-style-type: none"> <li>A. Highest-performing school</li> <li>B. High-progress school</li> </ul> <p><b><u>Priority School Criteria:</u></b></p> <ul style="list-style-type: none"> <li>C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the “all students” group</li> <li>D-1. Title I-participating high school with graduation rate less than 60% over a number of years</li> <li>D-2. Title I-eligible high school with graduation rate less than 60% over a number of years</li> <li>E. Tier I or Tier II SIG school implementing a school intervention model</li> </ul>	<p><b><u>Focus School Criteria:</u></b></p> <ul style="list-style-type: none"> <li>F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate</li> <li>G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate</li> <li>H. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school</li> </ul>

*The following are the statutes (AS 14.20.149, 14.20.170 & 14.20.175) and regulations (4 AAC 04.200-205 and 4 AAC 19.010-099) that govern educator evaluation and support in the State of Alaska as of June 30, 2015. Included are regulatory changes (beginning on page 16) that are proposed to be adopted by the Alaska State Board of Education & Early Development at its meeting on August 24, 2015. Additions to the language are words that are bold and underlined and deletions to the language are words that are in brackets and uppercase.*

## **STATUTES**

### **Sec. 14.20.149. Employee evaluation.**

(a) A school board shall adopt a certificated employee evaluation system for evaluation and improvement of the performance of the district's teachers and administrators. The evaluation system applies to all the district's certificated employees except the district's superintendent. A school board shall consider information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design and periodic review of the district's certificated employee evaluation system. An evaluation of a certificated employee under this section must be based on observation of the employee in the employee's workplace.

(b) The certificated employee evaluation system must

- (1) establish district performance standards for the district's teachers and administrators that are based on professional performance standards adopted by the department by regulation;
- (2) require at least two observations for the evaluation of each nontenured teacher in the district each school year;
- (3) require at least an annual evaluation of each tenured teacher in the district who met the district performance standards during the previous school year;
- (4) permit the district to limit its evaluations of tenured teachers who have consistently exceeded the district performance standards to one evaluation every two school years;
- (5) require the school district to perform an annual evaluation for each administrator;
- (6) require the school district to prepare and implement a plan of improvement for a teacher or administrator whose performance did not meet the district performance standards, except if the teacher's or administrator's performance warrants immediate dismissal under AS 14.20.170(a); and
- (7) provide an opportunity for students, parents, community members, teachers, and administrators to provide information on the performance of the teacher or administrator who is the subject of the evaluation to the evaluating administrator.

(c) A person may not conduct an evaluation under this section unless the person holds a type B certificate or is a site administrator under the supervision of a person with a type B certificate, is employed by the school district as an administrator, and has completed training in the use of the school district's teacher evaluation system.

(d) Once each school year, a school district shall offer in-service training to the certificated employees who are subject to the evaluation system. The training must address the procedures of the evaluation system, the standards that the district uses in evaluating the performance of teachers and administrators, and other information that the district considers helpful.

(e) A school district shall provide a tenured teacher whose performance, after evaluation, did not meet the district performance standards with a plan of improvement. The evaluating administrator shall consult with the tenured teacher in setting clear, specific performance expectations to be included in the plan of improvement. The plan of improvement must address ways in which the tenured teacher's performance can be improved and shall last for not less than 90 workdays and not more than 180 workdays unless the minimum time is shortened by agreement between the evaluating administrator and the teacher. The plan of improvement shall be based on the professional performance standards outlined in the locally adopted school district evaluation procedure. The school district must observe the teacher at least twice during the course of the plan. If, at the conclusion of the plan of improvement, the tenured teacher's performance again does not meet the district performance standards, the district may nonretain the teacher under [AS 14.20.175](#) (b)(1).

(f) A school district may place an administrator who has previously acquired tenure, whose performance, including performance as an evaluator under the district's certificated employee evaluation system, does not meet the district performance standards on a plan of improvement. The plan must address ways in which the administrator's performance can be improved and shall last for not less than 90 workdays and not more than 210 workdays unless the minimum time is shortened by agreement between the evaluating administrator and the administrator being evaluated. The school district must observe the administrator being evaluated at least twice during the course of the plan. If, at the conclusion of the plan of improvement, the administrator's performance again does not meet the district performance standards, the district may terminate its employment contract with the administrator. This subsection does not restrict the right of a school district to reassign an administrator to a teaching position consistent with the terms of an applicable collective bargaining agreement.

(g) The department may request copies of each school district's certificated employee evaluation system and changes the district makes to the systems.

(h) Information provided to a school district under the school district's certificated employee evaluation system concerning the performance of an individual being evaluated under the system is not a public record and is not subject to disclosure under AS 40.25. However, the individual who is the subject of the evaluation is entitled to a copy of the information and may waive the confidentiality provisions of this subsection concerning the information

### **Sec. 14.20.170. Dismissal.**

(a) A teacher, including a teacher who has acquired tenure rights, may be dismissed at any time only for the following causes:

(1) incompetency, which is defined as the inability or the unintentional or intentional failure to perform the teacher's customary teaching duties in a satisfactory manner;

(2) immorality, which is defined as the commission of an act that, under the laws of the state, constitutes a crime involving moral turpitude; or

(3) substantial noncompliance with the school laws of the state, the regulations or bylaws of the department, the bylaws of the district, or the written rules of the superintendent.

(b) A teacher may be suspended temporarily with regular compensation during a period of investigation to determine whether or not cause exists for the issuance of a notification of dismissal according to AS 14.20.180 .

(c) A teacher who is dismissed under this section is not entitled to a plan of improvement under AS 14.20.149 .

#### **Sec. 14.20.175. Nonretention.**

(a) A teacher who has not acquired tenure rights is subject to nonretention for the school year following the expiration of the teacher's contract for any cause that the employer determines to be adequate. However, at the teacher's request, the teacher is entitled to a written statement of the cause for nonretention. The boards of city and borough school districts and regional educational attendance areas shall provide by regulation or bylaw a procedure under which a nonretained teacher may request and receive an informal hearing by the board.

(b) A teacher who has acquired tenure rights is subject to nonretention for the following school year only for the following causes:

(1) the school district demonstrates that

(A) the district has fully complied with the requirements of AS 14.20.149 with respect to the tenured teacher;

(B) the teacher's performance, after completion of the plan of improvement, failed to meet the performance objectives set out in the plan; and

(C) the evaluation of the teacher established that the teacher does not meet the district performance standards;

(2) immorality, which is defined as the commission of an act that, under the laws of the state, constitutes a crime involving moral turpitude; or

(3) substantial noncompliance with the school laws of the state, the regulations or bylaws of the department, the bylaws of the district, or the written rules of the superintendent.

## **REGULATIONS**

### **4 AAC 04.200. Professional content and performance standards**

(a) The provision contained in subsections (b), (c), (e) and (f) of this section identify and describe content and performance standards that reflect the highest abilities and qualities of the teaching profession. The paragraphs within each of those subsections describe the content standards for teachers, and for teachers who are administrators, as applicable. The subparagraphs within those paragraphs identify performance standards upon which districts shall base district performance standards.

### **Teacher Standards**

(b) The following content and performance standards apply to a teacher:

(1) A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice. Performances that reflect attainment of this standard include

(A) engaging in thoughtful and critical examination of the teacher's practice with others, including describing the relationship of beliefs about learning, teaching, and assessment practice to current trends, strategies, and resources in the teaching profession; and

(B) demonstrating consistency between a teacher's beliefs and the teacher's practice.

(2) A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice. Performances that reflect attainment of this standard include

(A) accurately identifying and teaching to the developmental abilities of students; and

(B) applying learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception, and cognitive style.

(3) A teacher teaches students with respect for their individual and cultural characteristics.

Performances that reflect attainment of this standard include

- (A) incorporating characteristics of the student's and local community's culture into instructional strategies that support student learning;
- (B) identifying and using instructional strategies and resources that are appropriate to the individual and special needs of students; and
- (C) applying knowledge of Alaska history, geography, economics, governance, languages, traditional life cycles and current issues to the selection of instructional strategies, materials, and resources.

(4) A teacher knows the teacher's content area and how to teach it. Performances that reflect attainment of this standard include

- (A) demonstrating knowledge of the academic structure of the teacher's content area, its tools of inquiry, central concepts, and connections to other domains of knowledge;
- (B) identifying the developmental stages by which learners gain mastery of the content area, applying appropriate strategies to assess a student's stage of learning in the subject, and applying appropriate strategies, including collaborating with others, to facilitate students' development;
- (C) drawing from a wide repertoire of strategies, including, where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional context;
- (D) connecting the content area to other content areas and to practical situations encountered outside the school; and
- (E) staying current in the teacher's content area and demonstrating its relationship with and application to classroom activities, life, work, and community.

(5) A teacher facilitates, monitors, and assesses student learning. Performances that reflect attainment of this standard include

- (A) organizing and delivering instruction based on the characteristics of the students and the goals of the curriculum;

- (B) creating, selecting, adapting, and using a variety of instructional resources to facilitate curricular goals and student attainment of performance standards and grade level expectations;
  - (C) creating, selecting, adapting, and using a variety of assessment strategies that provide information about and reinforce student learning and that assist students in reflecting on their own progress;
  - (D) organizing and maintaining records of students' learning and using a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences; and
  - (E) reflecting on information gained from assessments and adjusting teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals.
- (6) A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members. Performances that reflect attainment of this standard include
- (A) creating and maintaining a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively;
  - (B) communicating high standards for student performance and clear expectations of what students will learn;
  - (C) planning and using a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn; and
  - (D) assisting students in understanding their role in sharing responsibility for their learning.
- (7) A teacher works as a partner with parents, families, and the community. Performances that reflect attainment of this standard include
- (A) promoting and maintaining regular and meaningful communication between the classroom and students' families;
  - (B) working with parents and families to support and promote student learning;
  - (C) participating in schoolwide efforts to communicate with the broader community and to involve parents and families in student learning;

- (D) connecting, through instructional strategies, the school and classroom activities with student homes and cultures, work places, and the community; and
  - (E) involving parents and families in setting and monitoring student learning goals.
- (8) A teacher participates in and contributes to the teaching profession. Performances that reflect attainment of this standard include
- (A) maintaining a high standard of professional ethics;
  - (B) maintaining and updating both knowledge of the teacher's content area or areas and best teaching practice;
  - (C) engaging in instructional development activities to improve or update classroom, school, or district programs; and
  - (D) communicating, working cooperatively, and developing professional relationships with colleagues.

### **Administrator Standards**

(c) In addition to the content and performance standards set out in (b) of this section, the following content and performance standards apply to a teacher who is an administrator in the public schools:

- (1) An administrator provides leadership for an educational organization. Performances that reflect attainment of this standard include
- (A) working with and through individuals and groups;
  - (B) facilitating teamwork and collegiality, including treating staff as professionals;
  - (C) providing direction, formulating plans and goals, motivating others, and supporting the priorities of the school in the context of community and district priorities and staff and student needs;
  - (D) focusing on high priority issues related to student learning and staff competence;
  - (E) recognizing and acknowledging outstanding performance;
  - (F) solving or convening others to solve problems and making sound judgments based on problem analysis, best practice, and district goals and procedures;
  - (G) prioritizing and using resources effectively to accomplish organizational goals through planning, involving others, delegating, and allocating resources sufficiently to priority goals;
  - (H) taking action to carry out plans and accomplish goals; and

- (I) maintaining the administrator's own professional goals.
- (2) An administrator guides instruction and supports an effective learning environment. Performances that reflect attainment of this standard include
- (A) supporting the development of a schoolwide climate of high expectations for student learning and staff performance;
  - (B) ensuring that effective instructional methods are in use;
  - (C) maintaining school or program-level records of student learning and communicating students' progress to the appropriate individuals or entities;
  - (D) developing and supporting instructional and auxiliary programs for the improvement of teaching and learning; and
  - (E) facilitating the establishment of effective learning environments.
- (3) An administrator oversees the implementation of curriculum. Performances that reflect attainment of this standard include
- (A) demonstrating knowledge of current major curriculum design models, including a standards-based curriculum;
  - (B) interpreting school district curricula in terms of school-level organization and program;
  - (C) facilitating staff's alignment of materials, curricula, methods, and goals and standards for student performance; and
  - (D) monitoring social and technological developments as they affect curriculum.
- (4) An administrator coordinates services that support student growth and development. Performances that reflect attainment of this standard include
- (A) implementing and overseeing student behavior and discipline procedures that promote the safe and orderly atmosphere of the school;
  - (B) providing for student guidance, counseling, and auxiliary services;
  - (C) coordinating outreach for students, staff and school programs, community organizations, agencies and services;
  - (D) being responsive to parent and family requests for information, involvement in student learning, and outreach assistance;
  - (E) supporting the development and use of programs that connect schooling with plans for adult life; and

- (F) supporting the development and overseeing the implementation of a comprehensive program of student activities.
- (5) An administrator provides for staffing and professional development to meet student learning needs. Performances that reflect attainment of this standard include
- (A) supervising or arranging for the supervision of staff for the purpose of improving their performance, demonstrating the ability to apply, as appropriate, both collegial and hierarchical models;
  - (B) working with faculty and staff to identify individual and group professional needs and to design appropriate staff development opportunities;
  - (C) evaluating staff for the purpose of making recommendations about retention and promotion; and
  - (D) participating in the hiring of new staff based upon needs of the school and district priorities.
- (6) An administrator uses assessment and evaluation information about students, staff, and the community in making decisions. Performances that reflect attainment of this standard include
- (A) developing tools and processes to gather needed information from students, staff, and the community;
  - (B) using information to determine whether student, school, or program goals have been met and implementing changes where appropriate;
  - (C) interpreting assessment information and evaluations for others; and
  - (D) relating programs to desired standards or goals.
- (7) An administrator communicates with diverse groups and individuals with clarity and sensitivity. Performances that reflect attainment of this standard include
- (A) communicating clearly, effectively, and with sensitivity to the needs and concerns of others, both orally and in writing;
  - (B) obtaining and using feedback to communicate more effectively;
  - (C) recognizing the influence of culture on communication style and communicating with sensitivity to cultural differences; and
  - (D) communicating a positive image of the school in the community.

(8) An administrator acts in accordance with established laws, policies, procedures, and good business practices. Performances that reflect attainment of this standard include

- (A) acting in accordance with federal and state statutes, regulations, and other law;
- (B) working within local policy, procedures, and directives; and
- (C) administering contracts and financial accounts responsibly, accurately, efficiently, and effectively.

(9) An administrator understands the influence of social, cultural, political, and economic forces on the educational environment and uses this knowledge to serve the needs of children, families, and communities. Performances that reflect attainment of this standard include

- (A) acting with awareness that schools exist in a political environment and are affected by other systems with which they intersect and interact;
- (B) identifying relationships between public policy and education;
- (C) recognizing the appropriate level at which an issue should be resolved, including home, classroom, building, and district levels, and taking appropriate action;
- (D) engaging in and supporting efforts to affect public policy to promote quality education for students;
- (E) addressing ethical issues that arise in the educational environment, acting with care and good judgment within appropriate time frames; and
- (F) enlisting public participation in and support for school programs, student achievement, and the schoolwide climate for learning.

(10) An administrator facilitates the participation of parents and families as partners in the education of children. Performances that reflect attainment of this standard include

- (A) supporting and respecting the responsibilities of parents and families, recognizing the variety of parenting traditions and practices in the community;
- (B) ensuring that teachers and staff engage parents and families in assisting student learning;
- (C) maintaining a school or program climate that welcomes parents and families and invites their participation; and

(D) involving parents and community in meaningful ways in school or program decision-making.

### **Beginning Teacher Standards**

(e) The content and performance standards that apply to a beginning teacher for purposes of completion of a teacher preparation program include the standards described in the *Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools*, published by the Alaska Native Knowledge Network, revised as of February 2, 1999, and adopted by reference, and the following:

(1) A beginning teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice. Performances that reflect attainment of this standard include

(A) stating a personal philosophy of education supported by research, professional literature, and experience with students;

(B) identifying teaching practices that are consistent or inconsistent with the teacher's personal philosophy of education; and

(C) demonstrating teaching practices that represent the teacher's philosophy of education.

(2) A beginning teacher understands how students learn and develop and applies that knowledge in the teacher's practice. Performances that reflect attainment of this standard include

(A) identifying the abilities of students based on a developmental continuum through formal and informal assessment, including observation, documentation, developmental profiles required under 4 AAC [06.712](#), and state standards-based assessments under 4 AAC [06.737](#);

(B) providing instructional opportunities to meet the needs of students based on

(i) theories of learning and motivation; and

(ii) the individual and special needs of students, including students with different learning styles, students at different stages of development, students with disabilities, limited English proficient students, and gifted students.

(3) A beginning teacher teaches students with respect for their individual and cultural characteristics. Performances that reflect attainment of this standard include

- (A) making connections with local cultures and with the individual and cultural characteristics of the students to promote learning;
- (B) using resources and information about the community and the state in planning and delivery of instruction;
- (C) recognizing and minimizing bias in instructional materials and practice;
- (D) using culturally appropriate communication, instructional strategies, and ways of knowing, and using knowledge of the cultural standards adopted by reference in 4 AAC [04.180](#) in practice; and
- (E) identifying and using instructional strategies and resources that are appropriate to the individual and special needs of students.

(4) A beginning teacher knows the teacher's content area and how to teach it. Performances that reflect attainment of this standard include

- (A) identifying the connections in instructional plans to the
  - (i) student content and performance standards adopted by reference in 4 AAC [04.150](#); and
  - (ii) district curriculum; and
- (B) developing and teaching lessons or units that demonstrate
  - (i) accurate and current knowledge of the content;
  - (ii) instructional strategies that are suited to teaching the content area, integrating technology where appropriate;
  - (iii) consideration of students' developmental stages of content mastery using an analysis of various qualitative and quantitative assessment data;
  - (iv) a variety of teaching strategies that encourage students' development of critical thinking, problem solving, creativity, and performance skills; and
  - (v) connections across disciplines that enable students to apply their content knowledge and process skills to real world situations.

(5) A beginning teacher facilitates, monitors, and assesses student learning. Performances that reflect attainment of this standard include

- (A) teaching lessons based on

- (i) the student content and performance standards adopted by reference in 4 AAC [04.150](#);
    - (ii) the district curriculum; and
    - (iii) individual and special needs of students;
  - (B) selecting appropriate assessments that measure what students know, understand, and are able to do;
  - (C) analyzing and using data from formative, interim, and summative assessments to guide instruction and planning;
  - (D) identifying and using a variety of instructional strategies and resources that are appropriate to the individual and special needs of students, including students with disabilities, limited English proficient students, and gifted students;
  - (E) assisting students to reflect on their own progress using assessment data;
  - (F) using a record keeping system to monitor and report student progress and attendance; and
  - (G) communicating ongoing student progress in a timely manner to students, parents, administrators, and other appropriate audiences.
- (6) A beginning teacher creates and maintains a learning environment in which all students are actively engaged and contributing members. Performances that reflect attainment of this standard include
- (A) creating and maintaining a learning environment that is physically, emotionally, and intellectually safe;
  - (B) establishing a culture of learning for all students by
    - (i) setting clear expectations of high standards for student performance;
    - (ii) promoting pride in student accomplishments;
    - (iii) teaching students to be responsible for their individual and collaborative learning and decision-making;
    - (iv) promoting respect for individual differences; and
    - (v) responding appropriately to student behavior; and
  - (C) implementing routines, procedures, scheduling, a classroom physical arrangement, and other elements of a classroom management plan that

- (i) establishes an environment in which students are actively engaged, contributing members;
- (ii) establishes an environment in which time is managed for maximum learning, by means of transitions, pacing, administrative procedures, and other time management techniques; and
- (iii) includes a discipline plan incorporating district, school, and classroom standards of behavior.

(7) A beginning teacher works as a partner with parents, families, and the community.

Performances that reflect attainment of this standard include

- (A) promoting regular communication between the classroom and students' families;
- (B) participating in schoolwide efforts, if available, that involve families and the public in the school community;
- (C) relating curriculum to local lifestyles, using culturally relevant lesson plans, using local experts, local artists, and field trips, and using other instructional strategies that connect classroom activities with students' cultures and families and with the local community; and
- (D) providing parents and families the opportunity to set and monitor student learning goals.

(8) A beginning teacher participates in and contributes to the teaching profession.

Performances that reflect attainment of this standard include

- (A) complying with 20 AAC [10.020](#) (code of ethics and teaching standards), and explaining how it impacts decision-making;
- (B) committing to continuous professional growth by
  - (i) setting professional goals based on identified strengths, weaknesses, and feedback from colleagues, supervisors, administrators, mentors, and other professionals;
  - (ii) reflecting upon the teacher's own teaching practices, including progress towards goals; and

(iii) pursuing certification advancement, professional organization affiliation, district in-services, or other professional development opportunities;

(C) working cooperatively with colleagues, supervisors, administrators, mentors, and other professionals;

(D) demonstrating compliance with federal, state, district, and school laws, regulations, policies, procedures, and schedules; and

(E) considering feedback from colleagues, supervisors, administrators, mentors, and other professionals.

### **Cultural Standards for Educators**

(f) The following cultural standards for educators apply to a teacher, including a teacher who is an administrator or a special service provider:

(1) a culturally-responsive educator incorporates local ways of knowing and teaching in the educator's work;

(2) a culturally-responsive educator uses the local environment and community resources on a regular basis to link what the educator is teaching to the everyday lives of the students;

(3) a culturally-responsive educator works closely with parents to achieve a high level of complementary educational expectations between home and school;

(4) a culturally-responsive educator recognizes the full educational potential of each student and provides the challenges necessary for the student to achieve that potential.

### **4 AAC 04.205. District performance standards**

(a) Repealed 2/16/2013.

(b) A district shall establish performance standards for each of the professional content standards set out at 4 AAC 04.200. In establishing its performance standards, a district shall discuss each of the performance standards set out at 4 AAC 04.200 that reflect attainment of each professional content standard. A district may

(1) establish a performance standard set out at 4 AAC 04.200 as one of its performance standards;

(2) modify a performance standard set out at 4 AAC 04.200 to accommodate district goals and priorities;

(3) combine performance standards set out at 4 AAC [04.200](#) to create broader performance standards; and

(4) provide additional or alternative performance standards to accommodate district goals and priorities.

(c) Repealed 2/16/2013.

(d) Performance standards established by a district shall be interpreted and applied in the context of the job requirements of the teacher being evaluated.

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

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

(2) require the use of at least two but not more than four measurements of student growth;

(3) require the use of data from the statewide test selected by the commissioner under 4 AAC [06.737](#) as a measurement of student growth if

(A) the commissioner has notified districts that the commissioner has selected a test that

(i) employs measurements of achievement that are comparable across grade levels; and

(ii) permits a district to make valid measurements of student growth from year to year;

(B) data for student growth for a subject and grade level are available from the test; and

(C) the data are for a subject and grade level directly related to the job duties of the educator to whom the standard would apply;

(4) if the use of data from the statewide test is permitted under (3) of this subsection, use the data from the statewide test in at least as high a proportion as any other measurement of student growth used by the district; and

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

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

**History:** Eff. 4/20/97, Register 142; am 2/16/2013, Register 205

**Authority:** [AS 14.03.015](#) [AS 14.07.020](#) [AS 14.07.060](#) [AS 14.20.010](#) [AS 14.20.020](#)

#### **4 AAC 19.010. Purpose and scope of evaluations**

(a) A district's evaluation of a teacher, administrator, or special service provider shall provide information and analysis that

- (1) help the teacher, administrator, or special service provider grow professionally;
- (2) are intended to improve the effectiveness of instruction at the school; and
- (3) relate to the future employment of the teacher, administrator, or special service provider.

(b) For each of the content standards set out in 4 AAC [04.200\(b\)\(2\)](#) - (8), a district shall evaluate whether a teacher is exemplary, proficient, basic, or unsatisfactory on the standard. In evaluating the teacher, the district shall consider the cultural standards set out in 4 AAC [04.200\(f\)](#). A district may evaluate a teacher on additional standards that have been adopted by the district.

(c) For each of the content standards set out in 4 AAC [04.200\(c\)](#), a district shall evaluate whether an administrator is exemplary, proficient, basic, or unsatisfactory on the standard. In evaluating the administrator, the district shall consider the cultural standards set out in 4 AAC [04.200\(f\)](#). A district may evaluate an administrator on additional standards that have been adopted by the district.

(d) A district shall evaluate whether the performance of a special service provider is exemplary, proficient, basic, or unsatisfactory on the performance standards for the special service applied by the district under 4 AAC [04.205\(d\)](#). In evaluating the special service provider, the district shall consider the cultural standards set out in 4 AAC [04.200\(f\)](#).

(e) In addition to the evaluation on the individual standards described in (b), (c), or (d) of this section, a district shall evaluate

- (1) **no later than school year 2015-2016** whether a teacher's, administrator's, or special service provider's overall performance is exemplary, proficient, basic, or unsatisfactory; and
- (2) no later than school year **2016-2017** [2015 – 2016], whether a teacher's or administrator's performance on the district's standards for student learning data is

exemplary, proficient, basic, or unsatisfactory **and include the information in the teacher and administrator's overall rating** [; A DISTRICT SHALL INCLUDE STUDENT LEARNING DATA IN TEACHER AND ADMINISTRATOR EVALUATIONS ACCORDING TO THE FOLLOWING SCHEDULE:

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

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

(C) SCHOOL YEAR 2018 - 2019 AND AFTER, AT LEAST 50 PERCENT OF A TEACHER'S OR ADMINISTRATOR'S OVERALL PERFORMANCE RATING.]

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

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

(h) Unless the district is nonretaining the teacher, administrator, or special service provider, if a district gives a special service provider, administrator, or teacher a performance evaluation rating of basic on two or more of the content standards or **in the case of teachers and administrators, the district's standard for student learning data**[OTHER CRITERIA FOR WHICH EVALUATION IS REQUIRED UNDER THIS SECTION], the district

(1) shall provide support and assistance, as determined by the district, for improvement on those standards or criteria;

(2) may place the teacher, administrator, or special service provider on a plan of professional growth.

(i) If, at the conclusion of a plan of professional growth, a teacher's, administrator's, or special service provider's performance on the standards or criteria in question is not proficient or exemplary, the district may place the teacher, administrator, or special service provider on a plan of improvement under [AS 14.20.149\(b\)\(6\)](#).

(j) For purposes of this section, a plan of professional growth is a plan developed by the evaluating administrator, in consultation with the teacher, administrator, or special service provider to whom the plan applies, to provide the structure, assistance, and guidance for the teacher, administrator, or special service provider to improve in all criteria in which the teacher, administrator, or special service provider is performing at a basic level. The plan must include

- (1) clear and specific performance expectations;
- (2) a description of ways that the teacher's, administrator's, or special service provider's performance can be improved; and
- (3) a duration determined by the district.

**(k) Not later than July 1, 2015, 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 districts' evaluation system. Under this pilot program, districts must**

**(1) 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 standard accurately reflect student growth based on educator performance; and**

**(4) evaluate whether a teacher's or administrator's performance on the district's standards for student learning data is exemplary, proficient, basic, or unsatisfactory and share this evaluation with the educator. (Eff. 8/30/75, Register 55; am 2/16/2013, Register 205; am / / , Register ) Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149**

**History: Eff. 8/30/75, Register 55; am 2/16/2013, Register 205**

**Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149**

**4 AAC 19.015. Evaluation form to be available**

A district shall make a copy of a form, template, or checklist that the district uses in the evaluation of certificated employees available to the public, including posting the form, template, or checklist on the district's website. The posting shall make clear how the district has considered information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design of the district's certificated employee evaluation system, as required under [AS 14.20.149](#).

**History: Eff. 9/2/2011, Register 199**

**Authority: [AS 14.07.060](#)**

**4 AAC 19.030. Evaluation procedures**

- (a) In evaluating a teacher, administrator, or special service provider, a district
- (1) shall base the evaluation of a teacher, administrator, or special service provider on observation of the teacher, administrator, or special service provider in the workplace by the evaluator;
  - (2) shall consider information on the performance of the teacher, administrator, or special service provider provided by students, parents, community members, teachers, and administrators under [AS 14.20.149\(b\)\(7\)](#);
  - (3) shall indicate what information the district used to evaluate the teacher, administrator, or special service provider and the source of the information;
  - (4) shall notify students, parents, community members, teachers, and administrators that students, parents, community members, teachers, and administrators have the opportunity to provide information on the performance of the teacher, administrator, or special service provider being evaluated; the district shall provide a form or electronic means for providing the information;
  - (5) shall provide the teacher, administrator, or special service provider being evaluated with a copy of the draft evaluation at least 24 hours before the evaluation becomes final;
  - (6) shall inform the teacher, administrator, or special service provider being evaluated that
    - (A) the teacher, administrator, or special service provider has the right to review a draft evaluation and comment in writing before the evaluation becomes final; and
    - (B) a failure to submit comments before the deadline waives the right to comment on the evaluation;
  - (7) may not retaliate against a teacher, administrator, or special service provider for commenting on the evaluation; and

(8) shall ensure that the evaluator and the teacher, administrator, or special service provider being evaluated signs the evaluation.

(b) In evaluating a teacher, administrator, or special service provider, a district may

(1) consider information in addition to the information described in (a) of this section, if the additional information is relevant to the performance of the teacher, administrator, or special service provider on the performance standard or other criterion under evaluation;

(2) survey students, parents, community members, teachers, or administrators regarding the performance of a teacher, administrator, or special service provider;

(3) use a nationally recognized teacher, administrator, or special service provider evaluation framework approved by the department that aligns with the standards set out in 4 AAC [04.200](#);

(4) require a more experienced teacher to perform at a higher level than a teacher with less experience.

(c) An evaluation of a teacher, administrator, or special service provider under this section must be approved by a person who possesses an administrative certificate issued under 4 AAC [12.345](#).

(d) Not later than July 1, **2016** [2015], a school district shall adopt evaluation procedures that incorporate student learning data into the evaluation process. In adopting a process to incorporate student learning data, a district shall confer with educators who teach a subject matter and grade level, or with groups of educators whose subject matters and grade levels are related, to identify appropriate student learning data for evaluating teachers in the subject matter and grade level.

**History:** Eff. 8/30/75, Register 55; am 1/12/83, Register 85; am 9/29/2005, Register 175; am 2/16/2013, Register 205

**Authority:** [AS 14.07.020](#) [AS 14.07.060](#) [AS 14.20.149](#)

#### **4 AAC 19.040. Confidentiality of the evaluation**

A school district shall adopt procedures that

(1) protect the confidentiality of the evaluation documents; and

(2) allow supervisory personnel appropriate access to the evaluation documents.

**History:** Eff. 8/30/75, Register 55; am 2/16/2013, Register 205

**Authority:** [AS 14.07.020](#) [AS 14.07.060](#) [AS 14.20.149](#)

**4 AAC 19.055. Reporting of evaluation results**

Beginning July 1, 2016, a district shall report to the department not later than **September 15** [July 10] of each calendar year **on a form prescribed by the department**

- (1) the number and percentage tenured and non-tenured of teachers, administrators, and special service providers in the district at each of the performance levels described in 4 AAC 19.010(e)(1) at the end of the preceding school year; and**
- (2) the number and percentage of tenured and non-tenured teachers, administrators, and special service providers in the district during the preceding school year who**
  - (A) Exceeded the district's performance standards under AS 14.20.149(b)(4);**
  - (B) were on a plan of improvement under AS 14.20.149 (b)(6);**
  - (C) were receiving district support on a plan of professional growth under 4 AAC 19.010(h);**
  - (D) were non-retained under AS 14.20.175**
  - (E) were dismissed under AS 14.20.170; and/or**
  - (F) were identified as having unsatisfactory or basic performance on their evaluation by the school district and subsequently resigned.** (Eff. 2/16/2013, Register 205; am \_\_/\_\_/\_\_, Register \_\_)

**Authority:** AS 14.07.020 AS 14.07.060 AS 14.20.149

**4 AAC 19.060. Evaluation training**

A district's evaluation training must include training that provides for an assurance of inter-rater reliability.

**History:** Eff. 8/30/75, Register 55; am 2/6/2013, Register 205

**Authority:** AS 14.07.020 AS 14.07.060 AS 14.20.149

**4 AAC 19.099. Definitions**

In this chapter, unless the context requires otherwise,

- (1) "administrator" has the meaning given in 4 AAC 12.900(c)(2)(A);
- (2) "measurement"
  - (A) means an assessment of student knowledge, understanding, or skill;
  - (B) includes an assessment that is not a standardized test;
- (3) "measurement of student growth" means a comparison of a measurement of a student's knowledge, understanding, or skill in a subject before being taught by the teacher with a comparable measurement made after the student has been taught the subject by the teacher;

(4) "objective, empirical, and valid measurement" means an assessment of the extent of a student's knowledge, understanding, or skill that

(A) is based on verifiable data or information that has been recorded or preserved;

(B) can be repeated with the same expected result; and

(C) is not dependent on the point of view or interpretation of the person giving the assessment;

(5) "special service provider" means a certificated person employed by a school district in a special services area; in this paragraph, "special services area" has the meaning given in 4 AAC 12.900(a);

(6) "student growth" means measurable gains made by a student in the student's knowledge, understanding, or skill in a subject;

(7) "student learning data" means objective, empirical, and valid measurements of a student's growth in knowledge, understanding, or skill in a subject that occurred during the time the student was taught that subject by a teacher. **In the case of administrators and teachers on special assignment, student learning data may include data showing changes to student attendance under 4 AAC 06.895(i), participation rates under 4 AAC 06.820, and graduation rates under 4 AAC 06.825 that are related to the educator's job duties or responsibilities;**

(8) "teacher"

(A) has the meaning given in 4 AAC 12.900(c)(1);

(B) includes a provider of special education who holds a certificate issued under 4 AAC 12.305.

**(9) "teacher on special assignment" means a teacher who does not provide instruction or academic support to students and does not serve as the teacher of record for any student. Teachers assigned to a correspondence study program approved by the department under 4 AAC 33.420 are not on special assignment.** (Eff. 2/16/2013, Register 205; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.020 AS 14.07.060 AS 14.20.149

STATE OF ALASKA )  
 ) ss.  
FIRST JUDICIAL DISTRICT )

AFFIDAVIT OF ORAL HEARING

I, Dottie Knuth, Executive Secretary for the State Board of Education & Early Development, being sworn, state the following:

On December 6, 2012, at the State Board of Education & Early Development meeting held at the Anchorage School District Board Room, 5530 E. Northern Lights Blvd., Anchorage, AK, and through the following Legislative Information Offices: Anchorage, 716 W 4<sup>th</sup> Ave., Ste. 200; Barrow, 119 Bank Bldg.; Bethel, 301 Willow St.; Fairbanks, 1292 Sadler Way, Suite 308; Juneau, Rm. 111 Terry Miller Bldg.; Kenai, 145 Main St. Loop, Ste. 217; Ketchikan, 50 Front St., Ste. 203; Kodiak, 112 Mill Bay Rd.; Kotzebue, 373 2<sup>nd</sup> St., Pillautuq Centre; Mat-Su, 600 E Railroad Ave.; Nome 103 Front St.; Sitka, 201 Katlian St., Ste. 200A, the State Board of Education & Early Development did preside over a public hearing held in accordance with AS 44.62.210 for the purpose of taking testimony in connection with the adoption of changes in 4 AAC 04.200 - .205: Performance Standards; 4 AAC 19: Professional Employee Evaluation.

DATE: 12.21.12  
Juneau, Alaska

Dottie Knuth  
Dottie Knuth, Executive Secretary

SUBSCRIBED AND SWORN TO before me this 21 day of Dec., 2012.

[NOTARY SEAL]



Courtney Michno  
Notary Public in and for the  
State of Alaska  
My commission expires: with office

State Board of Education and Early Development Meeting  
December 7, 2012  
Excerpt From the Unapproved Minutes

Board member Pat Shier moved and member Geri Benshoof seconded the following motion:

I move the State Board of Education & Early Development adopt the amendments to  
4 AAC 04.04.200(f) professional content and performance standards;  
4 AAC 04.205(a)(b)(c)(d) District performance standards; 4 AAC 19.010 Purpose and scope of  
evaluation; 4 AAC 19.020 Scope of evaluation; 4 AAC 19.030 Evaluation procedures; 4 AAC  
19.040 Confidentiality of the evaluation; 4 AAC 19.050 Reporting of evaluation results and local  
incorporation of student learning data; 4 AAC 19.060 Evaluation training; and 4 AAC 19.099  
Definitions, as amended.

The motion carried by a 6-1 roll call vote.

STATE OF ALASKA )  
 )  
 ) ss.  
FIRST JUDICIAL DISTRICT )

AFFIDAVIT OF BOARD ACTION

I, Dottie Knuth, Executive Secretary, for the State Board of Education & Early Development, being duly sworn, state the following:

The attached motion dealing with proposed regulations related to amendments to 4 AAC 04.200 - .205: Performance Standards; 4 AAC 19: Professional Employee Evaluation was passed by the State Board of Education & Early Development during its December 7, 2012, meeting held at the Anchorage School District Board Room, 5530 E. Northern Lights Blvd., Anchorage, AK.

Date: 12.21.12  
Juneau, Alaska

Dottie Knuth  
Dottie Knuth, Executive Secretary

SUBSCRIBED AND SWORN TO before me this 21 day of Dec., 2012.

Courtney G. Michno  
Notary Public in and for the State of Alaska  
My commission expires: with office



**Acronyms and other usage**

AA-AAS: Alternate assessments based on alternate achievement standards

AAC: Alaska Administrative Code, the State regulations

AACP: Alaska Administrator Coaching Project

ACT College entrance examination

AKLN: Alaska's Learning Network

AKSPIP: Alaska State Performance Incentive Program

Alaska STEPP: Steps Toward Educational Progress and Partnership

Alaska's career-and college-ready standards: The Alaska Standards in English/Language Arts and Mathematics for grades kindergarten through 12, adopted in June 2012

AMO: Annual Measureable Objective

AN/AI: Alaska Native/American Indian

APS: Alaska Performance Scholarship

ASPI: Alaska School Performance Index

AYP: Adequate Yearly Progress

CCSS: Common Core State Standards

CCSSO: Council of Chief State School Officers

COP: Committee of Practitioners

CTE: Career and Technical Education

ECD: Economically disadvantaged

EED: Alaska Department of Education & Early Development

EL: English learners, also known as English language learners

ELA: English/language arts

ELP: English language proficiency

EM: Elementary and middle school grade levels

ESEA: The Elementary and Secondary Education Act

FAY: Full academic year

HS: high school grade levels

IHE: institution of higher education

LEP: Limited English proficient

NCLB: No Child Left Behind

NCSC: National Center and State Collaborative

NEA-Alaska: National Education Association-Alaska

OSEP: The federal Office of Special Education Programs

RAPPS: Rural Alaska Principal Preparation and Support

SAT: College entrance examination

SBA: Alaska's standards-based assessments in reading, writing and math

SES: Supplemental Educational Services

SIG: Federally funded School Improvement Grants

SBAC: Smarter Balanced Assessment Consortium

SPDG: State Personnel Development Grant

SSOS: EED's State System of Support to schools and districts

“State” in caps: The Alaska state government

“state” lower-case: The geographic and political entity

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

SWD: Students with disabilities

TAC: Alaska's Technical Advisory Committee for assessments

TQWG: Teacher Quality Working Group

USED: U.S. Department of Education

WIDA: World-Class Instructional Design and Assessment Consortium

WK: WorkKeys assessments

Alaska Department of Education & Early Development  
Title I Committee of Practitioners Meeting

Captain Cook Hotel, Anchorage

April 18, 2012

3:00 - 4:30 PM

**Committee Members Present**

Ray Alstrom, School Board member, Lower Yukon School District

Kerry Boyd, Superintendent, Yukon-Koyukuk School District

Sandy Miller, Federal Programs Coordinator, Kenai Peninsula School District

Therese Ashton, Federal Programs Coordinator, Wrangell School District

Steve Doerksen, Federal Programs Coordinator, Kodiak School District

Vernon Campbell, Director of Accountability/School Improvement, Anchorage School District

Michael Webb, Title I Principal, Anchorage School District

LeeAnn Tyree, Federal Programs Coordinator, Northwest Arctic School District

Ted Wilson, Title I Principal, Juneau School District

Sharay Samuel, parent, Anchorage School District

Jenny Burr\*, Title I Teacher, Delta-Greeley School District

Amanda Angaiak\*, Private School Administrator, Immaculate Conception School, Fairbanks

Daniel Walker\*, Assistant Superintendent, Lower Kuskokwim School District

\*attended via phone

**Absent:**

Doug Walrath, Vocational Educator, Bering Strait School District

**EED Staff members present:**

Margaret MacKinnon, Title I/ESEA Administrator

Sheila Box, Title I/SES/Choice Program Manager

Angela Love, Title I/School Improvement Program Manager

Kay Holmes, Title I/N&D/Homeless Program Manager

Pattie Adkisson, Title I/Title III Program Manager

Jousette McKeel, Title I/Migrant Program Manager

Margaret MacKinnon opened the meeting at 3:00 PM.

**Proposed Alaska Standards-Regulations open for public comment (4 AAC 04.140, 150, 180)**

Margaret MacKinnon, Title I/ESEA Administrator, gave an overview PowerPoint presentation of the proposed Alaska English/Language Arts and Mathematics Standards. The overview presented the rationale for the need for new standards, the process for creating and reviewing the standards, and an overview of the changes from the current standards to the new standards. The proposed standards are scheduled for adoption at the June 8 State Board of Education meeting.

**Committee questions & discussion on the proposed standards:**

Question: We had a presentation on the proposed standards at our district. Staff noticed that there are small differences between the common core standards adopted by other states and the proposed Alaska standards. Why didn't Alaska just adopt the common core? Answer: There was a requirement for states that adopted the common core standards to take them in their entirety without changing anything in the standards. Alaska wanted to be able to adopt standards of equal rigor, but have some flexibility in addressing specific Alaska needs.

Question: This won't start until 2016? Answer: Training will start once proposed standards are adopted. There will be a plan for transition to the new standards over the next few years, but students will not be assessed on the new standards until spring 2016.

Question: Will teachers be transitioning to new standards this year? How will that affect the reliability of the SBAs? Answer: Margaret gave a brief overview of requirements for a waiver from ESEA and discussed how some other states are proposing professional development to transition teachers/students to the new standards. Alaska has begun the plans for transition by making presentations on the proposed standards in outreach to districts and will be further developing the plan for professional development and transition to the new standards.

Question: Is the state going to create its own assessments? Answer: That has not been decided at this point. The current assessment contract expires with the 2014-2015 assessments. The new assessments will be aligned with the new standards.

Question: What is the biggest difference between the common core standards and what the state is proposing? Answer: They are pretty similar. Alaska will also recommend that the cultural standards are included.

Comment (from a member of the standards committee): Math is much more rigorous in middle school.

Comment: NW Arctic district has done a comparison. It is going to be very important for teachers to understand the new standards so that students will be ready for the assessment. PD will be vital.

Comment: PD is going to be very important. How will a school implement? Will look at the current assessment and then go from there.

Margaret asked the members what kind of support from the state will be necessary to make the transition.

Comment: Maybe a common formative assessment for all teachers to use and understand would be helpful.

Comment: The math is going to be a big shift. Maybe the state could supply videos of teachers teaching new standards so that they could have that support.

Comment: ASD really encourages the state to really look at the comment being sent into the state. He clarified that he is not the spokesperson for the district on the standards, but his understanding is that ASD is adopting common core because they felt like the common core component of showing what things "look like" across the content areas was important. Common core standards had greater

clarity...felt that when they read them they knew exactly what the student was expected to do. The district was concerned with their capacity to adopt curriculum materials from publishers knowing that materials are being created for states across the country that have adopted the common core standards.

Comment: It sounds like coherency and alignment is included. Will a reliable formative assessment be aligned to the new SBA so that teachers can have an idea of how their kids will do on the new assessment?

Comment: She has been thinking about this for years and is wondering if her board is aware of the new proposed standards.

Comment: Math is a huge shift and she is concerned about the assessment piece of the language arts. How do you move away from “checking the box” to a true assessment?

Comment: Professional development for teachers is going to be a must.

Other members had no comment at this time or similar comments to those already expressed.

### **Report from Teacher Quality Working Group on Teacher & Principal Evaluations**

Margaret MacKinnon summarized the report from the Teacher Quality Working Group (TQWG) on Teacher and Principal Evaluations that was presented in the State Board of Education (SBOE) meeting packet in March. The TQWG expects to present proposed regulations to the board at the June 8 meeting. The anticipated plan is for the SBOE to put the regulations out for public comment through November 2012, with adoption scheduled for December 2012. While the TQWG is finalizing its recommendations, they expect to include these key elements: districts will revise their current teacher and administrator evaluation frameworks or select a research-based model to use; a component of measuring growth in student learning will be incorporated; each teacher and administrator will receive an overall rating in one of 4 levels; feedback from the evaluation process will be used to inform professional growth and development of teachers and administrators.

### **ESEA Flexibility Waiver Requirements**

Margaret gave a PowerPoint presentation on ESEA Flexibility Waivers. The waivers have been offered by the US Department of Education to allow states to waive certain provisions of the No Child Left Behind Act such as the targets that require all students to be proficient by 2013-2014 and the consequences of school improvement, corrective action and restructuring. In exchange for waiving these provisions of NCLB, the state would submit a waiver that includes the following provisions in three key principles: 1) adopt rigorous college and career ready standards in language arts and math and create a plan to transition to the new standards and new assessments aligned to the standards; 2) create a state-developed differentiated accountability system for all schools that includes ambitious but achievable targets in language arts and math, incentives and supports for all Title I schools, and rigorous interventions and supports for the lowest performing schools and the schools with the greatest achievement gaps; and 3) supporting effective instruction and leadership by creating state guidelines for teacher and principal evaluation systems that differentiate overall performance on at least three levels, provide feedback that is used to guide professional development and inform personnel decisions, and includes as a significant factor data on growth in student learning. At this time, 11 states have approved

waivers, and 27 other states applied for waivers by the February deadline. Alaska has not yet determined if it will apply for a waiver, but the state has done work both on two of the principles: college and career ready standards and the teacher and principal evaluation systems.

**Comments on the ESEA waiver requirements:**

Comment: Supports the state applying for a waiver. Current system doesn't work well because if a school misses in one area it is still seen as failing by many parents and community members.

Comment: NWA would also like to have a waiver.

Comment: Has questions about how it will work with tying student achievement to all teacher's evaluations equitably?

Comment: In ranking schools, if you focus on the lowest 5% you are going to have to hold someone accountable to a measure that won't even be determined until 6 months after the work is completed. Also, allocation of resources could be targeted best towards the lowest 5%. How will the lower 5% ranking effect principals and their ratings. It is complicated and more involved that at first you might think.

Comment: It almost seems like a race. Will waivers come first or ESEA reauthorization first? Kenai would like to see a waiver. Implementation will be a huge undertaking.

Comment: Supports the waiver.

Comment: His district is neutral regarding waiver at this time (due to new incoming superintendent). There is consensus that the current system isn't working well. Feel as though they may be trading one set of headaches for a different set of headaches. Likes the idea of focusing onto 15% of lowest performing schools. But how does a special school fit in? It is a nontraditional model and it always appears on the list. Can there be a possibility of flexibility to have it taken off of the lists?

Comment: His district is in favor of applying for a waiver. They would want to be involved in developing the details of the criteria.

Comment: No comment. She is just watching the developments and the conversation at this time.

Comment: Feels similarity with others for schools that are unique. Could there be a waiver for non-traditional schools?

Two members had no comments at this time.

Margaret: The details will be important. There could be a way to build flexibility into the accountability system. How will we categorize schools as showing progress and not showing progress? It may also allow us to look at K-12 schools as well as traditional elementary, middle school, and high school configurations. If the state moves forward with a waiver application, the Title I Committee of Practitioners will be called to provide more input, as will other stakeholder groups.

Margaret MacKinnon adjourned the meeting at 4:30 PM.

Alaska Department of Education & Early Development  
Title I Committee of Practitioners Meeting

Webinar/Audio Conference

August 20, 2012

3:30 - 5:00 PM

**Committee Members Present**

Doug Walrath, Vocational Educator, Bering Strait School District

Kerry Boyd, Superintendent, Yukon-Koyukuk School District

Sandy Miller, Federal Programs Coordinator, Kenai Peninsula School District

Therese Ashton, Federal Programs Coordinator, Wrangell School District

Vernon Campbell, Director of Accountability/School Improvement, Anchorage School District

LeeAnn Tyree, Federal Programs Coordinator, Northwest Arctic School District

Daniel Walker, Assistant Superintendent, Lower Kuskokwim School District

**Absent:**

Ray Alstrom, School Board member, Lower Yukon School District

Steve Doerksen, Federal Programs Coordinator, Kodiak School District

Michael Webb, Title I Principal, Anchorage School District

Ted Wilson, Title I Principal, Juneau School District

Sharay Samuel, parent, Anchorage School District

Jenny Burr, Title I Teacher, Delta-Greeley School District

Amanda Angaiak, Private School Administrator, Immaculate Conception School, Fairbanks

**EED Staff members present:**

Margaret MacKinnon, Title I/ESEA Administrator

Sheila Box, Title I/SES/Choice Program Manager

Margaret MacKinnon opened the meeting at 3:30 PM

The purpose of the meeting is for the Committee of Practitioners to review the draft ESEA waiver proposal prior to submission to the US Department of Education on September 6. The COP reviewed the waiver requirements and the status of each principle at its April 18 meeting. At that meeting the state had not yet decided to apply for a waiver, but the new ELA and Math college and career ready standards were up for adoption by the State Board of Education and the Teacher Quality Working Group was in the process of finalizing changes in teacher and principal evaluations to present to the State Board.

The waiver proposal is due September 6 to US ED. It will be peer reviewed the first week in October. The state will then get feedback from US ED and work on revisions with the goal of reaching an approved waiver application. The waiver to freeze the AMO targets at 2010-11 levels was already approved and AYP was determined based on the same targets as last year. Waiver would be for 2 years, 2013-14, and 2014-15. At that time we will request an extension, or deal with reauthorization of NCLB. If the waiver is not approved, and we will go back to the regular schedule of AMO targets for the 2013-14 school year and will continue to implement all provisions of NCLB as written.

COP members can read the draft application and submit comments through the link on the department's webpage.

As most members of the COP had not yet had an opportunity to participate in a public webinar about the waiver, Margaret presented the overview of all principles of the waiver and information about the proposed state differentiated accountability and support system in Principle 2 in detail.

**Principle 1 - College and Career ready standards and assessments:** Since the April meeting the State Board adopted the new ELA and Math standards. The Alaska standards are similar in rigor to the common core standards adopted by many states, and Alaska received a letter of support from the University of Alaska system indicating that students who meet the standards would not need remedial work in college. Most of the work for Principle 1 is the plan for supporting the transition to the new standards, and the implementation of a new assessment based on the new standards in 2015-16. The state adopted WIDA standards for ELP are aligned to the common core standards. Alaska is still exploring the option to join one of the two national assessment consortia, or will consider creating a state-specific assessment system as we have now.

**Principle 3 – Supporting effective instruction and leadership:** The state must adopt guidelines for teacher and principal evaluation systems. There must be 3 levels of performance, have student growth data as a significant component, provide clear and timely feedback, and inform personnel decisions. The State Board has put the proposed regulation changes out for public comment now through November 2. The state's waiver application will essentially be submitting a timeline for creating the teacher and principal evaluation guidelines by the end of the 2012-2013 school year.

**Principle 2 – Accountability and Support:** The state accountability system will apply to all schools; will have to set AMO targets for all students and all NCLB required subgroups. System should build state, district and school capacity to improve learning and provide incentives to close achievement gaps and increase graduation rates.

The proposal includes the Alaska School Performance Index (ASPI), a rating system that includes different indicators for K-8 and 9-12, which are based on 100 point scale and include college and career ready indicators. Each school will receive 1 to 5 stars (5 is high) based on the points earned on the ASPI.

Elementary –

- Academic achievement – 35%
- School progress – growth and proficiency 35%
- Attendance – 25%
- Participation rate – 5%

High School

- Academic Achievement 20% (based on all students, average of proficient on all 3 tests.)
- School Progress 35% (growth index in regulation now, all students and 4 subgroups – Alaska Native, economically disadvantaged, LEP, and students with disabilities - indicates growth by year for each student. School gets a score based on weights in each subgroup and the whole.)
- Attendance rate 10% (based on interval scale, points for 85% attendance and up)
- Participation Rate 5%
-

- Graduation Rate (based on currently required formula in regs, 4 or 5 year cohort, points for 60% and up)
- Work Keys certificate rates – 8% (points for each student 11<sup>th</sup> grade student taking the test and earning a certificate)
- WorkKeys participation rate – 2%.

In K-12 schools, the point value for the different age groups are multiplied by the percentage of students in that age group to determine ASPI for the whole school.

Star ratings – Determined scale of ASPI points so that approximately 10% of the schools received a 1 star rating (lowest performing), about 10% at 2 stars, and about 10% at 5 stars. The remainder of the schools fall into the 3 or 4 star ratings (about 35% in each category). The incentive would be for schools to increase their star ratings over time so that perhaps no schools will be in the 1 star category in the future.

#### Comparing Stars and AYP –

Most schools making AYP would have 3-5 stars, but some can make AYP through safe harbor, and still score low stars. Most schools at low star levels also are in high levels of school improvement, but there are a few exceptions here too, where some are at the upper levels of not making AYP, but have high growth and progress so would get more star points.

AMOs – The proposal is to set the targets to reduce the percent not proficient by half over a six year period in equal increments. There will be statewide targets for all students and each subgroup as well as individual school targets under the waiver proposal. The AMOs will be used primarily for reporting the progress of the school, but will not be included in the ASPI index.

#### **Comments/questions on the accountability index:**

One member asked, is there a correspondence between star ratings and AMOs?

Margaret responded, No, but roughly lowest 10% of schools would start at 1-star, but those schools can move up over time. In addition, all targets would be reset when the new assessment is ready in 2015-16.

Another member asked if looking at % proficient, on Sample state AMO chart, is that based on where kids are at this time?

Margaret answered yes.

A rural district member commented he's worried about small schools for graduation rate, i.e. if 2 kids out of 5 drop out for some reason.

Margaret said that the department will look at that over time, and it may be that we can add an improvement factor for small schools; we'll keep that comment in mind.

Margaret asked the committee members if they were all feeling this would be a good direction for the state to go?

A rural district member said his district has a few concerns, but overall they think it is less onerous than NCLB. They like the growth component, and that there is not such a big penalty for one subgroup.

Margaret continued to outline the process for identification of schools and providing support.

Incentives & Support – All schools have support of the State System of Support (SOSS). The state will review the star levels, and schools with 3-5 stars will get a subgroup review to see if specific subgroups are lagging in achievement. An improvement plan would be required for those schools that would be submitted to the district.

Reward schools – 2 categories – highest progress and highest performing. Most will be 5 star schools, about 5% (or 5, whichever is higher) would be recognized in each grade span (K-8, 9-12, K-12) with announcements, certificates from the commissioner or legislative proclamations, would be asked to mentor other schools. Title I schools above 35% poverty could apply for the Title I Distinguished Schools recognition and be supported financially by the department to send staff to the National Title I Conference.

Lowest performing schools – 1 and 2 star ratings, state will look at ASPI scores, growth and proficiency index, graduation rates – similar to current state review for schools under regulation 872, and consult with districts that have lowest performing schools as is being done now. The state would consult with the district on implementation of 6 domains of the Alaska Effective Schools Framework.

Priority Schools – Need to identify the lowest performing 5% of Title I schools (14 schools). The state will consider schools with 1-star ratings using similar indicators as above, plus size and characteristics of schools. Must implement interventions for 3 years once identified. The Turnaround Principles are similar to the SIG program transformation model. Priority schools can apply for SIG 1003g funds and will be supported by the 1003a school improvement funds and the 20% set aside from district Title I allocation that was formerly used for SES/choice. Consequences – schools would be required to use STEPP; initial comprehensive needs assessment; most intensive level of support from SOSS (onsite coach); participation in initiatives such as Curriculum Alignment Institutes and Alaska Leadership Academy. Exit Priority Status – must meet criteria – improve 5 points on ASPI at the end of three years, and at least 85 growth and proficiency index for all students and each primary subgroup.

FOCUS schools – Need to identify at least 10% of Title I schools that have achievement or graduation gaps, either within school or compared to state at subgroup level (28 schools). Interventions required – use AK STEPP to create plan focused on specific interventions in areas of need; targeted SOSS team intervention, might not be as comprehensive as Priority schools plans, access to same funding sources as Priority schools except SIG 1003g funds. Exit Focus status – graduation rate greater than 60%, must improve in subgroup growth and proficiency index scores for all subgroups.

One member asked if, in the interim are they still required to set aside 20% for Choice-SES? The director responded yes, in the current year 2012-2013 everything operates as it has in the past.

#### **Comments/questions on waiver proposal:**

Margaret asked the COP members what their thoughts were on the waiver as a whole?

One district member said he thinks this is a big improvement over the previous system; the timeline for comments is a bit short for their district though. He also asked why there are still AMOs as well as star system?

Margaret said that the AMOs are still required, and will be publicly reported information. She recognizes that it seems in some ways to be a double system. The ASPI index scores and star ratings will be a way to report an overall picture of a school to the public, but the AMO targets and reporting will

give specific information to the public for all students and all subgroups and will be a way to hold the schools and districts accountable for reaching all students.

A member said that in other states, he knows there has been friction between states and districts, and in some cases the state is not exercising some waiver flexibility that districts want. He asked about districts not being required to develop an HQ plan.

Margaret said that the federal statute reference that is waived does not mean teachers do not have to be HQ. The requirement that is waived is the HQ plan and also the requirement to not hire additional paraprofessionals if a district does not have 100% of the teachers highly qualified. Teachers must still be HQ, but instead of an HQ plan, the evaluation system will be the factor used to improve teaching and learning over and above the minimum HQ requirements.

Alaska wanted to do a very simple plan, to accommodate small and large schools. The state regulations would be redone if the waiver goes through to reflect the ASPI star criteria and identification of high and low performing schools. Even though AMOs are written for 6 years as required, the targets will be re-set once the new assessment system has been implemented. Also, it is possible that NCLB would be reworked in the interim to allow for a more growth-based model.

Another member said she thinks the proposal is much better than what they've been functioning under.

One member asked if the state has any sense whether the waiver will be approved. Margaret responded that she thinks the accountability system would be approvable, but there may be some timeline issues, due to limited application periods offered by the feds.

The member replied that she appreciates the state's work, and thinks this system is better than what we have.

Another urban member said she agrees with everyone, it's certainly a step in the right direction. She asked if the state had gotten much comment from superintendents about the use of the WorkKeys assessment.

Margaret replied that some are concerned that participation will be down because some kids know they are going to college or don't want to take it as they are taking the ACT or SAT instead. WorkKeys is currently required for 11<sup>th</sup> graders by state regulation so that is why it is included.

Margaret said she knows it's a tight timeline for comments, but asked members to please continue to comment, as the state will be working with the US ED on the waiver with possible more information requested over the next few months. It will still be amendable after approval, in case we need to tweak it later.

A member said she is really excited about this proposal, fresh start for schools that can focus on growth.

Another member asked how the funding that is currently going to a district would change, related to the 20% set-aside and 1003a and SIG?

Margaret responded that the 1003a is allocated by the state to all current Title I school improvement sites, so it would be redirected to the districts with focus and priority schools. The 20% set-aside is from the Title I funding the district always gets, which would simply not be set aside for SES, and instead

could be used to support interventions in priority and focus schools, or as Title I funding directed to other Title I schools.

The member followed up and asked if the 20% set-aside funds must be split between focus and priority schools or could it be directed to other Title I low performing schools (1 and 2 stars).

Margaret replied that as Title I funding, it could be used to serve Title I schools, but she would need to research if it could be used as supplemental funding to 1- and 2-star schools that are not identified as priority or focus schools rather than be allocated to all Title I schools through the allocation formula.

The member asked, if they have a lot of low performing schools in a single district, would only some of those schools be identified, so the state could spread out the funds among districts?

Margaret replied that it would depend on the capacity of the district, and the number of schools in question. The state

The member asked about the 'characteristics' of schools in the criteria for selection as Priority schools?

Margaret responded that things like schools that are very small or serve special populations might not be identified as Priority schools that would benefit from the kinds of comprehensive required interventions. It is more likely that those types of schools might be identified as Focus schools where the interventions can be targeted to meet the needs of the school.

The member asked, on the turnaround principles for a Priority school, for replacing the principal, does the state have a timeline for when that school would need to turn around before the state mandated a change in leadership at a school?

Margaret replied that there should be some indication that the principal has the skills required, and is making progress. The state will work collaboratively with districts on this issue.

The meeting was adjourned at 4:45 PM.

# STATE OF ALASKA

Department of Education & Early Development

Teaching & Learning Support

**SEAN PARNELL, GOVERNOR**

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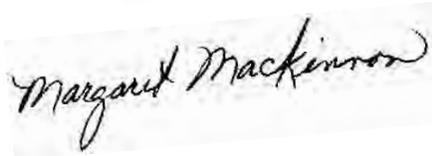
**To:** Superintendents

**cc:** Federal Programs Coordinators  
District Test Coordinators

**From:** Erik McCormick  
Director Assessment and Accountability



Margaret MacKinnon  
Title I/NCLB Administrator



**Date:** May 24, 2012

**Subject: ESEA Flexibility Waiver Options Webinar Wednesday, May 30, 3:00 PM**

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The US Department of Education has offered states the option to apply for waivers of certain provisions of the Elementary and Secondary Education Act (ESEA), currently authorized as No Child Left Behind (NCLB) in exchange for meeting new requirements in three areas: college and career ready standards and assessments for all students; state-developed differentiated accountability systems and supports for schools; and supporting effective instruction and leadership. EED is offering a webinar on **Wednesday, May 30, at 3:00 PM** in order to review the provisions of the waivers and to consider possible provisions of a state-defined accountability system as the state continues its process of considering whether Alaska will apply for a waiver for ESEA flexibility. You and other interested staff are encouraged to participate in this webinar to gain information about the waiver requirements and options and to share your ideas with EED.

To participate in the webinar, please use this link:

<https://sas.illuminate.com/m.jnlp?password=M.5EFFECCF1C774BAA7CF6EE62DC5A32&sid=2010175>

To participate by audio conference, please call 1-800-315-6338, and enter pin 2970#.

We hope you'll be able to participate in this webinar and/or conference call. Please contact either of us if you have any questions.

**District Superintendents Attending ESEA Flexibility Waiver Presentation  
7/30/2012**

Annette Island  
Cordova  
Delta-Greely  
Dillingham  
Fairbanks  
Galena  
Haines  
Iditarod  
Juneau  
Kake  
Kodiak  
Lower Yukon  
Mat-Su  
Mount Edgecumbe  
North Slope  
Petersburg  
Saint Mary's  
Sitka  
Southwest Region  
Tanana

## **Organizations Contacted to Participate in August Webinars**

### **ADOL&WD**

Ahtna Heritage Foundation  
Alaska Administrator Coaching Project  
Alaska Association for Bilingual Education  
Alaska Association for Career and Technical Education  
Alaska Association of Elementary School Principals  
Alaska Association of School Librarians  
Alaska Association of Secondary School Principals  
Alaska Comprehensive Center  
Alaska Council of School Administrators  
Alaska Federation of Natives  
Alaska Head Start Association  
Alaska Humanities Forum  
Alaska Municipal League  
Alaska Native Education Association  
Alaska Native Knowledge Network  
Alaska Pacific University  
Alaska PTA  
Alaska Science Consortium  
Alaska Staff Development Network  
Alaska State Chamber of Commerce  
Alaska State Mathematics Consortium  
Alaska State Writing Consortium  
Alaska Statewide Mentor Project  
Aleut Foundation  
Arctic Education Foundation  
Association for the Education of Young Children  
Association of Alaska School Boards  
Association of Village Council Presidents  
AVTEC  
Bering Straits Foundation  
Best Beginnings  
Bristol Bay Native Foundation  
Calista Heritage Foundation  
Chugach Heritage Foundation  
Citizens for the Educational Advancement of Alaska's Children  
Disability Law Center of Alaska  
Gov. Council on Disabilities and Special Education  
Ilisagvik College  
Koniag Education Foundation

Mike Lesmann Gov. Ofc.  
NANA Corporation  
NEA-Alaska  
Sealaska Heritage Institute  
Southeast Alaska Regional Resource Center  
Special Education Service Agency  
Stone Soup Group  
Tanana Chiefs Conference  
The CIRI Foundation  
The Doyon Foundation  
Thread Alaska  
UA Board of Regents  
UA President  
UAA Chancellor  
UAA College of Education  
UAF Chancellor  
UAF Dept of Native Studies and Rural Development  
UAF School of Education  
UAS Chancellor  
UAS School of Education

## **Organization Participants in ESEA Flexibility Webinars**

August 13-16, 2012

Anchorage School District  
Chugach School District  
Fairbanks School District  
Fairbanks SD  
Kenai School District  
Lower Kuskokwim School District  
Matanuska-Susitna School District  
Mt. Edgecumbe School District  
NEA-Alaska Executive Staff  
NEA-Alaska Officers  
Pribilof School District  
Sitka School District  
SW Region School District  
University of Alaska K-12 Outreach Office  
University of Alaska Southeast Chancellor

## ESEA Waiver Stakeholder Outreach Plan

Principle			Stakeholder Group	Activity/Event
I	II	III		
X	X	X	ALL	ESEA Waiver Webinars series (8/12)
X	X	X	Superintendents	AASA Summer Conference (7/12)
X			District Office	Standards Fall Update (8/12)
X	X			Standards Transition Webinar series (9-10/12)
X	X		Assessment	Test Coordinator Training (9/12 and 2/13)
X		X	Principals	Fall Principals Conference (10/12)
X				Standards Transition Webinar series (10-11/12)
X		X	Teachers	NEA Professional Development Conference (10/12)
X				Standards Awareness webinar series (10-11/12)
X				ASTE Conference
X		X	Higher Ed	Teacher Quality Working Group (10-11/12)
X				Professional Development (Title IIA/B ) grant meetings
X	X		Community	Alaska Legislature (2-4/12)
X				Rotary and Chamber of Commerce meetings (12/12)
X			Parents	Parent Brochures and publications (10-11/12)
X				PTA Convention (4/12)
X			Special Education	Special Education Directors Conference (9/12)
X			English Language Learners	Regional Academic Language Workshop (10/12)
X				ELP Standards Professional Development (11/12)
X			Career and Technical Educators	ACTE Fall PDC (10/12)
X				Feb – CTE Conference (2/12)
X			EED Providers	AACP, ASMP, SSOS webinar (9/12)
X				AACP Academy (11/12)
X				SSOS Coaches Meeting (11/12)
X			Ed Orgs – AASB; PD Providers: ASDN, and all Consortiums (e.g. Arts, Math, Science and Writing)	AASB Academy (12/12)
X				Standards Webinar for Alaska PD providers (12/12)
X		X		Professional Development Forum (4/13)
X			Teacher Leader Orgs – ACTM, ASLA and ASTA	ASLA Summit (10/12)
X				ACTM Meeting (11/12)

## Alaska Reading, Writing, and Mathematics Standards Revision Process

- February 2010 – hosted stakeholder meeting to compare draft of Common Core Standards to Alaska GLEs
- June 2010 – hired a consultant to be directly involved with the Common Core Standards to facilitate meetings with stakeholder groups and support a transitional plan for EED
- October 2010 – hosted table leaders from February meeting to compared the final version of the Common Core Standards to Alaska GLEs
- November 17-18, 2010 – hosted a stakeholder meeting including representatives from university campuses in the state, industry, and high school of reading/writing (literature and composition) and mathematics to discuss college and career readiness.
- January 25- 26, 2011 - hosted a stakeholder meeting including representatives from middle and high school of reading and writing to discuss impact of rigorous standards on high school transitions
- February 15-16, 2011 – hosted a stakeholder meeting including representatives from middle and high school of mathematics to discuss impact of rigorous standards on high school transitions
- June 7-9, 2011 - content coaches in reading and writing from the State System of Support Team clarified, revised, and vertically aligned the standards based on the feedback from stakeholders to create the first draft of the Alaska Standards
- October 11-12, 2011 – stakeholders comprised of math, reading, and writing content area teachers and CTE instructors reviewed and edited the drafted standards
- November 15-16, 2011 – stakeholders met for second review and edit of drafted reading, writing, and mathematics standards. Librarians were included in the review and offered feedback for literature samples
- December 2011 – Provided new reading and writing standards to the Alaska State Board; new Alaska Standards released for public comment
- March 30, April, 9-10, April 24-25, 2012 – public meetings and open houses were conducted in several locations across the state stakeholders reviewed and commented on new reading, writing, and mathematics standards including representatives from business/industry, post-secondary and community members
- June 2012 – Alaska State Board adopted new reading, writing, and mathematics standards

## **Alaska's position on the common core standards**

The National Governors Association and the Council of Chief State School Officers began an initiative in June 2009 to develop a set of standards in the *core subjects* of language arts and math that would be *common to all states*. These are the “common core state standards.”

Alaska, along with Texas, did not sign the states' memorandum of agreement with the NGA and CCSSO. However, Alaska has continually monitored the process, reviewed the results, and will continue to evaluate the Common Core standards in relation to our current state standards.

### ***Our reasons for not signing the MOA:***

- Alaska should be the entity that decides when to re-set its standards and how to spend its education funds.
- The states played only a small role in writing the common core standards.
- The memorandum of agreement imposed limitations on states, requiring that the standards be adopted whole with restrictions on states' ability to add their own standards.
- We wanted to review the final standards before making any commitments.

### ***We are actively analyzing the common core standards and Alaska's standards:***

The Alaska Department of Education & Early Development, Alaska educators and industry representatives are engaging in a process to enhance the rigor of Alaska's content and performance standards. The primary focus will be to identify what is best for students.

As the state implements the Alaska Performance Scholarship, it is vital that state standards and assessments provide a platform for rigorous curricula and high achievement in the schools.

Alaska's standards review will include access to the new nationwide Common Core Standards in reading, writing and math for each grade from kindergarten to 12, and the new nationwide College-Ready and Career-Ready Standards, which define what students must know and be able to do to be ready for college or careers. The review also will consider other states' standards, national and international assessments, and standards from professional associations.

In February 2010, the department compared a draft version of the Common Core Standards to our state standards, using some of Alaska's most experienced educators. In October 2010, several of these same educators were brought back together to complete a review of the final version of the Common Core Standards.

In November 2010, the department brought together K-12 educators, postsecondary educators, and industry representatives to ensure our current standards give students the foundation to obtain college-ready and career-ready skills.

Below is a summary of the activities the department has planned for continued evaluation of the common core in relation to our State Standards:

Examine the differences between the Common Core Standards and Alaska's standards in greater detail, with input from teachers of students with disabilities and of students who are limited English-proficient. Examine the consequences for districts and the state in greater detail and identify the necessary transitions. Present the findings to the department's Assessment Advisory Panel and Technical Advisory Committee.

Widen the review to include representatives from high schools, higher education and industry, with a focus on what students need for college-readiness and career-readiness – defined as a skill level that does not require remediation in postsecondary or on the job. Perform a further review with middle school and high school teachers, so that our standards will place students on track for college-readiness and career-readiness.

Based on this extensive review, the department will be able to make an informed decision based on input from Alaskans.

***In conclusion:***

- Our participation in the common core initiative has been no less than many of the signatory states.
- Alaska is not precluded from adopting the common core standards, in whole or part. We are actively reviewing our standards with the intention of meeting the need for college-ready and career-ready standards

# STATE OF ALASKA

## Department of Education & Early Development *Assessments and Accountability*

**SEAN PARNELL, GOVERNOR**

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erik.mccormick@alaska.gov

August 10, 2010

«First» «Last»  
«Title»  
«Company»  
«Company2»  
«Address»  
«City», AK «Zip»

Dear «Salutation» «Last»:

The Alaska Department of Education & Early Development is hosting a meeting with representation from the universities, vocational programs, industries and high schools throughout our state to outline and refine Alaska's Content Standards in language arts and mathematics in terms of college and career ready. We invite you to nominate individuals from your staff to be a part of that meeting.

Many states are working together to identify college and career ready standards. The Common Core State Standards Initiative is a state-led effort to establish a shared set of clear educational standards for English language arts and mathematics that states can voluntarily adopt. These standards are designed to ensure that students graduating from high school are prepared to go to college or enter the workforce and that parents, teachers, and students have a clear understanding of what is expected of them. States have been asked to develop and adopt standards in English language arts and mathematics that build toward college- and career-readiness. Alaska accepts this challenge and seeks your support.

Multiple stakeholder groups will be convened over the course of the year to support the work for defining college and career ready standards. By spring 2011, the department will make a recommendation to the Alaska State Board of Education & Early Development. The first stakeholder meeting of university, vocational programs, industry, and high school participants is scheduled for fall 2010. The tentative dates are November 17 and 18, 2010, in Anchorage.

It is our hope that you will select someone on your staff to coordinate with the department. Once we have a point of contact, an audio conference can be scheduled and recruitment of participants formulated. Please find the enclosed recruitment bulletin and application to participate which describe the activities and qualifications to be eventually distributed to participants. Your immediate delegation of a point of contact is critical to our success.

If you have any questions or concerns, please do not hesitate to contact me directly.

Sincerely,



Erik McCormick  
Director

Enclosures

# STATE OF ALASKA

**Department of Education & Early Development**  
*Office of the Commissioner*

**SEAN PARNELL, GOVERNOR**

*Goldbelt Place  
801 West 10<sup>th</sup> Street, Suite 200  
PO Box 110500  
Juneau, Alaska 99811-0500  
(907) 465-2800 Phone  
(907) 465-8400 Fax  
Mike.Hanley@alaska.gov*

March 14, 2012

(Inside address)

Dear \_\_\_\_\_ :

As a member of the business community and future employer of Alaska's high school graduates, I invite you to provide valuable input on our state's proposed English/Language Arts and Mathematics standards. The proposed standards were designed to ensure that students graduate from high school prepared to enter college and/or the workforce. A variety of stakeholders have been involved in a two-year process to draft the proposed standards.

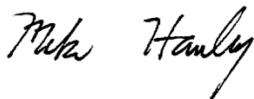
To ensure Alaska's high school graduates are prepared for further training and a successful career especially in an increasingly global economy, the department seeks additional input from employers and community members on the proposed standards.

Please join me in Juneau for a continental breakfast and a half-day work session that will provide you an overview of the proposed Alaska standards for English/Language arts and math as well as provide an opportunity for you to provide feedback. Information from this meeting and others like it will become part of the public comment provided to the State Board of Education & Early Development at its June, 2012, board meeting.

**Meeting Date: Friday, March 30, 2012**  
**Location: Goldbelt Building, 801 West 10<sup>th</sup> Street, First floor**  
**Time: 7:30 am - noon**

For your planning purposes, an agenda is attached. In order for us to provide enough materials for the meeting, please RSVP to Cordova Lewis at [cordova.lewis@alaska.gov](mailto:cordova.lewis@alaska.gov) by Wednesday, March 21, 2012, or 907-465-8434.

Sincerely,



Mike Hanley  
Commissioner

Attachment



## Proposed Alaska College & Career Ready K12 Standards What Do Students Need to Succeed?

State Board of Education & Early Development Room – Suite 100  
Goldbelt Building - 801 W. 10<sup>th</sup> Street, Juneau, AK

### March 30, 2012 Agenda

**Purpose:** All Alaskans want to ensure our high school graduates are ready to succeed – without remediation - at their next level of education and training, whether it is at college, apprenticeship or on the job. This meeting is designed to collect employer and business input to the proposed English/Language Arts and Mathematics standards for high school graduation.

Time	Agenda
<b>7:30</b>	<b>Coffee &amp; Continental Breakfast</b>
<b>8:00</b>	<b>Welcome &amp; Purpose</b>
	<b>Introductions &amp; Agenda Overview</b>
<b>8:15</b>	<b>Standards Overview</b>
<b>8:30</b>	<b>Modeling the Process</b>
<b>9:00</b>	<b>Session I - Review of Proposed Standards</b> <ul style="list-style-type: none"> <li>• Reading/Writing</li> <li>• Speaking/Listening</li> <li>• Mathematics</li> </ul>
<b>9:45</b>	<b>Session II - Review of Proposed Standards</b>
<b>10:25</b>	<b>Break</b>
<b>10:40</b>	<b>Session III - Review of Proposed Standards</b>
<b>11:20</b>	<b>Report out to entire group</b>
<b>11:40</b>	<b>Comments, questions &amp; next steps</b>
<b>12:00</b>	<b>Adjourn</b>

# STATE OF ALASKA

**Department of Education & Early Development**  
*Office of the Commissioner*

**SEAN PARNELL, GOVERNOR**

*Goldbelt Place  
 801 West 10<sup>th</sup> Street, Suite 200  
 PO Box 110500  
 Juneau, Alaska 99811-0500  
 (907) 465-2800 Phone  
 (907) 465-8400 Fax  
 Mike.Hanley@alaska.gov*

March 29, 2012

«col\_firstname» «col\_lastname»  
 «Corporation»  
 «col\_address1»  
 «col\_city», AK «col\_zip»

Dear «Salu» «col\_lastname»:

As a member of the business community and future employer of Alaska's high school graduates, I invite you to provide valuable input on our state's proposed English/Language Arts and Mathematics standards. The proposed standards were designed to ensure that students graduate from high school prepared to enter college and/or the workforce. A variety of stakeholders have been involved in a two-year process to draft the proposed standards.

To ensure Alaska's high school graduates are prepared for further training and a successful career especially in an increasingly global economy, the department seeks additional input from employers and community members on the proposed standards.

Please join me in Anchorage for lunch and a half-day work session that will provide you an overview of the proposed Alaska standards for English/Language arts and math as well as provide an opportunity for you to provide feedback. Information from this meeting and others like it will become part of the public comment provided to the State Board of Education & Early Development at its June, 2012, board meeting.

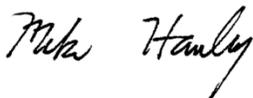
**Meeting Date: Tuesday, April 10, 2012**

**Location: Aspen Room at the Hilton Downtown, 500 West 3<sup>rd</sup> Avenue**

**Time: 1:00 – 5:00 pm**

For your planning purposes, an agenda is attached. In order for us to provide enough materials for the meeting, please RSVP to Kari Quinto at [kari.quinto@alaska.gov](mailto:kari.quinto@alaska.gov) by Friday, April 6, 2012, or (907) 465-8436.

Sincerely,



Mike Hanley  
 Commissioner

Attachment



## Proposed Alaska College & Career Ready K12 Standards What Do Students Need to Succeed?

Aspen Room at the Hilton Downtown  
500 West 3<sup>rd</sup> Avenue, Anchorage, AK

### April 10, 2012 Agenda

**Purpose:** All Alaskans want to ensure our high school graduates are ready to succeed – without remediation - at their next level of education and training, whether it is at college, apprenticeship or on the job. This meeting is designed to collect employer and business input to the proposed English/Language Arts and Mathematics standards for high school graduation.

Time	Agenda
<b>1:00</b>	<b>Welcome &amp; Purpose</b>
	<b>Introductions &amp; Agenda Overview</b>
<b>1:15</b>	<b>Standards Overview</b>
<b>1:30</b>	<b>Modeling the Process</b>
<b>2:00</b>	<b>Session I - Review of Proposed Standards</b> <ul style="list-style-type: none"> <li>• Reading/Writing</li> <li>• Speaking/Listening</li> <li>• Mathematics</li> </ul>
<b>2:45</b>	<b>Session II - Review of Proposed Standards</b>
<b>3:25</b>	<b>Break</b>
<b>3:40</b>	<b>Session III - Review of Proposed Standards</b>
<b>4:20</b>	<b>Report out to entire group</b>
<b>4:40</b>	<b>Comments, questions &amp; next steps</b>
<b>5:00</b>	<b>Adjourn</b>

# STATE OF ALASKA

**Department of Education & Early Development**  
*Office of the Commissioner*

**SEAN PARNELL, GOVERNOR**

*Goldbelt Place  
 801 West 10<sup>th</sup> Street, Suite 200  
 PO Box 110500  
 Juneau, Alaska 99811-0500  
 (907) 465-2800 Phone  
 (907) 465-8400 Fax  
 Mike.Hanley@alaska.gov*

April 16, 2012

«Fname» «Lname»  
 «Worksite\_location»  
 «Mailaddress»  
 «Mailcity», AK «Mailzip»

Dear «Salu» «Lname»:

As a member of the business community and future employer of Alaska's high school graduates, I invite you to provide valuable input on our state's proposed English/Language Arts and Mathematics standards. The proposed standards were designed to ensure that students graduate from high school prepared to enter college and/or the workforce. A variety of stakeholders have been involved in a two-year process to draft the proposed standards.

To ensure Alaska's high school graduates are prepared for further training and a successful career especially in an increasingly global economy, the department seeks additional input from employers and community members on the proposed standards.

Please join me in Fairbanks for lunch (catered by Garden Island Deli) and a half-day work session that will provide you an overview of the proposed Alaska standards for English/Language arts and math as well as provide an opportunity for you to provide feedback. Information from this meeting and others like it will become part of the public comment provided to the State Board of Education & Early Development at its June, 2012, board meeting.

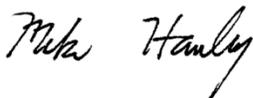
**Meeting Date: Tuesday, April 24, 2012**

**Location: Fairbanks Borough Assembly Chambers, 809 Pioneer Road**

**Time: 12:30 – 4:30 pm**

For your planning purposes, an agenda is attached. In order for us to provide enough materials for the meeting, please RSVP to Cordova Lewis at [cordova.lewis@alaska.gov](mailto:cordova.lewis@alaska.gov) by Friday, April 20, 2012, or (907) 465-8434.

Sincerely,



Mike Hanley  
 Commissioner

Attachment



## Proposed Alaska College & Career Ready K12 Standards What Do Students Need to Succeed?

Fairbanks Borough Assembly Chambers  
809 Pioneer Road, Fairbanks, AK

### April 24, 2012 Agenda

**Purpose:** All Alaskans want to ensure our high school graduates are ready to succeed – without remediation - at their next level of education and training, whether it is at college, apprenticeship or on the job. This meeting is designed to collect employer and business input to the proposed English/Language Arts and Mathematics standards for high school graduation.

Time	Agenda
12:30	<b>Welcome &amp; Purpose</b>
	<b>Introductions &amp; Agenda Overview</b>
12:45	<b>Standards Overview</b>
1:00	<b>Modeling the Process</b>
1:30	<b>Session I - Review of Proposed Standards</b> <ul style="list-style-type: none"> <li>• Reading/Writing</li> <li>• Speaking/Listening</li> <li>• Mathematics</li> </ul>
2:15	<b>Session II - Review of Proposed Standards</b>
2:30	<b>Break</b>
2:45	<b>Session III - Review of Proposed Standards</b>
3:30	<b>Report out to entire group</b>
4:10	<b>Comments, questions &amp; next steps</b>
4:30	<b>Adjourn</b>

# STATE OF ALASKA

**Department of Education & Early Development**  
*Office of the Commissioner*

**SEAN PARNELL, GOVERNOR**

*Goldbelt Place  
 801 West 10<sup>th</sup> Street, Suite 200  
 PO Box 110500  
 Juneau, Alaska 99811-0500  
 (907) 465-2800 Phone  
 (907) 465-8400 Fax  
 Mike.Hanley@alaska.gov*

April 13, 2012

«Fname» «Lname»  
 «Worksite\_location»  
 «Mailaddress»  
 Bethel, AK 99559

Dear «Salu» «Lname»:

As a member of the business community and future employer of Alaska's high school graduates, I invite you to provide valuable input on our state's proposed English/Language Arts and Mathematics standards. The proposed standards were designed to ensure that students graduate from high school prepared to enter college and/or the workforce. A variety of stakeholders have been involved in a two-year process to draft the proposed standards.

To ensure Alaska's high school graduates are prepared for further training and a successful career especially in an increasingly global economy, the department seeks additional input from employers and community members on the proposed standards.

Please join me in Bethel for breakfast and a half-day work session that will provide you an overview of the proposed Alaska standards for English/Language arts and math as well as provide an opportunity for you to provide feedback. Information from this meeting and others like it will become part of the public comment provided to the State Board of Education & Early Development at its June, 2012, board meeting.

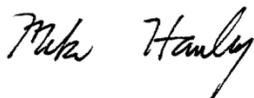
**Meeting Date: Thursday, April 26, 2012**

**Location: The Yuut, 610 Akiachak Street**

**Time: 7:30 am - noon**

For your planning purposes, an agenda is attached. In order for us to provide enough materials for the meeting, please RSVP to Cordova Lewis at [cordova.lewis@alaska.gov](mailto:cordova.lewis@alaska.gov) by Monday, April 23, 2012, or 907-465-8434.

Sincerely,



Mike Hanley  
 Commissioner

Attachment



## Proposed Alaska College & Career Ready K12 Standards What Do Students Need to Succeed?

Yuut Elitnaurviat – The People’s Learning Center  
610 Akiachak Street - Bethel, Alaska

### April 26, 2012 Agenda

**Purpose:** All Alaskans want to ensure our high school graduates are ready to succeed – without remediation - at their next level of education and training, whether it is at college, apprenticeship or on the job. This meeting is designed to collect employer and business input to the proposed English/Language Arts and Mathematics standards for high school graduation.

Time	Agenda
<b>7:30</b>	<b>Coffee &amp; Breakfast</b>
<b>8:00</b>	<b>Welcome &amp; Purpose</b>
	<b>Introductions &amp; Agenda Overview</b>
<b>8:15</b>	<b>Standards Overview</b>
<b>8:30</b>	<b>Modeling the Process</b>
<b>9:00</b>	<b>Session I - Review of Proposed Standards</b> <ul style="list-style-type: none"> <li>• Reading/Writing</li> <li>• Speaking/Listening</li> <li>• Mathematics</li> </ul>
<b>9:45</b>	<b>Session II - Review of Proposed Standards</b>
<b>10:25</b>	<b>Break</b>
<b>10:40</b>	<b>Session III - Review of Proposed Standards</b>
<b>11:20</b>	<b>Report out to entire group</b>
<b>11:40</b>	<b>Comments, questions &amp; next steps</b>
<b>12:00</b>	<b>Adjourn</b>

Date	Task	Costs	Audience	Location	Purpose
December 2011- July 2012	Validity Study	\$110,000	University instructors working with first year students; career tech programs (AVTEC, NACTEC, etc.)	Anchorage, EED	Analyze the degree to which new AK standards represent knowledge and skills necessary to succeed in entry-level courses in institutes of higher education (IHE) and career and technical education (CTE) programs.
December 2011- March 2012	New Standards FAQ's and introductory materials	\$0	Statewide	EED	Ongoing website development for posting information. Handouts for distributions at appropriate meetings.
December 30, 2011	Schedule all teaching and learning staff (TLS) for introduction to new standards.	\$0	Teaching and Learning Support staff	EED	Identify groups to receive update and overall awareness. Identify group of individuals who will introduce new standards and require some training.
January 2012- March 2012 (possibly June 2012)	Transition Guidance	\$0 (in house) TBD – possibly coordinate with ACC if use stakeholders	Districts	EED/ When draft ready Anchorage meeting	Tool for districts to crosswalk from GLE to new standards for instructional purposes for planning transition.

Date	Task	Costs	Audience	Location	Purpose
Mid January 2012	TLS training on new standards	\$0	Teaching and Learning Support staff	EED	Introduce new standards and talking points provide staff with information to use in their programs.
January 9	Alaska Administrator Coaching Project	\$0	New administrators and AACP coaches.	audio conference	Introduce New Standards.
January 23	Alaska Statewide Mentor Project	\$1000; staff travel & per diem)	Alaska teacher mentors	Fairbanks	Introduce New Standards.
Late January or early February	Standards briefing for legislators and staff	\$0	Legislators and staff	Juneau	Introduce New Standards.
February TBD  April TBD	<p>Introduce new standards to business/industry &amp; community members &amp; recent successful post-secondary graduates who went through Alaska’s public K-12 system</p> <p>Seek input from business/industry on career readiness skills</p> <p>Meet with Commissioner by 01/13/12 with detailed</p>	\$5,000.00 (staff travel & per diem)	<p>AM – Business &amp; Industry</p> <p>PM – Community</p>	<p>Anchorage, Fairbanks Juneau</p> <p>Rural areas to consider (depending on TLS travel): Bethel Dillingham Kotzebue Nome</p> <p>Statewide: Two audios</p>	Introduce New Standards and gather feedback on work prepared skills.

Date	Task	Costs	Audience	Location	Purpose
	plans, dates, agenda, activities				
Twice a month – February 2012 thru April 2012	Introduce new standards to districts, IHEs and Prof. Orgs AASB  Work with ACSA, Elem and Sec Principal Assoc	\$0; EED Staff Time	Teachers; District & School leadership; professional organizations including AASB and University faculty in teacher prep and math and Eng/LA depts.	Webinars from EED	Introduce New Standards
February - March 2012	Crosswalk new standards to Literacy Blueprint	\$5,000 or \$10,000 depending on work		EED	Crosswalk the new standards and the Literacy Blueprint to show alignment.
February - March 2012	Review of K-2 new standards	\$0		EED	Review the Early Learning Guidelines for transition to new K-2 standards.
February - March 2012	Begin WorkKeys alignment to new standards	\$0 (in house). ??? if we involve ACT	Posting to website for district information	EED	Alignment of WorkKeys and new standards
February 1-3	Local CTE coordinators -	\$0; EED Staff Time	CTE coordinators	Anchorage	Introduce New Standards
February 7, 2012	NCLB Monitoring	\$0	District educators	Galena	Introduce New Standards

Date	Task	Costs	Audience	Location	Purpose
February 16-17, 2012	State System of Support (SSOS) Coaches winter meeting	\$0; EED Staff Time	SSOS Coaches	Anchorage	Introduce New Standards
February 21-23, 2012	NCLB Monitoring		Kuspuk School District	Kuspuk	Introduce New Standards.
February 23, 2012	Alaska Statewide Special Education Conference (ASSEC)	\$500	District educators working with students with disabilities	Anchorage	Introduce New Standards to special educators
February. 28-29, 2012	District Test Coordinator Training	(none additional to DTC)	District test coordinators	Anchorage	Introduce New Standards
March 5-8, 2012	NCLB Monitoring		Mat-Su School District	Mat-Su	Introduce New Standards
March 8-9, 2012	Curriculum and Alignment Institute	No new costs; <i>ACC does not pay for EED travel</i>	District curriculum teams	Anchorage	Introduce New Standards district team activities & planning for rollout of standards
March 13-14, 2012	NCLB Monitoring		Dillingham School District	Dillingham	Introduce New Standards.
April 18-19, 2012	NCLB application Workshop	\$0	District federal programs staff	Anchorage	Introduce New Standards

Date	Task	Costs	Audience	Location	Purpose
April 19-20, 2012	Assessment & Accountability Advisory Panel	\$15,000	Advisory Panel includes district-wide representation	Anchorage	Introduce New Standards. Additional activities.
April 25, 2012	Bilingual Multicultural Equity in Education Conference (BMEEC)	\$0; EED Staff Time	Bilingual Coordinators; ELL; ethnic groups	Anchorage	Introduce New Standards.
May 23-25, 2012	Literacy Institute		Educators		Introduce New Standards.
May 29 - June 1, 2012	ASLI	\$2,000	RAPPS participants	Anchorage	Introduce New Standards.
June 2012-December 2012	Maintain correspondence with assessment consortia for item development considerations	Costs absorbed from SCASS memberships for possible travel to sponsored meetings. Approved based on agenda purpose and topics		Various locations out of state.	
August 2012	Superintendent Fly-In	\$0		EED	Introduce New Standards

Date	Task	Costs	Audience	Location	Purpose
Fall 2012	Work with Technical Advisory Committee (TAC) on the transition into assessment system and impact	\$15,000	TAC	Anchorage	Finalize transition plan
November 2012	Curriculum and Alignment Institute	\$10,000	District curriculum teams	Anchorage	Assist districts to align curriculum to new standards
December 2012	Publications for parents, stakeholders, education field	Printing costs?	Parents, stakeholders, education field	EED	Provide general guidance for diverse audiences

Kelgumauci  
Department of Education-aam  
atakutaanun.



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yuvriqatki  
nutartellrit



Kass'atun Naaqiyaram,  
Igaryaram,  
Naaqut'liuryaram-llu  
tunginun.



Quyureiiqut  
Yuut Elitnaurvigmi Kayangut  
Anutiit 25-aami, 5:00 p.m



<b>Stakeholder Outreach for ESEA Flexibility Waiver Renewal</b>
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*List of meetings, trainings, and conferences for outreach to educators*

### **Educator Evaluation & Support Meetings, Trainings, & Conferences**

#### **2014-15**

<b>Date</b>	<b>Event</b>
7/27-28/14	2014 AASA Summer Meeting
8/7-8/14	North Slope Borough School District
8/13/14	August Educator Evaluation Webinar
8/28-29/14	2014 Providers Conference
9/8/14	Northwest Arctic School District (VTC)
9/10/14	September Educator Evaluation Webinar
9/22/14	Fairbanks NorthStar Borough School District
9/24-25/14	NEA-Alaska Train the Trainer Sessions
9/24-25/14	2014 Teaching & Learning Support Institute
9/26/14	Educator Evaluation & Support Redesign Institute #1
9/30-10/14	Bering Strait School District
10/1-2/14	2014 Alaska Superintendents Association Fall Conference
10/6/15	NEA-Alaska Follow-up Webinar
10/15/14	October Educator Evaluation Webinar
10/16-17/14	Educator Evaluation & Support Redesign Institute #2
10/17-19/14	NEA-Alaska Fall Event
10/19-20/14	2014 Principal's Conference
10/20-21/14	Alaska ACTE Conference
11/5/14	November Educator Evaluation Webinar
11/7/14	Anchorage School District
11/10-11/14	Kodiak Island Borough School District
12/8-9/14	ALASBO Annual Conference
12/16/14	December Educator Evaluation Webinar
1/7/15	January Educator Evaluation Webinar
1/8-9/15	Southeast Regional Resource Center Board of Directors
1/9/15	Yakutat School District
1/10/15	NEA Train the Trainers
1/12/15	Chatham School District (VTC)
1/19-20/15	Kodiak Island Borough School District
1/20/15	Kenai Peninsula Borough School District
1/22-23/15	Educator Evaluation & Support Redesign Institute #3

1/25/15	RTI Conference
2/9/15	February Educator Evaluation & Support Webinar
2/27/15	Petersburg School District
3/4/15	March Educator Evaluation & Support Webinar
3/26-27/15	Spring Leadership Working Conference: Educator Effectiveness

**2013-14**

7/28-29/13	AASA Summer Meeting
8/9/13	Lower Kuskokwim School District
8/29/13	2013 Providers Conference
9/10-11/13	District Test Coordinators
9/17/13	Teaching and Learning Support Institute
9/17-18/13	Special Education Directors
9/26/13	Alternate School Association Meeting
10/10-12/13	Alaska Administrator Coaching Project Institute One
10/11/13	Bering Strait Principal Retreat
10/12/13	NEA-Alaska Fall Event
10/15/13	Principal Conference
11/14-16/13	Alaska Administrator Coaching Project
12/06/13	Alaska Association of School Board Webinar
12/9/13	ALASBO
12/19/13	SE Educator Evaluation Institute Invitational Meeting
1/11-12/13	SE Educator Evaluation Redesign Intensive #1 – Cohort 1
2/7-8/13	SE Educator Evaluation Redesign Intensive #1 – Cohort 2
2/11/13	ASSEC
2/13/13	SE Educator Evaluation Redesign Intensive Webinar – Cohort 1
2/20/13	District Test Coordinators
3/7-8/15	SE Educator Evaluation Redesign Intensive #2 – both Cohorts
3/11/13	ASCD Webinar
3/19/14	UAA Educational Leadership
4/3/14	SE Educator Evaluation Redesign Intensive Webinar
4/8-10/14	ASDN EED Spring Leadership
4/16/14	UAS Leadership Class
4/25-26/14	SE Educator Evaluation Redesign Intensive #3
4/27/14	NEA Alaska Spring Leadership
4/29/14	NEA Alaska Staff Webinar
5/7/14	ASDN/EED Post Conference Webinar
5/15/14	SE Educator Evaluation Redesign Intensive Webinar
6/2-3/14	SE Educator Evaluation Redesign Intensive #4

*Excerpts from the Information Exchange email newsletter*

## **INFORMATION EXCHANGE**

**Newsletter of the Alaska Department of Education & Early Development  
March 6, 2015**

**In this issue: Comment on waiver renewal**

### **State Accepting Nominations for 2016 Alaska Teacher of the Year**

The Teacher of the Year program honors a teacher who provides exceptional service to students. Nominate a teacher who exemplifies excellence in the classroom, a teacher who demonstrates the characteristics and professionalism of all teachers. Nominations are due by May 1. Contact [Atiya.barlow@alaska.gov](mailto:Atiya.barlow@alaska.gov) with questions. A nomination form is attached.

### **Department Seeks Comments by March 25 on Plan to Renew Federal Waiver**

The Department of Education & Early Development is hosting several webinars and soliciting comments prior to submission of its Elementary and Secondary Education Act Flexibility Waiver Renewal request. All interested persons are encouraged to take advantage of one or more of the following opportunities to learn about the waiver renewal plans and to provide comments no later than March 25 to the department on the proposed renewal request.

View the Power Point presentation at: <http://education.alaska.gov/akaccountability/> (see green ESEA tab).

Provide comment on the EED website at:

<http://education.alaska.gov/Surveys/Esea/FlexibilityWaiverComments>

Participate in webinars or audio conferences on one of the three dates noted below.

Webinar link:

<https://sas.illuminate.com/m.jnlp?password=M.8CFE4C975923E840888E0659418299&sid=2010175>

Conference call-in number: 1-800-315-6338

Participant Access Code: 29701

Choose a date:

Tuesday, March 10 – 2:00 p.m.

Thursday, March 12 – 1:30 p.m.

Tuesday, March 17 – 3:30 p.m.

**INFORMATION EXCHANGE****Newsletter of the Alaska Department of Education & Early Development****March 13, 2015****In this issue: Comment on waiver renewal****State Accepting Nominations for 2016 Alaska Teacher of the Year**

The Teacher of the Year program honors a teacher who provides exceptional service to students. Nominate a teacher who exemplifies excellence in the classroom, a teacher who demonstrates the characteristics and professionalism of all teachers. Nominations are due by May 1. Contact [Atiya.barlow@alaska.gov](mailto:Atiya.barlow@alaska.gov) with questions. A nomination form is attached to this Info Exchange.

**Department Seeks Comments by March 25 on Plan to Renew Federal Waiver**

The Department of Education & Early Development is hosting several webinars and soliciting comments prior to submission of its ESEA Flexibility Waiver Renewal request. The time for the final scheduled webinar is Tuesday, March 17 at 3:30 p.m. To participate in the webinar, view a recorded webinar and Power Point, or to submit comments click on <http://education.alaska.gov/akaccountability/#c3gtabs-esea>. Please provide comments no later than March 25, 2015. Questions about the department's renewal plans may be directed to Margaret MacKinnon, Director of Assessment & Accountability, at 907-465-2970 or Sondra Meredith, Teacher Certification and Education Administrator, at 907-465-8663.

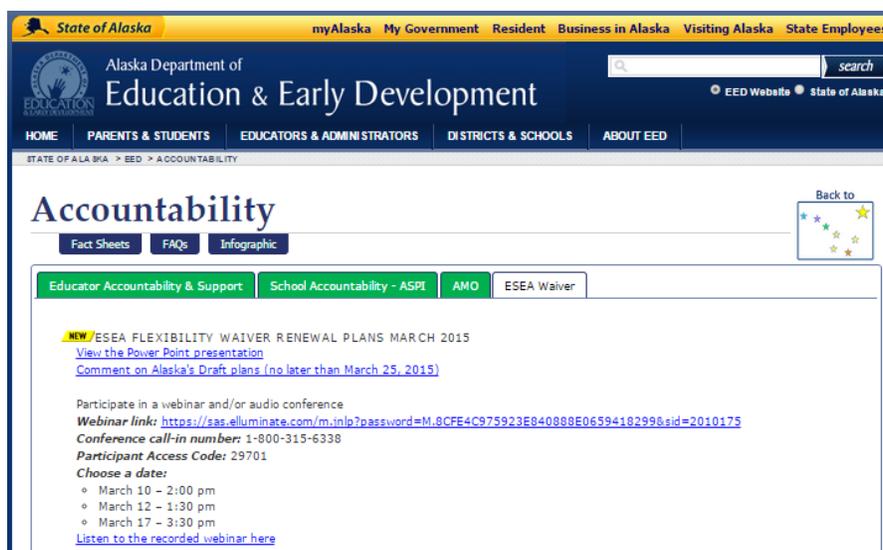
**INFORMATION EXCHANGE****Newsletter of the Alaska Department of Education & Early Development****March 20, 2015****In this issue: Fish and Game educator opportunities**

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Screen shots of website



*Comments submitted online*

<b>Comments on Principle 2 Accountability &amp; Support System</b>
Holding the school ratings in place is an appropriate method to deal with our present inability to use the AMP for new school ratings. For high achieving schools, the idea of 'reducing by half' is disproportionately difficult than it is for lower achieving schools since it gets at the idea of 100% of students, 100% of the time, meeting all proficiency levels.
The ASPI rating system is much more appropriate than the previous system. A concern was raised when the Workeys testing requirement added work load to schools a few years ago and this year the addition of a College Ready assessment has really compounded the burden on schools. A concern with the rating system itself would focus on the reduction in subgroup size to be counted. Concern with the adding of the Active Duty Military subgroup, additional workload, and ultimately concern over validity of data.
Okay as is.

<b>Comments on Principle 3 Educator Evaluations</b>
The postponement of including student learning data is essential- well done!
I'm concerned that the apparent lack of a weighting for student learning data inadvertently weights the student learning data. I like the clarity of the new overall rating rule re: not overall Exem. or Prof. if student learning data is Unsat.
On slide 16 it says that one of the changes will include an educator will be unable to be proficient or exemplary if the student data is not at least satisfactory. This will take place in 2016. I would like to see the gradual increase in percentage from 20%,25% and then 50% instead of going right away to the all or nothing. No one has gone through this process yet and to put in place such stringent procedures isn't realistic.
I fully support the removal of the 20%, 35%, and 50% weighting of the student learning data. After working deeply with student growth measures all year, I've seen very dedicated teachers learning and developing deep and rich student learning goals, knowing they will represent 20% of their total evaluation. If they will eventually count for 50% of a teacher's evaluation, they won't be 30% richer or deeper than they are now, but I guarantee the teachers will feel their previous work has been devalued and they will be at least 30% more stressed. I urge you to support removal of this requirement. Thank you.
Biggest concern here is still the timeline of data specific to teachers required to use AMP data. AMP testing window is the month of April and then compiling of data by teacher in order to meet deadlines for the evaluation process timeline is not realistic. For non AMP data a Pre and Post has similar issues with timing and ultimately frustration of added time testing.
Provide a more detailed definition for "unsatisfactory student learning data". In other words, how much growth must a group of students demonstrate to be considered "satisfactory growth"?

*Comments submitted by email*

Anchorage School District (ASD)  
 Comments on Alaska's ESEA Flexibility Waiver Renewal Plan  
 March 25, 2015

**The following Anchorage School District comments are limited to Alaska's efforts to renew its ESEA flexibility waiver. Accountability principles under the ESEA flexibility waiver are a significant improvement over implementing the mandates under the No Child Left Behind Act.**

**Principle 2 – Accountability and Support**

**ASD supports** schools maintaining the same Alaska School Performance Index (ASPI) score and star rating for 2015-2016 as the school had for 2014-2015 (based on the 2014 assessments). There is no reasonable means by which a school's ASPI score can be calculated by comparing the 2014 administration of the Standards Based Assessment (SBA) to the 2015 administration of the Alaska Measures of Progress (AMP).

**ASD supports** 2015 assessment data being used as a new baseline year for Annual Measurable Objective (AMO) targets. With Alaska's adoption of new content and performance standards for students and the implementation of a new statewide assessment system, it is essential for Alaska to establish a new baseline year for setting AMO targets.

**ASD supports** AMO targets being reset through 2019-2020 with the goal of reducing by half the percentage of students not meeting the standards within six years for the "all students" group and each subgroup. The goal of reducing by half the percentage of students not meeting standards within six years is supported for the following reasons:

1. This approach sets differentiated targets, instead of "one size fits all" targets.
2. It holds all Alaska schools and districts accountable for making continuous improvement.
3. It sets more realistic targets than the NCLB's Adequate Yearly Progress "one size fits all" progression towards 100% proficiency.
4. It acknowledges that all schools, districts and student groups are currently at different starting points.

**ASD supports** Priority and Focus schools retaining their classification for the 2015-2016 school year and expecting these schools to continue implementation of their interventions. Because there is no reasonable means by which a school's ASPI score can be calculated by comparing the 2014 administration of the SBA to the 2015 administration of the AMP, it is important that currently identified Priority and Focus schools continue to implement their improvement and intervention plans until the 2016 administration of AMP provides data that is comparable.

For reasons already specified, **ASD supports** no new Reward schools being identified for 2015-2016 based on 2015 data.

**In principle, ASD supports** currently identified schools continuing with the implementation of their school improvement plans (SIP) in 2015-2016 as required by their ASPI star rating and criteria for required plans as implemented during 2014-2015 school year. **However**, ASD recommends that the renewal proposal be explicit as to whether schools will be expected to *review and revise* 2014-2015 SIPs prior to continuing implementation in 2015-2016.

For reasons already specified, **ASD supports** districts retaining their 2014-2015 tier designation based on the number and percentage of 1- and 2-star schools from 2014 assessments and continuing to receive the same support from EED during the 2015-2016 school year as they had in 2014-2015.

**ASD would appreciate clarification** as to whether the flexibility renewal plan will propose revised guidance for meeting District and School Report Card to the Public requirements in light of the request to “pause” ASPI and AMO results.

**ASD supports** the collaborative effort to determine cut scores and achievement levels for the newly designed Alaska Measure of Progress. As determined by DEED, public school educators from around the state and representatives from the University of Alaska Anchorage will be invited to participate in the process. The interactive process will align to a process as defined by AMP developer Assessment and Achievement Institute (AAI).

**ASD supports** the submission and posting of the proposed regulations for cut scores and achievement levels for public comment in late July 2015. Allowing the general public the ability to review and comment on proposed regulations is a critical step in adopting sound and widely supported state regulations as related to public education.

In order to provide AMP Score reports to parents and educators around the state, **ASD supports** the adoption of regulation for new cut scores and achievement levels in September 2015.

**ASD supports** the availability and dissemination of AMP Score reports in October 2015.

### **Principle 3 – Supporting Effective Instruction and Leadership/Waiver Renewal Plans**

**In principle, ASD supports** postponing the inclusion of student learning data into educator’s evaluations for the 2015-16 school year. **However**, there is even stronger support for a two-year postponement, with implementation beginning in 2017-18. The 2016-17 AMP results will not be available to districts until after the teacher work-year is completed. By 2017-18, two years of student growth data will be available for use within the teacher work-year and within the annual evaluation timeline.

**ASD supports** overall ratings in 2015-16 being based on a district’s chosen observation system. Additionally, support is given for reporting ratings in aggregate to EED.

**ASD supports** the 2015-16 requirement for districts to pilot the incorporation of at least one measure of non-AMP student learning data per teacher and principal.

**Principle 3 – Student Learning Data Changes**

**ASD supports** the incorporation of student learning data in 2016-17. As explained above, **ASD recommends** that inclusion of student learning data from AMP not be required until 2017-18.

**ASD supports** the requirement that ELA and Math educators receive a rating based on AMP and no less than one additional measure of student growth and that non-ELA and non-math educators utilize no less than two measures of student growth.

**ASD encourages** regulation allowing the use of AMP aggregate data. Case in point: Many schools are utilizing flexible grouping of students as a result of RTI implementation efforts. More than one teacher is responsible for the literacy growth of each student. Utilization of grade level aggregate data would support the collaboration efforts of these teachers.

# ESEA FLEXIBILITY WAIVER RENEWAL

## Overview of Proposed Renewal

March 6, 2015

Alaska Department of Education & Early  
Development



2

## 3 Key Principles for Waivers

1. College- and Career-Ready Expectations for All Students
2. State-Developed Differentiated Recognition, Accountability, and Support
3. Supporting Effective Instruction and Leadership



3

## Why Apply for a Waiver Renewal?

- To maintain one state accountability system based on the Alaska School Performance Index.
- To provide focused state resources on lowest-performing schools.
- To refrain from returning to the “all or nothing” system for meeting Adequate Yearly Progress (AYP), which did not recognize school or student growth or progress.



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## Principle 1: College- and Career-Ready Expectations for All Students

Requirements for waiver:

- Alaska adopted **college- and career-ready (CCR) standards** in English/language arts and mathematics in June 2012.
- Alaska is administering **high-quality assessments** that measure student growth starting in 2015.
- English Language Proficiency (ELP) standards and assessments are in place.

**No changes are proposed for Principle 1 in renewal of waiver.**



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## Principle 2 - Accountability & Support

Requirements for waiver:

- **Accountability system for all schools**
  - Provide a state-developed differentiated accountability system for all schools to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for all students.
- **AMO targets**
  - Set ambitious but achievable Annual Measurable Object (AMO) targets for the percentage of students proficient in English/Language Arts and Math; report for all students and all No Child Left Behind (NCLB) subgroups annually.



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## Principle 2 – Support for Schools and Districts

Requirements for waiver:

- Identify and recognize reward schools.
- Identify and provide support to priority and focus schools.
- Provide incentives and supports for all Title I schools.
- Build state, district, and school capacity to improve student learning in all schools.



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## Principle 2 – Waiver Renewal Plans

- Accountability system for all schools (ASPI)
  - Schools will maintain the same Alaska School Performance Index (ASPI) score and star rating for 2015-2016 as the school had for 2014-2015 (based on the 2014 assessments).
- AMO Targets
  - 2015 assessment data will be used as a new baseline year for AMO targets. AMO targets will be reset through 2019-2020 with the goal of reducing by half the percentage of students not meeting the standards within six years for the “all students” group and each subgroup.



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## Principle 2 – Waiver Renewal Plans

- Support for Schools and Districts
  - Priority and focus schools will retain that classification for the 2015-2016 school year and will be expected to continue implementation of the interventions.
  - No new reward schools will be identified for 2015-2016 based on 2015 data.
  - All other schools will continue with the school improvement plans for 2015-2016 as required by the ASPI star rating and criteria for required plans as were in place for the 2014-2015 school year.
  - Districts will retain their 2014-2015 tier designation based on the number and percentage of 1- and 2-star schools from 2014 assessments and will continue to receive the same support from EED during the 2015-2016 school year as they had in 2014-2015.



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## Principle 2 – After Renewal

- Conduct standard-setting process to determine “cut” scores and levels of achievement for AMP assessments July 7-10.
- Submit proposed regulations for new cut scores, achievement levels, and AMO targets to State Board of Education (SBOE) late July 2015 for public comment.
- SBOE considers adoption in September 2015.
- If adopted, EED issues student AMP results and reports – October 2015.



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## Principle 2 – Amendment Timeline

- EED considers revisions to accountability system based on new assessments (fall 2015)
  - Academic achievement and growth components of ASPI
  - AMO targets
  - Any other changes to accountability and support system that may be needed
- Receive stakeholder feedback – fall 2015
- Propose regulation changes required for revised sections of accountability system (December 2015)
- Submit waiver Principle 2 amendment to (U.S. Department of Education (US ED) by January, 2016
- SBOE adopt regulations and US ED approves amendment – spring 2016



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## Principle 3 – Supporting Effective Instruction and Leadership

Requirements for ESEA Waiver Principle 3:

- Develop and adopt state guidelines for local teacher and principal evaluation and support systems.
- Ensure districts implement teacher and principal evaluation and support systems that are consistent with state guidelines.
- Support teacher and principal effectiveness beyond the current highly qualified teacher requirements.



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## Principle 3 - Guidelines for Teacher and Principal Evaluation Systems

The teacher and principal evaluation systems must:

- be used for continual improvement of instruction;
- differentiate performance with at least three levels;
- include as a significant factor data on student learning growth for all students (including English Learners and students with disabilities), and other measures of professional practice;
- evaluate teachers and principals on a regular basis;
- provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
- be used to inform personnel decisions.



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## Principle 3 – Current AK Provisions

- Use of nationally-recognized evaluation framework aligned to Alaska professional content and performance standards
  - District adopted by end of 2014-2015
- Four performance levels – exemplary, proficient, basic, or unsatisfactory
  - Report aggregate data at each overall level to EED for 2015-2016
- Plan of professional growth or plan of improvement required for unsatisfactory or basic levels of performance
  - Level of support depends on criteria
  - Unsatisfactory on one or more standard requires Plan of Improvement
  - Proficient or higher leads to Professional Learning focus – educator rated proficient or higher on at least seven standards with no unsatisfactory ratings



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## Principle 3 – Student Learning Data

- Current Alaska regulations include using data on student learning growth for all students as a significant factor in educator evaluations beginning in 2015-2016
  - Use two to four measures of student growth to determine administrators' and teachers' contributions to student learning.
  - Use statewide assessments as one of the measures of student learning for teachers of tested subjects and grade when appropriate statewide assessments are available.
  - Assign one of four performance levels-- exemplary, proficient, basic, or unsatisfactory-- to the student learning data standard.
  - Student learning data included at 20% for 2015-2016, increasing to 35% in 2017-2018, and increasing to 50% in 2018-2019 and beyond.



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## Principle 3 – Waiver Renewal Plans

- Postpone inclusion of student learning data for one year
- In 2015-2016, overall rating will be based on the district's chosen observation system (e.g. Danielson, Marzano).
  - Overall ratings reported in aggregate to EED
- In 2015-2016, districts must pilot the incorporation of at least one measure of non-AMP student learning data per teacher and principal.
- Regulation changes associated with these proposals will be presented to the State Board of Education (SBOE) in March 2015. At this meeting the SBOE will vote to put the regulations out for public comment.



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## Principle 3 – Student Learning Data Changes

- In 2016-2017, incorporate student learning data
  - ELA and Math educators will receive a rating based on AMP and 1-3 additional measures of student learning growth
  - non-ELA and -Math educators will receive a rating based on 2-4 measures of student learning growth
- Remove the 20/35/50 percentages based on student learning data when determining an educator's overall rating.
- Substitute the current overall rating rule with a rule that prohibits a teacher or principal from receiving an overall rating of proficient or exemplary if the rating for the student learning data is unsatisfactory.
  - Determination of level of support will not change



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## ESEA Flexibility Waiver Timeline

- Submit proposed regulations to SBOE March 20, 2015, for public comment.
- Submit waiver renewal request by March 31, 2015, with a "pause" in the accountability system and changes to the Educator Evaluation timeline and overall rating determination.
- Administer 2015 AMP assessments March 30-May 1.
- June, 2015
  - SBOE votes on adopting proposed regulations
  - US ED approves Alaska's waiver renewal request



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## Comments on Waiver Renewal

- Submit comments and feedback by **March 25** on Alaska's waiver proposal through the online feedback form.
  - Link under "News & Announcements" on EED's home page: <http://education.alaska.gov/Surveys/Esea/FlexibilityWaiverComments>
- See information about Alaska's proposal for the waiver on the ESEA Flexibility Waiver page. A draft copy will be posted by mid-March.
  - <http://education.alaska.gov/akaccountability/> (green ESEA Waiver tab)
- Participate in webinars/audio conferences to learn about the waiver proposal. See schedule on the ESEA Flexibility Waiver page.



## Questions?

- Principle 2 – Accountability & Support
  - Margaret MacKinnon, Director of Assessment & Accountability
    - [margaret.mackinnon@alaska.gov](mailto:margaret.mackinnon@alaska.gov)
    - 907-465-2970
  
- Principle 3 – Educator Evaluation Systems
  - Sondra Meredith, Administrator, Teacher Education & Certification
    - [sondra.Meredith@alaska.gov](mailto:sondra.Meredith@alaska.gov)
    - 907-465-8663



## Alaska Title I Committee of Practitioners Meeting

**March 23, 2015 – webinar/audio conference**

Member	Title	Present
Helen Clark	Director of Federal Programs, Fairbanks	
Danny Andrews	Parent, Anchorage	Yes
Amanda Angaiak	Administrator, Immaculate Conception School	
Christine Ermold	Director of Elementary Education & Professional Development, Kenai	No (represented by Tim Vlasak)
Sarah Ferency	Federal Programs Director, Sitka	
John Conwell	Superintendent, Unalaska	
Lindsey Fees	Title I Instruction Support Teacher, Anchorage	Yes
Craig Roach	Principal, Alaska Gateway	
Janet Valentour	Director of Assessment and Accountability, North Slope Borough	Yes
Carl Chamblee	Director of Federal Programs, Matanuska-Susitna	
Vernon Campbell	Director of Accountability/School Improvement, Anchorage	Yes
Matt Hanson	Teacher, Voc Ed, St. Mary's	
Lisa Worl	School Board Member, Juneau	Yes
Jon Clouse	Director of State and Federal Programs, Southwest Region	

**EED Staff present:**

Margaret MacKinnon – Director of Assessment & Accountability

Brad Billings – ESEA & School Support Administrator

**Presentation:**

Margaret presented the Power Point presentation on the ESEA Flexibility Waiver Renewal to the COP.

**COP Feedback:**

Member comments and questions about the state's waiver plans included:

Vernon Campbell – Anchorage – glad to hear continuing SI plans into 2015-2016, will that be specified in the waiver document? Yes – it will be clear that schools and districts should continue to include tasks and activities in 2015-2016 and should use additional local data available such as screening assessments, progress monitoring assessments, attendance and behavior data, etc. to address school needs and determine if interventions/strategies are working or need to be revised.

Tim Vlasak – Kenai for Christine Ermold – main concerns are going forward; made it clear for proposed changes – in favor now, some concern about timelines of educator evaluation system when AMP is given – having data to use in time for end of year

Lindsey Fees – talking about how a lot of aspects play out in details – interested to read actual regulations

Vernon – March 25 – commenting just for renewal purposes, right? – no other thoughts, no concerns with direction – lots of great movement in right direction

Lisa Worl – get regular updates at local board; will continue to use MAP in district; did share link with Ted Wilson; have a new email address; think state is going in right direction; JSD staff has been pretty stretched – getting everyone trained and prepared for testing and evaluation

Danny Andrews – parent rep – not as familiar as others – PTA president; appears that you have things under control from Power Points – looks like a good idea to remove percentages for educator evaluations – ready to volunteer or be there as a parent; school his daughter goes to is good; teachers and principals are using this information – part of CEPAC (?) & Title I – will be interesting seeing this generation of kids as they grow up – this will affect them in a good way

# MEMO

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**From:** Council of Chief State School Officers (CCSSO)

**To:** Alaska Department of Education and Early Development

**Date:** August 3, 2012

**Subject:** Comparison of Draft Alaska State Standards, Final Alaska State Standards, and the Common Core State Standards

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The final Alaska state standards in ELA and mathematics are substantially similar to the draft of the proposed standards, and the standards continue to align very closely with the Common Core.

## **Final ELA Standards**

The notable changes from the proposed ELA standards to the final standards are:

- The addition of the Common Core literacy standards in history/social studies, science, and technical subjects into the ELA standards, in their entirety; and
- The incorporation of incorporated the text complexity information contained in Standard 10 of the Common Core ELA standards into the introduction of the Alaska ELA standards.

What continues to distinguish the Alaska ELA standards from the Common Core State Standards is the higher incidence of referencing prompting/support and scaffolding in places where the Common Core does not do so in its reading standards for early grades.

## **Final Math Standards**

The most notable addition in the final Math standards compared to the draft standards were tables 1 -3 at the end of the Common Core mathematics standards, which address common addition and subtraction situations, common multiplication and division situations, and the properties of operations, respectively. These tables were not included in the proposed standards. Additional content from the Common Core was incorporated into the final standards including:

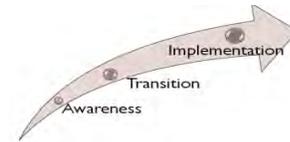
- The addition of Grade 2 Measurement and Data Standard 6 of the Common Core;
- The addition of Grade 3 Operations and Algebraic Thinking Standard 6 of the Common Core;
- The addition of the Grade 5 Operations and Algebraic Thinking Standard #2 (the proposed standards only included CCSS standards 1 and 3 in this section);

- The revision of Algebra Standard – Creating Equations #4 (A-CED.4) to mirror that same standard in the Math Common Core; and
- The inclusion of periodicity as a key feature listed in Function Standard – Interpreting Functions #4 (F\_IF.4).

What continues to distinguish the Alaska Math standards from the Common Core State Standards is the inclusion of patterns in kindergarten through 2<sup>nd</sup> grade and the emphasis on time and money over multiple years. In addition, the final Alaska Math standards include a new standard in Grade 5 Measurement and Data regarding the classification of data from real-world problems in graphical representations. The proposed draft included this standard in grades 3 and 4, and is not part of the Common Core. The final draft extended this standard into Grade 5.

### **Overall Comments**

Throughout the ELA and math standards, Alaska has chosen different wording and examples for certain standards. For example, in the Math standards, Alaska’s standards use the term “explain why” where the CCSS Math standards say “know that” (see 8.SP.2), or “design” instead of “develop” (see 7.SP.7) . An example of this in the Alaska ELA standards is in the Craft and Structure section of the Reading Standards for Literature 6 – 12. The Alaska standards state “analyze the impact of a specific word choice on meaning and tone” where the CCSS state “analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story of drama.” Another example is in the grade six writing standards. The CCSS specifies that a student should be able to type a minimum of three pages in one sitting, whereas the Alaska standards state “demonstrate sufficient command of keyboarding skills to create a piece of writing.”



## Alaska Standards in English Language Arts and Mathematics Roll Out

Awareness (2012-13)

Transition (2013-14)

Implementation (2014-16)

Assess on New Alaska Standards

Activity Title	Activity Goal	Project tasks	Project Budget	Who is the lead/support	Project Briefing Cycle
			Budget Allocation/ \$ amount		
Collect and analyze national resources to support Awareness, Transition and Implementation phases	Utilize tools and supports that have already been developed in supporting implementation of new Alaska standards	<ul style="list-style-type: none"> <li>• Generate a list of potential tools that would be helpful</li> <li>• Search the nation for tools that exist</li> <li>• Compile resource list for examination</li> <li>• Select tools and assemble the tools in coherent organization related to Awareness, Transition, Implementation</li> </ul>	TBD	Gerry Brisco - ACC /Content Specialists & Susan McCauley	Monthly
Communication <ul style="list-style-type: none"> <li>• Educators</li> <li>• Families</li> <li>• IHE's</li> <li>• Community Members</li> <li>• School Boards</li> <li>• Education Organizations</li> </ul>	Increase awareness and understanding of new standards	<ul style="list-style-type: none"> <li>• Generate resources materials for each stakeholder group                             <ul style="list-style-type: none"> <li>• Video clips, ppt, webinars, Public service announcement, brochures</li> <li>• Create a distribution plan</li> <li>• Create parent guides</li> <li>• Post awareness materials to the website</li> </ul> </li> </ul>	TBD	Eric Fry/Teacher Quality Team/Content Specialist/Rural Ed Coord.	Monthly

**Phased Transition Plan**

**1.2**

<ul style="list-style-type: none"> <li>• Education Interest Groups</li> <li>• Rural and Native Education Organizations</li> </ul>					
<p>Development of Website</p>	<p>Provide easily accessible, aligned resources that assist in the Awareness, Transition, and Implementation of the new standards</p>	<ul style="list-style-type: none"> <li>• Generate layout and look and feel of website</li> <li>• Create work plan between TLS and Web Designer</li> <li>• Task out pieces to be gathered and assembled to post on the website</li> <li>• Update website each month for the coming year</li> <li>• Add list of other links from national resources to add to website</li> </ul>	<p>TBD</p>	<p>Content specialists, Web designer</p>	<p>Monthly</p>
<p>Development of Support Tools:</p> <ul style="list-style-type: none"> <li>• Transition</li> <li>• Implementation</li> </ul>	<p>Increase opportunity for all teachers to begin delivering instruction based on the new Alaska Standards</p>	<ul style="list-style-type: none"> <li>• Generate list utilize tools collected from other states</li> <li>• Assemble resources into Phases of Impl.</li> <li>• Create tools for math and ELA principals</li> <li>• Develop video clips for implementation of Foundational Skills in ELA</li> <li>• Develop video clips for increasing text complexity and text based questioning</li> <li>• Develop system to distribute Basal Alignment project</li> <li>• Locate resource materials for math that assist in math practices</li> <li>•</li> </ul>	<p>TBD</p>	<p>Content Specialists, Lexie Domaradzki, Comp Center</p>	<p>Bi-weekly</p>
<p>Collaboration within EED divisions</p>	<p>Increase likelihood that the new Alaska</p>	<ul style="list-style-type: none"> <li>• Monthly meetings for cross department collaboration</li> <li>• Develop a multi-year plan to align</li> </ul>	<p>TBD</p>	<p>Title Programs, Sped, Libraries, School</p>	<p>Bi-weekly</p>

Phased Transition Plan

1.2

	Standards are implemented across the state by 2015	<p>department documents and practices to the new standards (ie. Special Education Handbook, RTI Manual, Title I monitoring, SSOS ,monitoring)</p> <ul style="list-style-type: none"> <li>• Designate tasks for contribution to the implementation plan</li> <li>• Coordination of integration of tools from various departments</li> <li>• Joint delivery of professional development sessions</li> <li>• Create joint professional development materials</li> <li>• Discuss budget alignment across departments to support implementation of state standards</li> <li>• Assign designee to share new national resources from each department. Shared montly</li> </ul>		Improvement, Content Specialists	
Coordination between TLS programs and Assessment & Accountability section	Implement the new assessment with a full understanding from EED of what the standards entail, what instruction is needed and how the standards will be measured.	<ul style="list-style-type: none"> <li>• Monthly meetings with Assessment and TLS representatives</li> <li>• Tasks delegated if needed between TLS and Assessment</li> <li>• Joint development of ppts and awareness materials of standards and assessment concepts that need to be widely understood</li> <li>• Assessment team briefs TLS team regarding assessment development schedule and critical activities</li> </ul>	TBD	TLS program members, Assessment members, Commissioner’s Office	Monthly

**Phased Transition Plan**

**1.2**

Statewide professional development opportunities	Increase capacity of educators, district leaders and community members to implement the new standards	<ul style="list-style-type: none"> <li>• Develop a multi-year state-wide professional development calendar</li> <li>• Align the Alaska Reading Course with new standards</li> <li>• Collaborate with ASDN, Educational Organizations, and educational associations</li> <li>• Develop materials for each phase of the Implementation that are accessible on the website.</li> <li>• Focus the Summer Literacy Institute sessions around the new standards</li> <li>• Apply for professional development grants to support implementation of the prof. development support</li> <li>• Develop evaluation forms that are to be used with each session that is delivered</li> <li>• Review evaluation results and share them with Standards Roll Out team</li> </ul>			Monthly
Collaborate with IHE’s for alignment of courses for teacher certification and endorsements	Ensure that teachers entering the field are prepared to deliver instruction that is based on the new standards	<ul style="list-style-type: none"> <li>• Meet with Deans of the colleges</li> <li>• Create a multi-year plan to ensure success in the transition to the new standards</li> </ul>	TBD	Commissioner Hanley, TLS Director, Teacher Quality Team	Quarterly
Development of the assessment tools to create a summative	Have a new summative assessment in	<ul style="list-style-type: none"> <li>• Work with CCSSO and Student Achievement Partners on standards comparison</li> </ul>	TBD	Assessment Director, TLS Deputy	Monthly

**Phased Transition Plan**

**1.2**

<p>assessment, and investigate formative/interim assessment options</p>	<p>place by spring 2016, and develop and find aligned options for districts regarding instructional assessments</p>	<ul style="list-style-type: none"> <li>• Work with assessment collaboratives to determine opportunity for participation</li> <li>• Work with current assessment vendor regarding transition tools and processes, including field testing new items, development of an item sampler, and other assessment program transition plan development</li> <li>• Investigate on-line testing capabilities of school districts</li> <li>• Develop an coordinate a detailed plan on the necessary assessment activities</li> </ul>		<p>Director, Commissioner's office</p>	
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Standards Professional Development Timeline

FY 13		
Month	Presentations/Workshops	EED Contact
July 2012  7/30	Standards Update Breakout session for Superintendents Conference in Juneau	Deputy Commissioner
August  TBD  8/21 and 8/27	Standards presentation for Teaching and Learning Support educational staff  Standards Update Webinar Series: AACP, ASMP, and SSOS Coaches  District Leaders Webinar Series: Standards Update, Standards Overview, ELA, Math, Comparison Tool, and District Leader Guide	TLS Deputy Director  SSOS Administrator  TLS Director
September  TBD  9/24-26  9/26-28  9/27-28	Principal and Teacher Leader Webinar Series  District Test Coordinators  Higher Ed Subgrants to Eligible Partnership (Title IIA) Grant Meeting  Math Science Partnership including Higher Ed (Title IIB) Grant Meeting  Special Education Directors Training	TLS Director  Assessment Administrator TLS Deputy Director  Math & Science Content Specialist  Special Education Administrator
October  TBD  TBD  TBD  TBD  10/12-14  10/14-16  10/19-20	Alaska Administrator Coaching Project  Alaska Statewide Mentor Project  Perkins grantees & Tech Coordinators  ELL: Regional Academic Language Workshops  Teacher Content Specific Webinar Series  NEA-Alaska Fall Event  Standards Presentation at Alaska Fall Principal Conference	Content Specialist  Content Specialist  CTE Staff  Content Specialist  Content Specialist  Content Specialist

Standards Professional Development Timeline

1.3

10/29-30	ASLA Summit 2012 Alyeska	
10/29-31	Teacher Quality Working Group  2012 Alaska Association for Career and Technical Education (AACTE) Fall PDC	Teacher Certification Administrator  CTE Administrator
November		
11/1-4	AASB Annual Conference	Deputy Commissioner
11/8-9	Curriculum Alignment Institute	SSOS Administrator
11/27-28	ELL: WIDA Standards Training	Assessment Coordinator
December		
12/3-8	SSOS Coaching Meeting	SSOS Administrator
TBD	Community Outreach presentations	EED Information Officer
January		
TBD	Alaska Legislature	Commissioner
1/28-29	Teacher Quality Working Group	Teacher Certification Administrator
February		
TBD	CTE and ASTE Conference	CTE Administrator
March		
3/11-12	Curriculum Alignment Institute	SSOS Administrator
April		
TBD	ELL: Regional Academic Language Workshops	NCLB Administrator
4/21	PTA Convention	TLS Director
May		
TBD	Literacy Institute and Alaska School Leadership Institute	SSOS Administrator

	AKT2 Summer Experience	Teacher Certification Administrator
June TBD	Transforming K-8 Mathematics Instruction Institute and Math in CTE (9-12) Professional Development	CTE & Content Specialist

## Alaska Administrator Coaching Project

*Positively Influencing Student Achievement and Increasing Principal Retention*

### Supporting Early Career School Leaders

#### Our Beliefs

- We recognize that new principals are beginners in a complex and challenging profession. It is important to remember the multiple programs, processes and information they are expected to master.
- We take the long view. Individual professional development takes place in a supportive and collegial environment where principals can practice new skills and solicit feedback from colleagues and principal coaches.
- We instruct and facilitate with the belief that building assets is more powerful than operating from a deficit model.

#### Our Definition of Instructional Leadership

Instructional Leadership is a combination of the beliefs and the actions necessary for shaping the culture of a school around teaching and learning.

Considerations that focus the work of an instructional leader:

- Schools exist to serve students, and
- Good teaching practices are modeled, encouraged, nurtured, and supported.

The instructional leader is responsible for ensuring that these considerations are in place.

#### Professional Learning

The confidential relationship between the coaches and the administrators will focus on developing the skills and dispositions in four critical areas. The areas the program will focus on are interpersonal and facilitation skills, teacher observation and feedback, effective school-level practices and classroom-level practices, and using data to improve instruction.



Three professional development opportunities will be delivered at institutes in Anchorage as noted below. It is strongly encouraged that principals participate in all three institutes.

<i><b>Institute Topics</b></i>	<i><b>Dates</b></i>	<i><b>Location</b></i>
Teacher Observation and Feedback, Interpersonal and Facilitation Skills	October 11,12,13	Sheraton Anchorage Hotel
Effective School-Level and Effective Classroom-Level Practices	November 15,16,17	Sheraton Anchorage Hotel
Using Data to Improve Instruction	January 17,18,19	Sheraton Anchorage Hotel

#### We Utilize Five Major Components

1. Coaching: A two year relationship with a coach utilizing Cognitive Coaching strategies
2. Cohort structures: Developing and deepening relationships with colleagues
3. Curricular Coherence and Relevance: The processes and products used during Institutes have a **direct and immediate application (“Take and Bake” materials)**
4. Performance Learning (rehearsals): It is more intensive than problem-based learning strategies. We utilize the interpersonal skills that we demonstrate and allow the participants to practice.
5. Research-based content focused on leadership, teaching, and learning.

#### Historical participation levels:

- 65- 80 principals in their first or second year as a principal
- 3-7 superintendents in their first year
- 15-20 administrative interns through the RAPPS grant

For further information:

Gary Whiteley, Project Director, [gary.whiteley@gmail.com](mailto:gary.whiteley@gmail.com)

AACP Website - <http://aacpweb.org/>



## Anchorage School District

5530 E. Northern Lights Blvd.  
Anchorage, Alaska 99504-3135  
(907) 742-4000

### SCHOOL BOARD

Gretchen Guess  
President

Jeannie Mackie  
Vice President

Kathleen Plunkett  
Treasurer

Jeff Friedman  
Clerk

Pat Higgins

Crystal Kennedy

Don Smith

### SUPERINTENDENT

Carol Comeau

June 8, 2012

Margaret MacKinnon  
Title I/NCLB Administrator  
Department of Education and Early Development  
P.O. Box 110500  
Juneau, Alaska 99811-0500

Ms. MacKinnon:

The Anchorage School District appreciates the opportunity to forward comments related to notification of Alaska's intent to apply for a waiver to freeze Annual Measurable Objectives for Adequate Yearly Progress determinations for 2011-12.

The district strongly supports the department seeking this waiver.

Under current rule, AYP determinations are resulting in an indiscriminate number of schools being identified for improvement, corrective and restructuring actions. Based on 2011 AYP results, the ASD currently has 28 schools identified as Level 5, six identified as Level 4 and 13 identified as Level 3. If these schools do not make AYP in 2012, the ASD will have 47 (or 49 percent) of its schools in Level 4 or higher status.

In 2012 AYP results, graduation rate requirements will add disaggregated accountability for all student subgroups, rather than being limited to the All Student category. Consequently, the ASD anticipates that small, alternative high schools with low student diversity will be the only schools likely to meet the AMOs.

These examples illustrate that, instead of identifying high-priority schools for focused improvement actions, the current AYP process appears to be on pace to identify nearly all schools for such actions. Consequently, the district supports seeking the waiver, so the state can devote increased attention to developing a more realistic and effective accountability system.

Having said this, the district has significant concerns about state and federal expectations for meeting ESEA requirements in the interim, if the waiver is sought. For example, ASD Director of Assessment and Evaluation, Laurel Vorachek, writes, "ASD is currently calculating AYP based on the freezing of the AMO targets at the 2010-11 levels. Since we are required to provide the information to our principals by June 30 for their review, we have to make a decision about how we run it for the initial review."

Depending on how AYP outcomes are determined for 2012, the ASD has 18 Title I schools that may be faced with meeting ESEA Public School Choice (PSC) requirements. Each of these schools is required to offer at least two receiving school options for families. Combined, sending and

The Alaska Statewide Mentor Project provides a structured support for teachers when they first enter the "clinical environment" of their classroom. The mentors have dedicated time to serve their teachers so that they can provide consistent ongoing support through the school year.

**Values: Quality education is good for everyone**

- Good teachers are at the heart of successful education.
- Every child in Alaska should have equal access to high-quality teaching.
- Lifelong learning is essential to the health of individuals and communities, and involves an ongoing process of planning, action, and reflection.
- Effective communication, trust, and acceptance of diverse opinions are fundamental to successful organizations.
- Successful organizations are built upon the growth, creativity, and voice of all individuals

**Historical Participation Levels**

ASMP has served over 1,800 early career teachers in 51 out of the 54 school districts between 2004 and 2012. Specific numbers are provided in the table below with estimates for the 2012-2013 school year.

<b>ASMP Numbers</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13 <i>est</i></b>
Mentors	22	24	27	28	27	27	28	22.5	39
Districts (54)	30	35	41	39	38	43	43	34	43
Schools (513)	134	164	170	179	181	189	188	142	260
Early Career Teachers	332	373	379	379	419	384	406	330	585
Caseload Ratio	1:15	1:16	1:14	1:14	1:16	1:15	1:14	1:15	1:15

**For further information:**

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Cathe' Rhodes — Lead Mentor, [catherhodes.asmp@gmail.com](mailto:catherhodes.asmp@gmail.com)

Betty Walters — EED Liaison, [bettywalters.asmp@gmail.com](mailto:bettywalters.asmp@gmail.com)

Dr. Kathryn Berry Bertram — K-12 Outreach Director, Univ of Alaska, [kaberrybertram@alaska.edu](mailto:kaberrybertram@alaska.edu)

Dr. Barbara L. Adams — Research Lead, Univ of Alaska, [barbara.adams@alaska.edu](mailto:barbara.adams@alaska.edu)

<http://alaskamentorproject.org/index.php>



**Department of Education & Early Development  
Curriculum and Alignment Institute  
*Managing Curriculum Effectively & Efficiently*  
2011-2012**

### **Overview**

The Alaska Department of Education & Early Development will provide training for district-based teams in Alaska in the implementation of effective curriculum management strategies. Regardless of a district's current level of curriculum management, the Institute will assist districts in identifying next steps toward having manageable, locally informed, and efficiently-operating curriculum practices. The workshops are supported by the Alaska Comprehensive Center.

### **Objectives for the Institute**

- Understand the components of an effective curriculum management system
- Explore options and models for incorporating those components into a Curriculum Review Cycle
- Identify the processes and timelines for each component of a six-year curriculum review cycle
- Address how these processes can be developed to meet the needs of different districts in Alaska
- Obtain feedback from Alaska districts regarding their largest areas of need in effective curriculum management

### **Facilitator**

Dr. Susan McCauley, Curriculum Coach with EED and an educator in both rural and urban Alaska for the past 17 years, will serve as the Institute's facilitator.

### **Dates**

- November 9 and 10, 2011; Anchorage at the Anchorage Marriott Downtown
- March 7 and 8, 2012; Anchorage at the BP Center

### **Participants**

The target audience members are individuals with responsibility for district-level curriculum development. Ideally, districts would send a 2-3-person team. Districts may wish to include experienced teachers who will serve on a district team to develop or revise curriculum or select materials for a specific content area. The team should be committed to attend both fall and spring sessions. The Institute will address the needs of both previous and new Institute participants.

### **Registration**

There is no registration cost for the workshop. Travel costs are the responsibility of the district and may come from school improvement funding or other applicable resources.

Click [HERE](#) to register online or use the form below. For more information e-mail [Elizabeth.davis@alaska.gov](mailto:Elizabeth.davis@alaska.gov) or [smccauleyak@gmail.com](mailto:smccauleyak@gmail.com).





**Department of Education & Early Development  
Curriculum & Alignment Institute  
*Managing Curriculum Effectively & Efficiently***

**November 9 & 10, 2011  
Anchorage Marriott Downtown**

**AGENDA**

**Objectives:**

- Understand the components of an effective curriculum management system
- Explore options and models for incorporating those components into a Curriculum Review Cycle
- Identify the components and timelines for each year of a six-year curriculum review cycle
- Learn from the experiences of Alaska school districts in making progress toward effective curriculum structures

**Day 1**

8:30-8:45 Welcome and Introduction

8:45-10:15 The “Nuts and Bolts” of Effective Curriculum Management

10:00-10:15 BREAK

10:30-12:00 Curriculum Review Cycle & Supporting Policies
 

- Curriculum Review Cycle components
- Effective Board Policies for curriculum

12:00-1:30 LUNCH

1:30-2:30 Needs Assessment: Why beginning here makes sense

2:30-3:30 Curriculum Development & Materials Adoption:
 

- Curriculum Development Processes
- Materials Adoption Processes



3:30-4:30 District team discussion & feedback

## **Day 2**

8:30-8:45 Review & Reflection

8:45-10:00 Curriculum Development & Materials Adoption continued

10:00-10:15 BREAK

10:15-11:00 Implementation & Professional Development

12:00-1:30 LUNCH

1:30-3:30 Monitoring Progress

- Through Classroom Observation
- Through Data

3:30-4:30 District team discussion & feedback

### **Items to bring:**

- Current curriculum review cycle
- Curriculum-related board policies for curriculum development, instructional materials, and supplemental materials (if using AASB-developed policies, these are likely 6141, 6161.1 and 6161.11)
- Curriculum monitoring tools (i.e. walkthrough instruments)





**Department of Education & Early Development  
Curriculum & Alignment Institute  
*Managing Curriculum Effectively & Efficiently***

**March 8-9, 2012  
BP Education Center, 900 E. Benson Blvd, Anchorage**

**AGENDA**

**Objectives:**

- Identify tenets of effective professional development for curriculum implementation.
- Explore specific strategies and schedules to facilitate professional development for curriculum implementation.
- Receive information the Department of Education and Early Development staff regarding the proposed English Language Arts and Mathematics standards.
- Receive information from The Alaska Comprehensive Center regarding a new online Statewide Curriculum Directory, a database of Alaskan districts' adopted instructional materials, curriculum content area review schedules, and related documents.

**Day 1**

8:15 – 8:30	Sign-in and coffee
8:30 – 9:15	Welcome, Introduction, Review Components of Effective Curriculum Management
9:15 – 10:15	Philosophical tenets for effective professional development
10:15 – 10:30	BREAK
10:00 – 10:45	Your professional development topics & priorities
10:45 – 12:00	Specific Strategies, structures, and processes for professional development
12:00-1:30	LUNCH
1:30-3:00	Specific Strategies, structures, and processes for professional development, continued
3:30-4:30	Your professional development calendar and agendas

**Day 2**

8:30-8:45	Review
8:45-10:00	Your professional development calendar and agendas, continued
10:00 – 10:15	BREAK
10:15 – 12:00	Sharing ideas, agendas, & strategies
12:00-1:30	LUNCH
1:30-3:30	Proposed Alaska English Language Arts & Mathematics Standards
3:30-4:30	Statewide Curriculum Directory

**Items to bring:**

- Binder or CD from November Institute
- 2012-2013 District Calendar







**Department of Education & Early Development  
Curriculum & Alignment Institute  
*Managing Curriculum Effectively & Efficiently*  
March 8-9, 2012**

## Overview

The Alaska Department of Education & Early Development will provide training for district-based teams in Alaska in the implementation of effective curriculum management strategies. Regardless of a district's current level of curriculum management, the Institute will assist districts in identifying next steps toward having manageable, locally informed, and efficiently-operating curriculum practices. The workshops are supported by the Alaska Comprehensive Center.

## Objectives for the March Institute

- Revisit tenets of effective professional development for curriculum implementation.
- Explore specific strategies and schedules to facilitate professional development for curriculum implementation.
- Receive information the Department of Education and Early Development staff regarding the proposed English Language Arts and Mathematics standards.
- Receive information from The Alaska Comprehensive Center regarding a new online Statewide Curriculum Directory, a database of Alaskan districts' adopted instructional materials, curriculum content area review schedules, and related documents.

## Dates

- March 8 & 9, 2012; at the BP Education Center, 900 E. Benson Blvd, Anchorage

## Attendees

The target audience members are individuals with the responsibility for district-level curriculum development. Ideally, districts would send a 2-3 person team. Districts may wish to include experienced teachers who will serve on a district team to development or revise curriculum or select materials for a specific content area. **Participants should bring the electronic or binder copy of materials from the November institute with them. If needed, additional copies can be requested.**

## Registration

There is no registration cost for the workshop. Travel costs are the responsibility of the district, and may come from school improvement funding or other applicable resources.

For more information e-mail [elizabeth.davis@alaska.gov](mailto:elizabeth.davis@alaska.gov) or [smccauleyak@gmail.com](mailto:smccauleyak@gmail.com).







Rural Alaska Principal Preparation and Support (RAPPS) is a comprehensive leadership development program focused on preparation of principals for high-poverty and remote Alaska schools, and support for those who are currently serving in those schools.

RAPPS provides scholarships to promising, practicing teachers or central office leaders in 16 high-need rural districts so that they can to obtain their Type B credential and become principals. Superintendents nominate members of their staff for RAPPS scholarships.

RAPPS offers a complete system of support for aspiring and practicing school leaders including: a rural-focused cohort within the UAA Educational Leadership Program; mentoring for aspiring principals during their internship; and no-cost professional learning opportunities for all staff from the 16 partner rural districts throughout the year from the Alaska Staff Development Network.

The University of Alaska Anchorage plays the lead role in our aspiring principals program by providing a distance-delivered, rural-focused cohort within the UAA Educational Leadership Program. RAPPS has provided scholarships and support to 73 aspiring principals over the last four years.

Another key component of the RAPPS comprehensive leadership development program is inducting new principals into school leadership. All principal interns from the RAPPS UAA program, and all first and second year principals in our 141 partner schools are eligible to receive face-to-face training, onsite and online coaching through the Alaska Administrator Coaching Project (AACP).

A third component of the RAPPS program is professional development for practicing principals, especially those whose schools have not made adequate yearly progress or whose districts are in corrective action with the State of Alaska, Department of Education and Early Development.

RAPPS professional development is aligned with ongoing school improvement efforts so that statewide professional learning opportunities are focused and coherent. The Alaska Staff Development Network sponsors our major professional development activities. The major activity is an intensive, annual summer institute (the Alaska School Leadership Institute – ASLI) that has been attended over 400 administrators and aspiring principals over the last four years.

The ASLI provides the anchor for designing additional professional learning opportunities that are offered via distance delivery throughout the school year. Beginning with the first ASLI in 2009, a series of webinars were developed that aligned directly to the content themes of the Alaska School Leadership Institute. Teachers are strongly encouraged to participate in RAPPS webinars along with their principals. These webinars were intentionally designed to build on content from past Institutes as well as preview new content that was being planned for future Institutes. These efforts to promote coherence, build alignment, and sustain implementation

efforts are strongly reinforced through this blended learning model that includes face-to-face interactions via the Institute with virtual interactions through webinars.

ASDN organized 23 follow-up webinar series (99 webinars total) throughout the four years of the project that have been attended by over 1,700 educators. Distance delivered professional learning through RAPPS provides equity in the quality and number of learning opportunities available to educators across the state.

The RAPPS partnership is led by the Alaska Staff Development Network with strong support from the University of Alaska Anchorage Education Leadership Program, the Alaska Administrator Coaching Project, the Alaska Department of Education and Early Development and an instructional design team of expert consultants. Kelly Tonsmeire, Director of the Alaska Staff Development Network, serves as the RAPPS Project Director.

*RAPPS is funded by the US Department of Education: School Leadership Grant Program (CFDA#84.363A)*

**Proposed Agenda Items**

- I. National Trends in Teacher and Principal Preparation—Where Alaska Stands
- II. Alaska Teacher & Administrator Preparation Program Approval
  - a. New regulations
  - b. Approval process overview
  - c. Certification & Employment
    - i. Praxis I Revision (Fall, 2013)
    - ii. Proposed Teacher & Principal Evaluation Regulations
- III. Alaska’s Teacher & Administrator Preparation Guidelines & Expectations
  - a. Alaska English/Language Arts, Mathematics and Literacy Grade 6-12 Standards
  - b. Alaska State Literacy Blueprint
  - c. Cultural Responsive Teacher Standards
  - d. Standards for Beginning Teachers
  - e. Standards for Administrators
  - f. Extended Grade Level Expectations
  - g. English Language Proficiency Standards
- IV. IHE Internal Program Approval Process, Alignment Efforts, and Indicators of Success
  - a. University of Alaska
  - b. Alaska Pacific University
- V. Refinement of Alaska’s Educator Preparation Approval Process
- VI. Sharing Resources & Future Collaboration

**Teacher Quality Working Group  
Teacher & Principal Preparation—IHEs Focus Meetings**

**Invited Participants**

<b>Name</b>	<b>Position &amp; Organization</b>	<b>Email</b>
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Linda Black	Chairperson, Education Department Alaska Pacific University	<a href="mailto:lblack@alaskapacific.edu">lblack@alaskapacific.edu</a>

<b>Name</b>	<b>Position &amp; Organization</b>	<b>Email</b>
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**Department of Education & Early Development Presenters & Meeting Participants**

<b>Name</b>	<b>Position</b>	<b>Email</b>
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Bjorn Wolter	Science Content Specialist	<a href="mailto:bjorn.wolter@alaska.gov">bjorn.wolter@alaska.gov</a>
TBN	ELL/ESL Specialist	

## Public School Growth and Proficiency Index

(Regulations shown with changes as proposed to be adopted September 13, 2012)

**4 AAC 33.500. Purpose: public school growth and proficiency index.** The department shall calculate each year the public school growth and proficiency index score for all students, schools, and districts in the state, and for the state as a whole. The index score shall be based on both student growth and student proficiency on the state standards-based assessments adopted in 4 AAC 06.737. The index score will be used to study classrooms, schools, districts, and the state. (Eff. 12/24/2006, Register 180; am \_\_\_/\_\_\_/2012, Register \_\_\_)

**Authority:** [AS 14.03.126](#)

[AS 14.07.020](#)

[AS 14.07.060](#)

### **4 AAC 33.540. Qualification**

(a) The department will determine a school's growth and proficiency index level as follows:

(1) for purposes of 4 AAC [33.500](#) - 4 AAC [33.590](#), the subject matter proficiency levels for advanced, proficient plus, proficient, below proficient plus, below proficient minus, far below proficient plus, and far below proficient minus will be determined as set out in this paragraph, based on the student's scores on the applicable state standards-based assessment under 4 AAC [06.737](#); the department will assign the appropriate proficiency level to each student based on the student's scale score on the reading, writing, or mathematics test, as set out in the following table:

<b>Reading Scale Scores</b>								
<b>Proficiency Level</b>	<b>Grade Level</b>							
	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
Advanced	392 or above	415 or above	418 or above	394 or above	406 or above	402 or above	382 or above	400 or above
Proficient Plus	346-391	358-414	358-417	347-393	353-405	351-401	341-381	350-399
Proficient	300-345	300-357	300-357	300-346	300-352	300-350	300-340	300-349
Below Proficient Plus	281-299	280-299	276-299	267-299	273-299	272-299	265-299	261-299
Below Proficient Minus	261-280	260-279	251-275	234-266	246-272	243-271	229-264	222-260
Far Below Proficient Plus	241-260	240-259	226-250	201-233	219-245	214-242	197-228	183-221
Far Below Proficient Minus	100-240	100-239	100-225	100-200	100-218	100-213	100-196	100-182

<b>Writing Scale Scores</b>								
<b>Proficiency Level</b>	<b>Grade Level</b>							
	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
Advanced	402 or above	420 or above	406 or above	396 or above	423 or above	460 or above	470 or above	485 or above
Proficient Plus	351-401	360-419	353-405	348-395	362-422	380-459	385-469	393-484

Proficient	300-350	300-359	300-352	300-347	300-361	300-379	300-384	300-392
Below Proficient Plus	259-299	252-299	244-299	257-299	267-299	266-299	269-299	367-299
Below Proficient Minus	218-258	204-251	187-243	215-256	234-266	232-265	238-268	233-266
Far Below Proficient Plus	177-217	156-203	130-186	173-214	201-233	198-231	207-237	199-232
Far Below Proficient Minus	100-176	100-155	100-129	100-172	100-200	100-197	100-206	100-198

Mathematics Scale Scores								
Proficiency Level	Grade Level							
	3	4	5	6	7	8	9	10
Advanced	390 or above	383 or above	373 or above	376 or above	383 or above	379 or above	370 or above	392 or above
Proficient Plus	345-389	342-383	336-372	338-375	342-382	339-378	325-369	346-391
Proficient	300-344	300-341	300-335	300-337	300-341	300-338	300-334	300-345
Below Proficient Plus	282-299	280-299	276-299	279-299	274-299	279-299	279-299	276-299
Below Proficient Minus	263-281	260-279	252-175	258-278	248-273	258-278	258-278	252-275
Far Below Proficient Plus	235-262	230-259	216-251	227-257	209-247	227-257	227-257	216-251
Far Below Proficient Minus	100-234	100-229	100-215	100-226	100-208	100-226	100-226	100-215

(2) using the proficiency level each student in grades 4 - 10 achieved on the reading, writing, and mathematics tests of the state standards-based assessment for the current school year and the immediately previous school year, the department will assign a value number from the following table for each student:

Value Number Table							
Previous Year Level	Current Year Level						
	Far Below Proficient Minus	Far Below Proficient Plus	Below Proficient Minus	Below Proficient Plus	Proficient	Proficient Plus	Advanced
Far Below Proficient Minus	60	90	120	150	180	205	230
Far Below Proficient Plus	40	70	100	130	160	185	210
Below Proficient Minus	20	50	80	110	140	165	190
Below Proficient Plus	0	30	60	90	120	145	170
Proficient	0	10	40	70	100	125	150
Proficient Plus	0	0	20	50	80	105	130
Advanced	0	0	0	30	60	85	110

(3) the department will not assign a value number for a student who took the same grade level test as, or a lower grade level test in the current year than, the student took in the previous year; a student must progress to a higher grade level test than the student took in the previous school year in order for a student's scores to be counted;

(4) the department will assign a value number under (2) of this subsection for each reading, writing, and mathematics test the student took on a state standards-based assessment in the current school year even if the student took a state standards-based assessment in the previous school year at a different public school in the district or in the state;

(5) a school's school index point value is a fraction, the numerator of which is the sum of the value numbers from the table in (2) of this subsection for each reading, writing, and mathematics test achieved by each eligible student, and the denominator of which is the number of reading, writing, and mathematics tests administered at the school to eligible students; in this paragraph, "eligible student" means a student who was enrolled for the full academic year in the school, and for whom the department has assigned a value number for the subject under (2) of this subsection;

**History: Eff. 12/24/2006, Register 180; am 8/1/2008, Register 187**

**Authority:** [AS 14.03.126](#)

[AS 14.07.020](#)

[AS 14.07.060](#)

## Alaska Statewide AMO Targets 2012-2013 through 2017-2019

Group	Content Area	% Prof/Adv 2011-2012	Annual Increment	AMO Targets					
				2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
All students	Reading	80.1	1.7	81.8	83.4	85.1	86.7	88.4	90.1
All students	Writing	74.2	2.2	76.4	78.5	80.7	82.8	85.0	87.1
All students	Math	68.6	2.6	71.2	73.8	76.5	79.1	81.7	84.3
African American	Reading	74.1	2.2	76.3	78.4	80.6	82.7	84.9	87.1
African American	Writing	67.4	2.7	70.1	72.8	75.6	78.3	81.0	83.7
African American	Math	54.4	3.8	58.2	62.0	65.8	69.6	73.4	77.2
AK Native /Am Indian	Reading	59.0	3.4	62.4	65.8	69.3	72.7	76.1	79.5
AK Native /Am Indian	Writing	51.3	4.1	55.4	59.4	63.5	67.5	71.6	75.7
AK Native /Am Indian	Math	48.6	4.3	52.9	57.2	61.5	65.7	70.0	74.3
Asian/Pacific Islander	Reading	76.3	2.0	78.3	80.3	82.2	84.2	86.2	88.2
Asian/Pacific Islander	Writing	73.2	2.2	75.4	77.7	79.9	82.1	84.4	86.6
Asian/Pacific Islander	Math	67.9	2.7	70.6	73.3	75.9	78.6	81.3	84.0
Caucasian	Reading	90.1	0.8	90.9	91.8	92.6	93.4	94.2	95.1
Caucasian	Writing	84.7	1.3	86.0	87.3	88.5	89.8	91.1	92.4
Caucasian	Math	78.7	1.8	80.5	82.3	84.0	85.8	87.6	89.4
Hispanic	Reading	80.3	1.6	81.9	83.6	85.2	86.9	88.5	90.2
Hispanic	Writing	75.0	2.1	77.1	79.2	81.3	83.3	85.4	87.5
Hispanic	Math	66.3	2.8	69.1	71.9	74.7	77.5	80.3	83.2
Multi-Ethnic	Reading	82.4	1.5	83.9	85.3	86.8	88.3	89.7	91.2
Multi-Ethnic	Writing	76.6	2.0	78.6	80.5	82.5	84.4	86.4	88.3
Multi-Ethnic	Math	70.2	2.5	72.7	75.2	77.7	80.1	82.6	85.1
Economically Dis	Reading	68.9	2.6	71.5	74.1	76.7	79.3	81.9	84.5
Economically Dis	Writing	62.0	3.2	65.2	68.3	71.5	74.7	77.8	81.0
Economically Dis	Math	56.4	3.6	60.0	63.7	67.3	70.9	74.6	78.2
Students with disabilities	Reading	44.0	4.7	48.7	53.3	58.0	62.7	67.3	72.0
Students with disabilities	Writing	38.2	5.2	43.4	48.5	53.7	58.8	64.0	69.1
Students with disabilities	Math	32.2	5.7	37.9	43.5	49.2	54.8	60.5	66.1
English learners (EL)	Reading	31.4	5.7	37.1	42.8	48.6	54.3	60.0	65.7
English learners (EL)	Writing	27.2	6.1	33.3	39.3	45.4	51.5	57.5	63.6
English learners (EL)	Math	26.7	6.1	32.8	38.9	45.0	51.1	57.2	63.4

# STEPP Indicators & Rubrics District Version 2011-2012

Domain 1.0- There is evidence that the district-approved curricula are aligned, implemented, and used in conjunction with the local and Alaska state standards and Grade Level Expectations (GLEs).	<i>CURRICULUM Indicator Ratings of Performance</i>			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation</i>  <i>Meets criteria for rating of a "3" plus:</i>
Indicators	1	2	3	3+
1.1 Alaska standards and GLEs are aligned with district-approved curricula.  <i>Key</i>	The district's approved curricula are not aligned to the Alaska standards and GLEs..	Some of the district's approved curricula are aligned with of Alaska's standards and GLEs.	The district's approved curricula in SBA tested content areas are fully aligned with Alaska standards documents and GLEs.	The district approved curricula in non-tested content areas are fully aligned with Alaska state standards documents and GLEs .
1.2 The district uses established procedures to monitor aligned curricula.	There are no procedures for determining the degree to which schools are implementing the curricula.	Procedures are used inconsistently by district leaders to determine the degree to which schools are implementing the curricula	Established procedures are documented and consistently used by the district leaders to determine the degree to which schools are implementing the district's curricula.	District leaders include instructional leaders in development and evaluation of curricula.
1.3 District consistently reviews, adoption, and/or development of curricula based on the Alaska Content Standards for each curricular area.	The district has neither policies nor procedures in place for the regular review of any curricular areas.	The district reviews some of the curricular areas subject to SBA testing on a random basis to ensure alignment to the GLEs.	The district adheres to their schedule to review all SBA tested content areas on a regular basis to ensure alignment to the GLEs, and all staff is aware of this curricular review plan and cycle.	The district consistently reviews non-tested curricula. All staff participates in the process.
1.4 District wide SBA assessment data are used to identify gaps in the curricula.  <i>Key</i> <i>SMART</i>	District staff does not review SBA data sets and/or no process exists to identify gaps in curricula.	District staff review SBA data sets each year in some content areas and/or no process exists to identify gaps in curricula.	District staff consistently utilizes an established process to review SBA data sets in all state tested content areas to identify curricular gaps and/or areas of concern.	District staff consistently utilizes an established process to review non-tested content areas and identify curricular gaps and/or areas of concern.

# STEPP Indicators & Rubrics District Version **2011-2012**

<p>1.5 A district-wide review process is used to determine if the district-approved curricula addresses the learning needs of all students and make changes to the curricula when needed.</p>	<p>District staff does not review the curricula to monitor if it addresses the learning needs students.</p>	<p>District staff reviews some of the curricular areas that are subject to SBA testing in order to monitor if it addresses the learning needs of some student population subgroups.</p>	<p>District staff reviews all curricular areas that are subject to SBA testing in order to monitor if it addresses the learning needs of all students , and changes to the curricula are made when needed.</p>	<p>District staff reviews curricula in areas beyond SBA testing.</p>
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# STEPP Indicators & Rubrics District Version 2011-2012

Domain 2.0- There is evidence that assessment of student learning is frequent, rigorous, and aligned with Alaska's Grade Level Expectations (GLEs) and performance standards.	<i>ASSESSMENT Indicator Ratings of Performance</i>			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation</i>  <i>Meets criteria for rating of a "3" plus:</i>
Indicators	1	2	3	3+
2.1 District-wide assessments are aligned with Alaska's Performance Standards, GLEs, and district approved curricula.  <span style="color: red;">Key</span>	District has not aligned curricular-area assessments with the Alaska state standards and GLEs.	District assessments in curricular-areas subject to SBA testing are aligned with Alaska state standards and GLEs.	District assessments in all curricular-areas are aligned with Alaska state standards and GLEs.	All district-wide curricular-area assessments are aligned with Alaska state standards and GLEs and the district staff meets regularly with school staff to review alignment and make changes as necessary.
2.2 The district uses established systems for managing, accessing, and reporting district-wide data.	There are neither formal assessment systems nor procedures in place for utilizing data within the district.	District staff members use established systems for managing ,accessing and reporting district-wide data in some SBA tested content areas.	District staff members use established systems for managing, accessing, and reporting district-wide data in all SBA tested content areas.	District staff members use established systems for managing, accessing, and reporting data beyond SBA testing, including non-academic areas (i.e. attendance, graduation rate, school climate surveys, etc).
2.3 Universal screening assessments are administered district-wide multiple times a year in SBA tested content areas  <span style="color: red;">Key</span>	District staff does not monitor that universal screening assessments are administered multiple times a year in all schools throughout the district.	District staff monitors that universal screening assessments are administered multiple times a year in some schools..	District staff monitors that universal screening assessments are administered multiple times a year in all schools	District staff collaborates with instructional leaders to determine professional development needs based on results of universal screening assessments.

# STEPP Indicators & Rubrics District Version 2011-2012

<p>2.4 District leaders analyze district-wide SBA data to evaluate student achievement in district/school curricular programs, , and to make changes to improve student achievement.</p> <p><b>Key, SMART</b></p>	<p>District staff does not analyze the SBA data and/or make recommendations for district/school curricular changes in order to improve student performance.</p>	<p>District leaders analyze data in some SBA tested content areas to evaluate curricular programs, and make recommendations for program changes.</p>	<p>District leaders review SBA data in all tested content areas to evaluate district/school programs and make changes to improve student achievement.</p>	<p>District leaders routinely collaborate with instructional leaders and teachers to review data, and district leaders provide opportunities for professional development in areas of need.</p>
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# STEPP Indicators & Rubrics District Version 2011-2012

Domain 3.0- There is evidence that effective and varied instructional strategies are used in all classrooms to meet the needs of each student.	<i>INSTRUCTION Indicator Ratings of Performance</i>			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation</i>  <i>Meets criteria for rating of a "3" plus:</i>
Indicators	1	2	3	3+
3.1 District monitors that instructional activities are aligned to Alaska's Grade Level Expectations (GLEs).  <b style="color: red;">Key</b>	District does not monitor that teachers are implementing instructional activities aligned with Alaska's GLEs..	There is a system in place for district leaders to monitor that teachers are implementing instructional activities aligned with Alaska's GLEs in some SBA tested content areas.	There is a system in place for district leaders to monitor that teachers are implementing instructional activities aligned with Alaska's GLEs in all SBA tested content areas.	District leaders collaborate with site leaders and teachers to evaluate the effectiveness of aligned instructional activities ..
3.2 District wide efforts to help low-performing students become proficient are coordinated.  <b style="color: red;">Key SMART</b>	District wide efforts to help low performing students become proficient are informal and inconsistently provided throughout the district.	The district has a written plan to help low-performing students become proficient, but the intervention programs and supports are not consistently provided to all low performing students in the district in a timely manner.	The district has a written plan to help low-performing students become proficient, and all staff implement the plan to provide timely and appropriate instructional intervention to support all low-performing students.	District provides professional development for staff to improve instructional strategies that support the needs of all low-performing students.
3.3 District incorporates scientifically based research strategies into the district-approved curriculum to strengthen the core academic programs in the schools.  <b style="color: red;">Key SMART</b>	District approved curricula does not provide evidence of scientifically based research.	Some district approved curricula provides evidence of scientifically based research linked to data regarding students' needs in order to strengthen the core academic programs. .	District-approved curricula in all SBA tested content areas provides evidence of scientifically based research linked to data regarding students' needs in order to strengthen the core academic programs.	District approved curricula beyond the SBA tested content areas incorporates scientifically based research strategies in order to strengthen the academic programs in those areas.

# STEPP Indicators & Rubrics District Version 2011-2012

<p>3.4 Districts monitor the effectiveness of instruction by examining data from district wide formative assessments.</p> <p><b>Key SMART</b></p>	<p>District leaders do not use formative assessment data sets to determine the effectiveness of their staffs' instruction.</p>	<p>District leaders use formative assessment data sets to determine the effectiveness of their staffs' instruction in some SBA tested content areas.</p>	<p>District leaders examine formative assessment data sets at least 3 times per year to determine the effectiveness of their staffs' instruction in all SBA tested content areas.</p>	<p>District leaders, instructional leaders, and instructional staff share formative assessment data and collaborate to identify ways to change instruction based on the data.</p>
<p>3.5 District leaders, in collaboration with school staff and community, communicate high academic expectations to students.</p>	<p>There is little evidence that the district communicates high academic expectation to student.</p>	<p>District leaders communicate academic expectations for student learning, but do not collaborate with school staff and community members.</p>	<p>District leaders collaborate with school staff and community members to communicate high academic expectations to students.</p>	<p>High academic expectations are communicated to students in multiple ways.</p>

# STEPP Indicators & Rubrics District Version 2011-2012

Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.	<i>SUPPORTIVE LEARNING ENVIRONMENT Indicator Ratings of Performance</i>			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation</i>  <i>Meets criteria for rating of a "3" plus:</i>
Indicators	1	2	3	3+
4.1 District provides resources that support a school environment that is conducive to learning.  <i>Key</i>	District does not provide support or resources to help schools build a positive school learning environment.	District provides some resources and support to schools to build a positive learning environment ...	District provides resources and support for positive learning environments. .	District provides a positive learning environment support system, including effective classroom management strategies, that is available for all schools.
4.2 School Only				
4.3 District-wide behavior standards are a part of district policy and are communicated to staff, parents, and students.	There is not a district policy for behavior standards and/or they have not been communicated to students, staff, and parents.	There is an adopted school district policy regarding behavior standards. The district has not adopted a procedure for communicating these behavior standards to the students, staff, and parents.	District leaders regularly and clearly communicate the adopted board policy for behavior standards to all students, staff, and parents and consistently apply them throughout the district.	District leaders, parents, instructional leaders, and instructional staff collaborate to consistently define, communicate, and apply student behavior standards throughout the district.
4.4 The district has implemented an attendance policy.	Staff and students are not aware of the district attendance policy and/or the policy is not implemented consistently.	The district communicates the board approved district attendance policy to all staff and students, but it is not implemented consistently across the district.	The district communicates the board approved district attendance policy to all staff and students, and it is implemented consistently across the district.	The entire district community (school board, central office, school, parents, students, community members) is aware of and involved in the implementation of a board approved attendance policy.

# STEPP Indicators & Rubrics District Version 2011-2012

<p>4.5 Equitable support and resources are provided by the district to extend learning opportunities for all students in need of additional support.</p> <p><b>SMART</b></p>	<p>The district does not provide support or resources for extended learning opportunities to students in SBA tested areas.</p>	<p>The district provides resources or support for extended learning opportunities for the students in need of additional support in SBA tested areas across the district, but it is not consistent and/or equitable.</p>	<p>The district provides equitable resources and support for extended learning opportunities to all the students in need of additional support in SBA tested areas. The support is equitable and consistent among all schools.</p>	<p>District leaders seek input from instructional leaders and staff to identify needed resources and support for students in need of extended learning opportunities unique to all individual schools within the district.</p>
<p>4.6 District promotes and supports school environments that reflect cultural awareness and an understanding of cultural values of the students and community.</p> <p><b>Key</b></p>	<p>Board has not adopted cultural standards and/or the district does not provide resources to support cultural understanding.</p>	<p>Board has adopted cultural standards and the district has integrated cultural standards with district approved curricula, but resources are not provided to all schools.</p>	<p>Board has adopted cultural standards and the district has integrated cultural standards with district approved curricula; the district provides resources to all schools that support cultural understanding.</p>	<p>District leaders and instructional leaders collaborate with the teaching staff, parents, and community members to build and implement cultural awareness</p>
<p>4.7 District staff members communicate effectively with parents about learning expectations, student progress, and ways to reinforce learning at home.</p> <p><b>Key</b> <b>SMART</b></p>	<p>There is little or no communication with parents..</p>	<p>Parent communication is limited, not in parent-friendly language or fails to address learning expectations, student progress, or ways to reinforce learning at home</p>	<p>District staff communicates well and frequently with parents about learning expectations, student progress, and ways to reinforce learning at home.</p>	<p>District effectively communicates in multiple ways and facilitates regular communication between the school and all families.</p>
<p>4.8 District staff members communicate with parents and community members to inform them about district priorities and to invite their participation.</p>	<p>There are no structures in place to ensure that parents and community members are informed and have the opportunity to contribute.</p>	<p>The district has formal and informal structures to help inform parents and community members about district priorities, but lacks a systematic approach to invite their participation.</p>	<p>The district has formal and informal structures in place to ensure that parents and community members are informed about district priorities and invited to participate.</p>	<p>District staff members work with instructional leaders and staff members to analyze outreach efforts and patterns of involvement to ensure that parents and community members are active participants in structuring and implementing a supportive learning environment.</p>

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<p>4.9 District has policies and procedures regarding facility management.</p> <p>Key</p>	<p>District does not have a functional facility management program.</p>	<p>District has a facility management program that includes some of the following: maintenance management, energy management, a schedule of custodial activities, a maintenance training program, and a renewal and replacement schedule.</p>	<p>District has a facility management program that includes: maintenance management, energy management, a schedule of custodial activities, a maintenance training program, and a renewal and replacement schedule.</p>	<p>District has a facility management program that exceeds expectations through exceptional custodial and maintenance care which is reflected by pride in ownership.</p>
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# STEPP Indicators & Rubrics District Version 2011-2012

Domain 5.0- There is evidence that professional development is based on data and reflects the needs of students, schools, and the district.	<i>PROFESSIONAL DEVELOPMENT Indicator Ratings of Performance</i>			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation</i>  <i>Meets criteria for rating of a "3" plus:</i>
Indicators	1	2	3	3+
5.1 District achievement data are a primary factor in determining professional development priorities.  <span style="color: red;">Key SMART</span>	District does not use student achievement data or data that is reflective of student needs to design district professional development experiences for staff.	Some, but not all District professional development experiences are consistent or intentionally linked with site/student achievement data.	District leaders examine multiple sources of site/student achievement data as a primary factor in determining comprehensive professional development priorities.	District leaders and administrative leaders analyze historical data on site/student achievement to identify persistent needs that should be addressed in current and future professional development sessions.
5.2 The District teacher and principal evaluation processes are aligned with the Alaska Professional Teacher Standards and the Standards for Alaska's Administrators.	District has not aligned the teacher and principal evaluation processes with the Alaska Professional Teacher Standards and the Standards for Alaska's Administrators.	District's evaluation process has aligned the teacher and principal evaluation processes with some of the Alaska Professional Teacher Standards and some of the Standards for Alaska's Administrators.	District's teacher and principal evaluation processes are fully aligned with the Alaska Professional Teacher Standards and the Standards for Alaska's Administrators.	District leaders facilitate discussions with staff members about these standards and what they look like in practice.
5.3 The district provides professional development that is embedded into the daily routines and practices of school staff	District leaders provide professional development experiences that are disconnected from one another and are not embedded into daily routines and practices.	District leaders provide infrequent professional development experiences that are embedded into daily routines and practices.	All district designed professional development experiences are ongoing and embedded into daily routines and practices.	District designs consistent professional development for new teachers.

# STEPP Indicators & Rubrics District Version 2011-2012

<p>5.4 The district provides mentoring to support new teachers, administrators, and instructional leaders in the development of instructional and classroom management skills.</p>	<p>District leaders do not organize efforts to provide support to new teachers, administrators, and instructional leaders through a mentoring program.</p>	<p>District provides some specialized support for new teachers, administrators, and instructional leaders through a mentoring program, but not all new staff participates.</p>	<p>All new teachers, administrators, and instructional leaders in the district participate in a mentoring program.</p>	<p>District leaders collaborate with mentors to maintain continuity and to differentiate professional development for all new teachers, administrators, and instructional leaders.</p>
<p>5.5 District allocates sufficient time and resources to support professional development outlined in the district improvement plan. <b>Key</b> <b>SMART</b></p>	<p>Professional development resources are allocated for activities that are not outlined in the district improvement plan and/or resources intended for professional development are not used.</p>	<p>Insufficient time and resources are allocated by District leaders for supporting the goals of the district improvement plan.</p>	<p>District leaders allocate sufficient time and resources toward supporting all of the goals for professional development needs outlined in the district improvement plan.</p>	<p>District leaders regularly allocate resources that provide for school-based professional development that is supported by a system of learning teams.</p>

# STEPP Indicators & Rubrics District Version 2011-2012

Domain 6.0- There is evidence that administrative leaders focus on improving student achievement.	<i>LEADERSHIP Indicator Ratings of Performance</i>			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation</i>  <i>Meets criteria for rating of a "3" plus:</i>
Indicators	1	2	3	3+
6.1 District leaders facilitate the development of the district improvement goals and the alignment of school and district goals <b>Key</b> <b>SMART</b>	District goals do not exist and/or school and district goals are not aligned.	District provides opportunity for collaboration and engagement in the development of district improvement goals with all stakeholder groups represented but alignment between district and school goals is not addressed.	District leaders facilitate the development and implementation of district improvement goals in collaboration with parents, school staff, and community members and ensure that school goals align with district initiatives.	District improvement goals are clearly communicated to all stakeholders.
6.2 District leaders assist instructional leaders in understanding student achievement data and its use in improving instruction. <b>Key</b>	District does not assist instructional leaders in understanding assessment data and its role in improving instruction.	District provides limited professional development for instructional leaders in understanding assessment data and its role in improving instruction.	District provides ongoing, job embedded professional development for instructional leaders in understanding how data should be used to make changes to instruction.	District facilitates district wide committees that provide recommendations for changes to instruction based on data.
6.3 District staff systematically monitors the implementation of the school improvement plans. <b>Key</b> <b>SMART</b>	There is no system or process by which the District monitors the fidelity of implementation of the school improvement plans during the school year.	District leaders infrequently monitor the implementation of and progress of the school improvement plans.	District leaders facilitate regularly scheduled meetings with school staff, parents, and community members about progress on the school improvement plans.	District leaders use a variety of sources (lesson plans, student data, classroom observations, meetings with instructional leaders, etc.) to validate progress of the goals within the school improvement plans.

# STEPP Indicators & Rubrics District Version 2011-2012

6.4 District ensures that instructional leaders have access to and are implementing Alaska's Content and Performance Standards and Grade-Level Expectations.	District has not provided information and does not ensure implementation.	District has provided information to instructional leaders regarding Alaska state standards and GLEs but does not ensure implementation.	District has provided information to Instructional leader regarding Alaska state standards and GLEs and ensures implementation.	District leaders regularly invest time and effort throughout the school year in monitoring schools in order to assist instructional leaders in understanding and implementing Alaska state standards and GLEs.
6.5 School Only				
6.6 District leaders build a productive, respectful relationship with parents and community members regarding district improvement efforts. <b>SMART</b>	District leaders do not communicate on a regular basis with parents and community members regarding district improvement activities.	District leaders conduct district improvement functions without including parents and community members.	District leaders make ongoing contact with parents and community members regarding district improvement efforts and invites their participation in improvement efforts	District leaders maintain a partnership with the instructional leaders, school staff, parents, and community to engage them in regularly scheduled meetings) to review the progress toward meeting district improvement goals.
6.7 District has a process for the school instructional leader to receive support and guidance as part of the administrator evaluation procedure.	District does not have a process for instructional leaders to receive follow-up support and guidance as part of the principal evaluation process.	District only provides instructional leaders annual follow-up support and guidance as a part of the principal evaluation process.	District has a process for instructional leaders to receive follow-up support and guidance as a part of the principal evaluation process, and this process provides ongoing, job embedded professional development and feedback throughout the year.	District collaborates with the instructional leader to write a growth plan that includes a focus on nurturing leadership skills for the district, community, and professional roles inside and outside of the school.

## STEPP Indicators & Rubrics District Version 2011-2012

6.8 School Only				
6.9 District provides information about and training in the use of evaluation policies and procedures for all personnel.	District provides access to information regarding district policies and procedures for the evaluation of personnel to instructional leaders and all staff, but there is no support for training in their	District shares the policies and procedures regarding evaluation of all school personnel with all instructional leaders and staff and provides some initial training in their use.	Ongoing, job-embedded professional development is provided for instructional leaders and staff in the use of evaluation policies and procedures.	District provides opportunities for instructional leader and staff feedback regarding the evaluation system's efficacy.

# STEPP Indicators & Rubrics School Version

August 2012

Domain 1.0- There is evidence that the curriculum is aligned, implemented, and used in conjunction with the local and Alaska state standards.	<i>CURRICULUM Indicator Ratings of Performance</i>			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation Meets criteria for rating of a "3" plus:</i>
Indicators	1	2	3	3+
1.1 The district approved curricula, which have been aligned with Alaska standards, are being implemented.  <b>Key</b>	The school's enacted curricula are based on resources (e.g., textbooks) rather than being aligned with Alaska standards.	The school's enacted curricula are aligned with some of the Alaska standards and are implemented by some staff.	The school's enacted curricula are the same as the district approved curricula, which has been aligned with all of the Alaska standards and are fully implemented by all staff.	There are elements of aligned instruction and assessments included in the enacted curricula.
1.2 DISTRICT ONLY				
1.3 DISTRICT ONLY				
1.4 Statewide assessment data are used to identify gaps in the curricula.  <b>Key SMART</b>	Staff and instructional leaders do not review SBA data sets and/or no process exists to identify gaps in curricular areas.	Staff and instructional leaders review SBA data sets each year, but no process exists to identify gaps in curricular areas.	Staff and instructional leaders utilize an established process every year to review SBA data sets in order to identify gaps in curricular areas.	All staff analyzes SBA data sets by grade level to make changes to instruction necessary to address these gaps, purchase supplemental materials, and/or instructional leadership provides professional development in the area of concern.
1.5 A review process is used to determine if the curricula addresses the learning needs of all students.	Staff and instructional leaders have not reviewed the curricula.	Staff and instructional leaders review some of the curricular areas that are subject to SBA testing to ensure it addresses the learning needs of the students.	Staff and instructional leaders regularly review curricula in all areas that are subject to SBA testing to ensure it addresses the learning needs of the students.	Staff and instructional leaders review curricula in areas beyond SBA tested content areas.

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Domain 2.0- There is evidence that assessment of student learning is frequent, rigorous, and aligned with Alaska's state standards.	<i>ASSESSMENT Indicator Ratings of Performance</i>			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation Meets criteria for rating of a "3" plus:</i>
Indicators	1	2	3	3+
2.1 School-wide assessments are aligned with Alaska's standards and district curricula. <span style="color: red;">Key</span>	There is no documented evidence of effort from school staff to align curricular-area assessments with the Alaska state standards.	Assessments in curricular-areas subject to SBA testing are aligned with Alaska state standards.	Assessments in all curricular-areas are aligned with Alaska state standards.	All curricular-area assessments are aligned with Alaska state standards and the school staff meets regularly to review alignment and make changes as necessary.
2.2 The school staff uses established systems managing and accessing data.	There are neither formal assessment systems nor procedures in place for utilizing data within the school.	Some staff members use established systems for analyzing data and the data is readily accessible to all teachers.	All staff members use established systems for analyzing data and the data is readily accessible to all teachers.	All staff members use established systems for collecting, managing, analyzing, and reporting data in areas beyond SBA testing, including non-academic areas (i.e., attendance, graduation rate, school climate surveys)

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<p>2.3 Universal screening assessments are administered multiple times a year, in all SBA tested content areas.</p> <p>Key</p>	<p>Universal screening assessments are not used, and/or are used inconsistently.</p>	<p>All teachers administer universal screening multiple times a year in some SBA tested content areas.</p>	<p>All teachers administer universal screening assessments multiple times a year in all SBA tested content areas.</p>	<p>Teachers share strategies for improving instruction and intervention based on data analysis.</p>
<p>2.4 School staff reviews SBA data to evaluate school programs and student performance.</p> <p>Key SMART</p>	<p>School staff does not review SBA results to evaluate school programs and student performance.</p>	<p>School staff reviews SBA data, in some of the tested content areas, to evaluate school programs and student performance in order to identify areas needing improvement.</p>	<p>School staff review SBA data, in all tested content areas, to evaluate school programs and student performance in order to identify areas needing improvement.</p>	<p>School staff collaborates to review data and design opportunities for professional development in identified areas of need.</p>

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Domain 3.0- There is evidence that effective and varied instructional strategies are used in all classrooms to meet the needs of each student.	<i>INSTRUCTION Indicator Ratings of Performance</i>			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation Meets criteria for rating of a "3" plus:</i>
Indicators	1	2	3	3+
3.1 There is a system in place to ensure that classroom instructional activities are aligned with Alaska's standards. <b>Key</b>	There is no system in place for the instructional leader to monitor that teachers are implementing instructional activities that are aligned with the Alaska standards.	There is a system in place for the instructional leader to monitor that teachers are implementing instructional activities that are aligned with the Alaska standards in all SBA tested content areas.	The instructional leader uses the system designed to monitor teachers in their implementation of instructional activities that are aligned with Alaska's standards in all SBA tested content areas, with fidelity in all classrooms.	Teachers collaborate in planning instruction and for evaluating the effectiveness of aligned instructional activities.
3.2 A coherent, written, school-wide plan to help low performing students become proficient has been implemented. <b>Key</b>	The school has no plan and/or intervention and support provided by the staff is inconsistent.	The school has a written plan, but instructional interventions and supports are only provided to some low performing students.	The school has a written plan, and the staff consistently implements the plan to provide timely interventions to support all low performing students.	Staff collaborates to design and implement strategies to meet the needs of all students.
3.3 The use of research-based instructional practices guides planning and teaching. <b>Key, SMART</b>	Few staff are using scientifically based practices to teach at appropriate levels of student readiness, interest, and learning needs.	Some staff are using scientifically based practices to teach at appropriate levels of student readiness, interest, and learning needs.	All staff are using scientifically based practices to teach at appropriate levels of student readiness, interest, and learning needs in all curricular areas.	All teachers regularly collaborate for the purpose of sharing scientifically based best practices.

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<p>3.4 Teachers regularly measure the effectiveness of instruction using formative assessment. <b>Key, SMART</b></p>	<p>Staff does not determine the effectiveness of their instruction using formative assessment data.</p>	<p>All staff determines the effectiveness of their instruction in some content areas using formative assessment data.</p>	<p>All staff determines the effectiveness of their instruction in all content areas using formative assessment data</p>	<p>All staff share strategies for and improving instruction based on data analysis</p>
<p>3.5 High academic expectations for student learning are communicated to students.</p>	<p>There is little evidence that the instructional leader and teachers communicate high academic expectations to students.</p>	<p>Instructional leader and staff inconsistently communicate high academic expectations to the students.</p>	<p>Instructional leader and staff consistently communicate high academic expectations to the students.</p>	<p>All school staff members communicate high academic expectations to students in multiple ways.</p>

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Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.	<i>SUPPORTIVE LEARNING ENVIRONMENT Indicator Ratings of Performance</i>			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation Meets criteria for rating of a "3" plus:</i>
Indicators	1	2	3	3+
4.1 Effective classroom management strategies that maximize instructional time are evident throughout the school. <i>Key</i>	Classroom management strategies that maximize instructional time are not evident in classrooms.	Some staff use classroom management strategies effectively to maximize instructional time.	All school staff are implementing research based effective classroom strategies to maximize instructional time.	All staff implements a consistent, school-wide management plan to maximize instructional time and provide clear expectations for the learning environment.
4.2 School-wide operational procedures are in place to minimize disruptions to instructional time.	The school has not established operational procedures to minimize disruptions to instruction.	The staff sometimes works to minimize disruptions to instruction.	The staff implements and supports operational procedures to minimize disruptions to instruction.	All teachers and instructional leaders collaborate with community, family, and student representatives to establish, implement, and support operational procedures to minimize disruptions to instruction.
4.3 School-wide behavior standards are communicated by staff and are achieved by students.	Behavior standards have not been well defined, clearly communicated to students, or equitably used throughout the school.	Some school staff members make attempts to communicate behavior standards to the students; not all students meet behavior standards.	All school staff members clearly communicate behavior standards to students and equitably use them throughout the school; most students meet behavior standards.	All teachers and instructional leaders collaborate to consistently define, communicate, and use student and staff behavior standards throughout the school.

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<p>4.4 The school has implemented an attendance policy.</p>	<p>Staff and students are not aware of the school attendance policy and the policy is not implemented consistently.</p>	<p>Staff and students are aware of the school attendance policy, but it is not implemented and applied consistently.</p>	<p>All staff and students are aware of the school attendance policy and it is implemented and applied fairly and consistently.</p>	<p>The entire school community (parents, community members, staff, and students) is involved with the development, implementation, and review of an attendance policy that is applied fairly and consistently.</p>
<p>4.5 Extended learning opportunities are made available and utilized by students in need of additional support.</p> <p>SMART</p>	<p>Extended learning opportunities are not made available to students in SBA-tested content areas.</p>	<p>Extended learning opportunities are made available to all eligible students in need of additional support in SBA-tested areas with limited participation.</p>	<p>Extended learning opportunities are made available to all eligible students in need of additional support in SBA-tested areas and most eligible students participate.</p>	<p>The instructional leader and teachers seek parent and student input for the design of the extended learning opportunities and actively recruit eligible students.</p>
<p>4.6 The school and classroom environments reflect cultural awareness and understanding of cultural values of the students and community.</p> <p>Key</p>	<p>Board adopted Alaska cultural standards have not been integrated within the curricula of the school.</p>	<p>Some staff members are integrating the board adopted Alaska cultural standards into their curricula and school activities.</p>	<p>All staff are integrating the board adopted Alaska cultural standards into their curricula and school activities.</p>	<p>Community members collaborate with staff and students.</p>
<p>4.7 Staff communicates effectively with parents about learning expectations, student progress, and ways to reinforce learning at home.</p> <p>Key, SMART</p>	<p>There is little or no communication with parents.</p>	<p>Parent communication is limited, not in parent-friendly language or fails to address learning expectations, student progress, or ways to reinforce learning at home.</p>	<p>All staff communicates well and frequently with parents about learning expectations, student progress, and ways to reinforce learning at home.</p>	<p>All staff provides multiple ways beyond routine progress reports to facilitate regular communication between the school and all families about learning expectations, academic growth, and ways to reinforce learning at home.</p>

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<p>4.8 Staff communicates with parents and community members to inform them about school priorities and to invite their participation.</p>	<p>There are no structures in place to ensure that parents and community members are informed.</p>	<p>The school has formal and informal structures available to help inform students' parents and community members about school priorities, but lacks a systematic approach to engaging them.</p>	<p>The school has formal and informal structures in place to ensure that all students' parents and community members are informed about school priorities and provides opportunities for them to become engaged.</p>	<p>School staff members analyze outreach efforts and patterns of involvement to ensure that parents and community members are active participants in structuring and implementing a supportive learning environment.</p>
<p>4.9 Physical facilities are safe and orderly.</p>	<p>The facility is not safe or orderly and one or more of the following issues exist on site: major maintenance issues, unclean, seriously cluttered, safety hazards.</p>	<p>Most of the school facility is free of major maintenance issues, is generally in good repair, and is clean, safe, orderly, and uncluttered.</p>	<p>The school facility is attractive, well maintained, clean, safe, well lit, orderly, and uncluttered.</p>	<p>The school has a plan to regularly review the facility and works with the district to make changes to the facilities based upon the results of the reviews.</p>

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Domain 5.0- There is evidence that professional development is based on data and reflects the needs of students, schools, and the district.	<i>PROFESSIONAL DEVELOPMENT Indicator Ratings of Performance</i>			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation Meets criteria for rating of a "3" plus:</i>
Indicators	1	2	3	3+
5.1 Student achievement data are a primary factor in determining professional development priorities. <b>Key, SMART</b>	Professional development is not linked to student achievement data and is not reflective of student needs.	Professional development is randomly planned, or is not intentionally linked to the student achievement data.	Multiple sources of student achievement data as a primary factor in determining comprehensive professional development priorities.	Historical data on student achievement is used to identify persistent trends and needs that should be addressed in current and future professional development sessions.
5.2 District Only				
5.3 Professional development is embedded into the daily routines and practices of school staff.	Professional development opportunities are disconnected from one another and are not embedded into teachers' routines and practices.	Professional development opportunities occur infrequently, but are embedded into teachers' routines and practices.	Professional development that is ongoing and embedded into teachers' routines and practices.	Teachers work together in a professional learning community and contribute to each others' learning.
5.4 Mentoring is provided to support new teachers in the development of instructional and classroom management skills. <b>SMART</b>	There are no organized efforts to provide support to new teachers.	Some new teachers have access to mentoring and support related to classroom management and instructional skills.	All new teachers have access to mentoring and support related to classroom management and instructional skills.	Instructional leaders collaborate with mentors to maintain continuity and to differentiate professional development for all new teachers.
5.5 Sufficient time and resources are allocated to support professional development outlined in the school improvement plan.	Professional development resources are allocated for activities that are not outlined in the school improvement plan and/or resources intended for professional development are not used.	Insufficient time and resources are allocated for supporting the goals of the school improvement plan.	Sufficient time and resources are allocated toward supporting the goals of the school improvement plan.	Outside resources are used to expand professional development opportunities and the effectiveness of the professional development is evaluated.

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Domain 6.0- There is evidence that school administrative leaders focus on improving student achievement.	<i>LEADERSHIP Indicator Ratings of Performance</i>			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation Meets criteria for rating of a "3" plus:</i>
Indicators	1	2	3	3+
6.1 Instructional leader facilitates the development of the school improvement goals. <i>Key, SMART</i>	School goals do not exist.	Instructional leader collaborates with staff to create goals.	Instructional leader collaborates with staff, parents, community members, and the district team to create goals.	Goals are clearly communicated with all stakeholders.
6.2 Instructional leader assists teachers in understanding student achievement data and its use in improving instruction. <i>Key</i>	Instructional leader does not assist teachers in understanding assessment data and its role in improving instruction.	Instructional leader provides limited professional development for teachers in understanding assessment data and its role in improving instruction.	Instructional leader provides ongoing, job embedded professional development for teachers in understanding how data should be used to make changes to instruction.	Instructional leader guides collaboration in the analysis and use of data to improve instruction.
6.3 District Only				
6.4 Instructional leader ensures that teachers have access to and are implementing Alaska's Standards.	Instructional leader has not provided information and does not ensure implementation.	Instructional leader has provided information to teachers regarding Alaska state standards but does not ensure implementation.	Instructional leader has provided information to teachers regarding Alaska state standards and ensures implementation.	Instructional leader promotes the sharing of strategies among teachers for implementing standards.

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<p>6.5 Instructional leader conducts formal and informal observation and provides timely feedback to teachers on their instructional practice. <b>Key, SMART</b></p>	<p>Teachers receive infrequent observations from the instructional leader, and feedback does not include suggestions for instructional improvement.</p>	<p>Teachers receive consistent, formal observations and feedback from the instructional leader according to the district’s policies and procedures. Teachers receive minimal informal observations or feedback.</p>	<p>All teachers receive consistent and comprehensive formal observations from the instructional leader according to district policy and a system has been implemented for consistent, informal observations with timely feedback from the instructional leader to support instructional improvement.</p>	<p>Instructional leader and teachers share a vision of the school’s instructional needs and overall growth objectives that is linked to the school’s improvement goals.</p>
<p>6.6 Instructional leader has a productive, respectful relationship with parents and community members regarding school improvement efforts. <b>SMART</b></p>	<p>Instructional leader does not communicate on a regular basis with parents and community members regarding school improvement activities.</p>	<p>Instructional leader communicate periodically with parents and community members regarding school improvement activities.</p>	<p>Instructional leaders maintain contact with parents and community members regarding school improvement efforts and invite their participation in improvement efforts.</p>	<p>Instructional leader maintains a partnership with district staff, school staff, parents, and community members to engage them in regularly scheduled meetings to review progress toward meeting the school improvement goals.</p>
<p>6.7 District Only</p>				
<p>6.8 Instructional leader regularly analyzes assessment and other data, and uses the results in planning for the improved achievement of all students. <b>SMART</b></p>	<p>Assessment and other data are not analyzed.</p>	<p>Instructional leader collaborates with staff members to analyze assessment and other data on an annual basis.</p>	<p>Instructional leader collaborates with staff members to analyze assessment and other data, at least three times per year, and use the results in planning.</p>	<p>Instructional leader continually monitors student academic performance data.</p>



## Expectations for Districts in Intervention

Indicator Codes

*Key: State School Improvement requirements*    **SMART: ESEA requirements**

Curriculum			
Alaska STEPP Indicator			District Leader/Coach Implementation Focus
1.1	<i>Key</i>	Alaska State Content Standards are aligned with district approved curricula.	Districts must adopt a core reading and math program and ensure that it is aligned.
1.2	<i>Key</i>	The district uses established procedures to monitor aligned curricula.	Districts must establish a system that ensures implementation of the adopted core programs (district oversight), including development of supporting documents for teachers to use in implementation.
1.4	<i>Key</i>	<b>SMART</b> District-wide SBA assessment data are used to identify gaps in the curricula.	District designs and provides training in data review protocols that determine if supplementary instructional materials are needed.
Assessment			
Alaska STEPP Indicator			District Leader/Coach Implementation Focus
2.1	<i>Key</i>	District-wide assessments are aligned with Alaska State Content Standards and district approved curricula.	
2.3	<i>Key</i>	Universal screening assessments are administered district-wide multiple times a year in SBA-tested content areas	District must implement the AIMSweb universal screener or an equivalent tool. Screeners must be given three times a year. Data from screeners is used by the district to guide professional development, support, and systems development.
2.4	<i>Key</i>	<b>SMART</b> District leaders analyze district-wide SBA data to evaluate student achievement in district/school curricular programs, and to make changes to improve student achievement.	District decisions regarding resources, materials, and support must be made based on multiple sources of student data, including the SBA.



Instruction			District Leader/Coach Implementation Focus
Alaska STEPP Indicator			District Leader/Coach Implementation Focus
3.1	<i>Key</i>	District monitors that instructional activities are aligned to Alaska State Content Standards.	District must establish a system that ensures instruction by all teachers follows the curricula and that all teachers are using the district-adopted materials. This may include, but is not limited to: site leader walkthroughs, pacing guides, PLC meetings, and lesson plan reviews.
3.2	<i>Key</i>	<b>SMART</b> District-wide efforts to help low-performing students become proficient are coordinated.	District must establish Response to Intervention (RTI) plan that provides district guidance to all schools regarding core instruction and targeted, additional instruction that meets students' instructional needs. This should include, but is not limited to: <ul style="list-style-type: none"> <li>• Materials matched to student need</li> <li>• School and classroom schedules</li> <li>• Universal screeners and diagnostic assessments</li> <li>• Replacement core for students who are 2+ years below grade level</li> <li>• HSGQE remediation plans</li> <li>• Professional development</li> </ul>
3.3	<i>Key</i>	<b>SMART</b> District incorporates scientifically based research strategies into the district-approved curriculum to strengthen the core academic programs in the schools.	District expectations are clear regarding instructional expectations. This should include, but is not limited to: <ul style="list-style-type: none"> <li>• The Alaska Literacy Blueprint recommendations, such as:               <ul style="list-style-type: none"> <li>○ 90 minutes of literacy instruction daily</li> <li>○ Explicit instruction</li> <li>○ Literacy instruction across content areas</li> </ul> </li> <li>• 60 minute math instruction daily</li> </ul>
3.4	<i>Key</i>	<b>SMART</b> District monitors the effectiveness of instruction by examining data from district-wide formative assessments.	District uses formative assessments to gather data about the effectiveness of instructional practices. District defines expectations of teachers in the use of formative assessments and provides training and support to ensure implementation. Formative assessments are examined in PLC meetings district-wide.



Supportive Learning Environment			District Leader/Coach Implementation Focus
Alaska STEPP Indicator			District Leader/Coach Implementation Focus
4.1	<i>Key</i>	District provides resources that support a school environment that is conducive to learning.	District adopts policies and procedures for district-wide positive behavior/intervention support (PBIS) or similar programs to address student behavior support. This includes, but is not limited to, the following elements: <ul style="list-style-type: none"> <li>• Student and parent handbooks</li> <li>• District-wide expectations for addressing student behavior issues</li> <li>• District-wide expectations regarding the amount of student learning time and limiting disruptions to instruction</li> </ul>
4.5		<b>SMART</b> Equitable support and resources are provided by the district to extend learning opportunities to all students in need of additional support.	
4.6	<i>Key</i>	District promotes and supports school environments that reflect cultural awareness and an understanding of cultural values of the students and community.	Use of The Alaska Cultural Standards Rubric to assess district support of culturally relevant strategies.
4.7	<i>Key</i>	<b>SMART</b> District staff members communicate effectively with parents about learning expectations, student progress, and ways to reinforce learning at home.	
4.9	<i>Key</i>	District has policies and procedures regarding facility management.	



Professional Development			
Alaska STEPP Indicator			District Leader/Coach Implementation Focus
5.1	Key	<b>SMART</b> District achievement data are a primary factor in determining professional development priorities.	The district must use multiple sources of data to determine professional development priorities. The district must develop a plan that includes a how the effectiveness of the professional development provided will be measured.
5.5	Key	<b>SMART</b> - District allocates sufficient time and resources to support professional development outlined in the district improvement plan.	The district must develop a professional development plan that provides training and support to all teachers on district curricula, instructional materials, and expectations. This includes inservices, early release/PLC, and school-based support. Needs of new teachers should be addressed specifically. Site leaders are given guidance and resources to implement district expectations and to address specific site needs
Leadership			
Alaska STEPP Indicator			District Leader/Coach Implementation Focus
6.1	Key	<b>SMART</b> - District leaders facilitate the development of the district improvement goals and the alignment of school and district goals	Districts must complete an Intervention District Improvement Plan (IDIP) or use Alaska STEPP, addressing all requirements as outlined in this document. Districts must work with schools to create alignment between district and school plans.
6.2	Key	District leaders assist instructional leaders in understanding student achievement data and its use in improving instruction.	District leaders communicate expectations to site leaders regarding data driven instruction and use existing structures (site leader meetings) and resources to support site leaders' efforts to address the needs of their teachers and students.
6.3	Key	<b>SMART</b> - District staff systematically monitors the implementation of the school improvement plans.	District develops a system to monitor school improvement efforts and communicates this to site leaders. This i, but is not limited to,; <ul style="list-style-type: none"> <li>• Site leader walk through reviews</li> <li>• PLC meeting notes</li> <li>• Establishing a briefing system on student achievement data and progress towards goals</li> </ul>
6.6		<b>SMART</b> – District leaders build a productive, respectful relationship with parents and community members regarding district improvement efforts.	



## Expectations for Sites in Intervention

Indicator Codes

*Key: State School Improvement requirements*    **SMART: ESEA requirements**

Curriculum			
Alaska STEPP Indicator			Site Leader/Coach Implementation Focus
1.1	<i>Key</i>	The district-approved curricula, which are aligned with Alaska State Content Standards, are being implemented.	Teachers use district-adopted curricula and related materials (pacing guides, instructional materials, assessments); school schedule confirms that all students have meaningful opportunity to learn tested content and meaningful exposure to non-tested content.
1.4	<i>Key</i>	<b>SMART</b> Statewide assessment data are used to identify gaps in the curricula.	Site uses established data review protocols that determine if supplementary instructional materials are needed.
Assessment			
Alaska STEPP Indicator			Site Leader/Coach Implementation Focus
2.1	<i>Key</i>	School-wide assessments are aligned Alaska State Content Standards and district curricula.	
2.3	<i>Key</i>	Universal screening assessments are administered multiple times a year, in all SBA-tested content areas.	School has system to ensure that all students are screened using district-adopted screener; site leader and teachers review data and use to determine how to best meet the educational needs of students. Diagnostic assessments are used when further information regarding a student's learning is needed.
2.4	<i>Key</i>	<b>SMART</b> - School staff review SBA data to evaluate school programs and student performance.	Site decisions regarding resources, materials, and support must be made based on multiple sources of student data, including the SBA.



Instruction			
Alaska STEPP Indicator			Site Leader/Coach Implementation Focus
3.1	<i>Key</i>	There is a system in place to ensure that classroom instructional activities are aligned with the Alaska State Content Standards.	Site leader implements district procedures that ensure instruction by all teachers follows the curricula and that all teachers are using the district-adopted materials. This may include, but is not limited to: site leader walkthroughs, pacing guides, PLC meetings, and lesson plan reviews.
3.2	<i>Key</i>	<b>SMART</b> A coherent, written, school-wide plan to help low performing students become proficient has been implemented.	Response to Intervention protocols are in implemented by site leader and staff. Response to Intervention is evident in school and classroom schedules and is available to all students based on needs. District-adopted intervention materials are matched to student need and used by all staff. Diagnostic assessments are used when needed. A district-adopted replacement core at an accelerated pace is considered for students who are 2+ years below grade level. HSGQE remediation plans are designed and implemented.
3.3	<i>Key</i>	<b>SMART</b> The use of research-based instructional practices guides planning and teaching.	All teachers implement district expectations clear regarding instructional expectations. This should include, but is not limited to: <ul style="list-style-type: none"> <li>• The Alaska Literacy Blueprint recommendations, such as:               <ul style="list-style-type: none"> <li>○ 90 minutes of literacy instruction daily</li> <li>○ Explicit instruction</li> <li>○ Literacy instruction across content areas</li> </ul> </li> <li>• 60 minute math instruction daily</li> </ul>
3.4	<i>Key</i>	<b>SMART</b> Teachers regularly measure the effectiveness of instruction using formative assessment.	Site leader and all teachers use formative assessments to guide instruction and determine the effectiveness of instructional practices.. Formative assessments are examined in PLC meetings.



Supportive Learning Environment			
Alaska STEPP Indicator			Site Leader/Coach Implementation Focus
4.1	Key	Effective classroom management strategies that maximize instructional time are evident throughout the school.	Site leader and all staff implement the district's policies and procedures for district wide positive behavior/intervention support (PBIS), or similar program, to address student behavior support. This includes, but is not limited to, the following elements: <ul style="list-style-type: none"> <li>• Student and parent handbooks</li> <li>• School-wide expectations for addressing student behavior issues</li> <li>• School-wide expectations regarding the amount of student learning time and limiting disruptions to instruction</li> </ul>
4.5		<b>SMART</b> Extended learning opportunities are made available and utilized by students in need of additional support.	
4.6	Key	The school and classroom environments reflect cultural awareness and understanding of cultural values of the students and community.	Use of The Alaska Cultural Standards Rubric to assess school and teacher use of culturally relevant strategies.
4.7	Key	<b>SMART</b> Staff communicates effectively with parents about learning expectations, student progress, and ways to reinforce learning at home.	
Professional Development			
Alaska STEPP Indicator			Site Leader/Coach Implementation Focus
5.1	Key	<b>SMART</b> Student achievement data are a primary factor in determining professional development priorities.	The site leader implements the district professional development plan and develops a complementary site-specific plan that is based on the needs of the students and provides training and support to all teachers on district curricula, instructional materials, and expectations.
5.4		<b>SMART</b> Mentoring is provided to support new teachers in the development of instructional and classroom management skills.	Participation in state mentor programs AND development of site level mentorship.



Leadership			
Alaska STEPP Indicator			Site Leader/Coach Implementation Focus
6.1	Key	<b>SMART</b> Instructional leader facilitates the development of the school improvement goals.	Site leader and team must write a School Improvement Plan (using Alaska STEPP or the paper plan) that addresses the needs of the students and is in alignment with the district improvement plan. The site leader must hold regular leadership team meetings that monitor the implementation of the plan. The site leader communicates goals, plan and progress in staff meetings and facilitates the use of early release time for PLC meetings that are in alignment with the plan.
6.2	Key	Instructional leader assists teachers in understanding student achievement data and its use in improving instruction.	Site leader uses structures in place, such as early release time, to provide teachers with opportunities to analyze and discuss multiple sources of data (SBA, screeners, diagnostic, progress monitoring, etc.) and supports efforts to adjust instructional practices to address the areas of need identified through this analysis.
6.5	Key	<b>SMART</b> Instructional leader conducts formal and informal observation and provides timely feedback to teachers on their instructional practice.	Site leader implements the district-approved process and timeline for formal observations, which must include a pre- and post conference. Site leader communicates this process to staff. Site leader also conducts regular walk-throughs (or a similar model that fits the context of the school) to provide ongoing feedback to teachers on their instruction.
6.6		<b>SMART</b> Instructional leader has a productive, respectful relationship with parents and community members regarding school improvement efforts.	
6.8		<b>SMART</b> Instructional leader regularly analyzes assessment and other data, and uses the results in planning for the improved achievement of all students.	Site leader establishes a data briefing system that ensures that all staff are aware of relevant data and are working to improve the implementation of the established school improvement goals.

## Demonstration that Reward, Priority and Focus Schools Meet ESEA Flexibility Definitions

### Reward Schools

Highest Performing - To compare the selection of the highest performing schools based on the ASPI score with the ranking of the schools by achievement on the state assessments (SBAs) only, the schools were ranked by the average percent of student proficient on the SBA scores and compared with the schools that were selected in the highest performing category at the Elementary/Middle school, the High School, and the K-12 school types.

- Highest Performing High schools
  - Ranked top 15 by all students SBA average (15 schools selected)
  - Removed schools that did not meet AYP for both the current & previous year (12 schools remained)
  - Removed schools with average graduation rate < 85% for current & previous year (4 schools remained)
  - All 4 high schools selected as highest performing by ASPI scores matched the remaining 4 schools selected by SBA average (0 are Title I schools)
- Highest performing K-12 schools
  - Ranked top 15% by all students SBA average (34 schools selected)
  - Removed schools that did not meet AYP for both the current & previous year (27 schools remained)
  - Removed schools with average graduation rate < 85% for current & previous year (20 schools remained from the pool of the top 15% of schools).
  - The 23 highest performing K-12 schools were selected in order by ASPI scores after removing those that did not meet AYP for two years and had graduation rates of <85%. 13 of those are Title I. Only 3 highest performing K-12 schools out of 23 selected by ASPI scores were not in the top 15%. Their ASPI scores were higher than other schools with higher SBA average scores primarily due to a greater growth and proficiency index score.
- Highest Performing elementary/middle schools
  - Ranked by top 15% of SBA average (34 schools selected)
  - Removed schools that did not meet AYP for both the current & previous year (30 schools remained)
  - Of the 22 schools selected as highest performing elementary schools by ASPI score rank, all were in the top 15% of the SBA average for EM schools. (3 are Title I schools)

High Progress Schools – Alaska is using the growth and proficiency index (G&P) to determine schools that are making progress. The process is described below.

- High Progress Elementary/Middle schools
  - Rank by G&P index with  $\geq 95.0$  average over 3 years (180 schools)
  - Remove G&P index less than 90.00 for subgroups (76 schools remain)
  - Selected top 22 of those in decreasing order of G&P average index. Of those, 8 are Title I schools.
- High Progress High Schools
  - Rank by G&P index with  $\geq 95.0$  average over 3 years (30 schools)
  - Remove G&P index less than 90.00 for subgroups (11 schools remain)
  - Removed schools with grad rate  $< 85\%$  (3 schools remain)
  - Selected 3 high schools as high progress schools (1 is Title I)
- High Progress K12 Schools
  - Rank by G&P index greatest to least with  $\geq 95.0$  average over 3 years (100 schools)
  - Remove G&P index less than 90.00 for subgroups (62 schools remain)
  - Removed schools with grad rate  $< 85\%$  (46 schools remain)
  - Selected top 23 of those in decreasing order of G&P average index 13 of these are Title I.

### Priority Schools

To compare the selection of the priority schools by the ASPI scores and the standards based assessment (SBA) scores, the Title I schools were sorted by average SBA scores from least to greatest for school as a whole. Determine the 10% of TI schools with lowest SBA scores. There are 28 schools on this list and all have graduation rates less than 60%.

Priority schools selected all had 2-year or 3-year graduation rate averages of less than 60% and all but 2 had average G&P index for 3 years of less than 85.

### Focus Schools

Sort the 273 Title I Schools that have not been selected as priority schools by average SBA scores from least to greatest. Find the lowest 15% based on SBA scores (40 schools). All focus schools selected had average SBA proficiency rates of less than 36% and subgroup rates in one or more of the 4 primary subgroups of less than 36% average.

## Teacher Quality Working Group (TQWG) Member List

Tim Peterson	Kenai Peninsula Borough School District
Mark Jones	NEA Alaska
Chris Meier	Cook Inlet
Bunny Schaeffer	Northwest Arctic Borough School District
Esther Cox	State Board of Education & Early Development
Peggy Carlson	Fairbanks North Star Borough School District
Dr. Anne Marie O'Brien	Northwest Arctic Borough School District
Carol Comeau	Anchorage School District
Ed Graff	Anchorage School District
Ted VanBronkhorst	Bering Strait School District
Jackie Johnson	Matanuska-Susitna Borough School District
Fred Villa	University Alaska Statewide
Marc Robinson	Alaska Statewide Mentor Project
Betty Walters	Alaska Statewide Mentor Project
John Lamont	Lower Yukon School District
Dr. Mary Snyder	University of Alaska Anchorage
Dr. Eric Madsen	University of Alaska Fairbanks
Claudette Engblom-Bradley	Alaska Pacific University
Dr. Deborah Lo	University of Alaska Southeast
Abby Augustine	Lower Kuskokwim School District, Retired
Alex Russin	Lower Yukon School District

Dr. Allan Morotti	University of Alaska Fairbanks
Anne Armstrong	University of Alaska Fairbanks
Dr. Allan Gee	Kenai Peninsula Borough School District
Bernadette Alvann-Stimpfle	Kawerak
Gerry Briscoe	Alaska Comprehensive Center/SERRC
Jackie Cochran	Matanuska-Susitna Borough School District
Josie Bourdon	Nome Public Schools
Patricia Chesbro	University of Alaska Anchorage
Dr. Thomas Duke	University of Alaska Southeast
Todd Hess	Anchorage School District
Mary Janis	Anchorage School District
Cindy Trawicki	Anchorage School District
Teri Schneider	Kodiak Island Borough School District
Dr. Linda Black	Alaska Pacific University
Nita Rearden	Lower Kuskokwim School District, Retired
Barbara Nagengast	Anchorage School District
Pete Lewis	Fairbanks North Star Borough School District
Phyllis Carlson	Education & Early Development
Patricia Truman	Education & Early Development
Sondra Meredith	Education & Early Development
Cyndy Curran	Education & Early Development

**Agenda**  
**Teacher Quality Working Group**  
**December 6-8, 2010**

**Monday, December 6**

- 10:00      Welcome  
              Setting the Purpose  
              TQ Updates
  
- 10:30      Review TQ Evaluation Recommendations  
              Evaluation Statutes and Regulations
  
- 11:45      Lunch on your own
  
- 1:15        SFSF: WWWT  
              Definitions and Reporting
  
- 4:30        Adjourn for the day

**Tuesday, December 7**

- 8:30        Welcome Back  
              Teacher Evaluation: The Changing Landscape
  
- 10:15      Break
  
- 10:30      Teacher Evaluation in Alaska
  
- 11:45      Lunch on your own
  
- 1:00
  
- 2:30        Break

2:45

4:30

**Wednesday, December 8**

8:30          Welcome Back

10:15        Break

10:30

11:45        Lunch on your own

1:00

2:30          Break

2:45

3:30          Next steps  
Closing comments

Agenda  
Teacher Quality Working Group  
August 29-30, 2011

Monday, August 29

- 8:30          Welcome and Introductions  
                Setting the Purpose  
                Updates
- Group members
  - Across the States
- Alaska's Quality Teacher Definition
- Review purpose
  - Review Definition
- Race to the Top Effective Teacher and Principal Definitions
- 10:30         Break
- 10:45         Results of Evaluation Survey
- 11:45         Lunch on your own
- 1:00          Working with NCCTQ Guide
- 2:45          Break
- 3:00          Finish work with NCCTQ Guide and prepare report out
- 4:00          Adjourn for the day

## Tuesday, August 30

- |       |   |
|-------|---|
| 8:30  | Welcome Back<br>Thoughts from yesterday |
|       | Small Group Reports and Discussion      |
| 10:15 | Break                                   |
| 10:30 |   |
| 11:45 | Lunch on your own                       |
| 1:00  |   |
| 2:30  | Break                                   |
| 2:45  | Timeline and Next Steps                 |
| 4:00  | Closing comments                        |

Teacher Quality Working Group  
October 13-14, 2011

*Alaska's Quality Teachers Definition.*

*Quality teachers model a love of learning, respect students and peers, and recognize the value of students as partners in the learning process.*

*Quality teachers establish and facilitate a culture of learning by engaging and inspiring students.*

*Quality teachers continuously evaluate student learning and reflect upon and refine their practice to meet the needs of all students.*

*Quality teachers support learning beyond the classroom by engaging and collaborating with families and communities in the education of their children.*

*Quality teachers enhance the profession of teaching through continuous professional growth, and maintain a high standard of professional ethics.*

*Teacher Quality Working Group  
03/12/2010*

Agenda  
Thursday, October 13

- |                 |  |
|-----------------|--|
| 8:30            | Welcome and Introductions<br>Setting the Purpose<br>Updates  |
|                 | Flexibility to Improve Student Academic Achievement and Increase the Quality of Instruction        |
| 10:30           | Break  |
| 10:45-<br>12:15 | Welcome and Introductions<br>Setting the Purpose<br>Group Updates<br>RTTT Teacher Evaluation Plans |
|                 | ESEA Flexibility Option Overview   |
| 12:15           | Lunch on your own  |
| 1:30            | Report out on "reality"  |

NSEW Activity

Overview of Evaluation Types

Break as needed

4:30 Homework  
Adjourn

Friday, October 14

8:30 Welcome Back  
Insights from yesterday  
Complete small group work  
Carousel Walk

SIG Draft Teacher Evaluation Template  
Viewing your district through the SIG Lens

10:15 Break

10:30 What do you do with non-tested subjects?

Bluebirds, Redbirds and Blackbirds: Levels of performance

11:45 Lunch on your own

1:00 Value-Added Models  
Discussion

Remember the PIP? Using student growth/achievement data in teacher evaluations

2:30 Break

2:45 Next steps and timeline

4:00 Next meeting: November 3-4 in Juneau  
Closing comments

Teacher Quality Working Group  
November 3-4, 2011

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*Teacher Quality Working Group  
03/12/2010*

Agenda  
Thursday, November 3

- |       |  |
|-------|--|
| 8:30  | Welcome<br>Setting the Purpose<br>Review Purpose of Evaluation in Regulation |
| 9:00  | PIP Overview   |
| 9:45  | Break  |
| 10:00 | Dr. Marzano's Causal Teacher Evaluation Model Presentation                   |
| 11:15 | Bering Strait SIG Information  |
| 11:30 | Comparing Danielson Framework and Marzano Model                              |
| 12:15 | Lunch on your own  |
| 1:30  | SIG Draft Teacher Evaluation Template  |
| 4:30  | Homework<br>Moodle Review<br>Adjourn   |

## Friday, November 4

- 8:30 Welcome Back; Review Take-aways from Charts  
Matrix Sharing: Assessment Information  
Homework Discussion
- Student Achievement and Its Use in Teacher Evaluation: Some Examples
- 10:00 Break
- 10:15 NCTQ State of the States
- 11:45 Lunch on your own
- 1:00 Discussion: Using student growth/achievement data in teacher  
evaluations
- Review Evaluation Models from October
- 2:30 Break
- 2:45 Moving Forward
- 4:00 Closing Comments  
Next meeting: December 1-2 in Anchorage at the Downtown Hilton Hotel

Teacher Quality Working Group  
December 1-2, 2011

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*Teacher Quality Working Group  
03/12/2010*

Agenda  
Thursday, December 1

- 8:30      Welcome/Check in Circle  
            Setting the Purpose  
            Article Jigsaw
- Center for Educational Leadership Presentation
- Review Information for AK TIF Presentation
- 11:45      Lunch on your own
- 1:00      AK TIF: A Conversation with Bob Crumley, Superintendent,  
            Chugach School District
- Break
- Student Learning and Evidence of Student Learning  
            Assessment Matrix Results
- 4:30      Homework: Assigned Article  
            Adjourn

Friday, December 2

- 8:30            Welcome Back  
                 Homework Discussion
- Updates from Group Members  
                 Updates on Teacher Evaluation at the Federal Level
- Student Learning and Evidence of Student Learning Continued
- Alaska Administrator Content and Performance Standards
- Principal Evaluation: The Purpose
- Examples of Principal Evaluations
- 11:45           Lunch on your own
- 1:00            Decision Points
- 4:00            Next meeting January 5-6, 2012 in Fairbanks  
                 Closing comments  
                 Adjourn

Teacher Quality Working Group  
January 5-6, 2012

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*Teacher Quality Working Group  
03/12/2010*

Agenda  
Thursday, January 5

- 8:30            Welcome  
                  Setting the Purpose  
                  Updates from Group Members  
                  Updates and Waiver Information
- 9:30            Jigsaw: Models and Predictors of Teacher Effectiveness
- Alaska Assessment Picture [small groups]
- Which could be used for student growth
  - Which for student achievement
  - Which are not appropriate in this context
- Group sharing and whole group discussion
- Review Decision Points from last meeting
- 12:00           Lunch on your own
- 12:45           State Database of Teacher Evaluation Policies: Guided Exploration
- Small group work on database focus on use in AK

- 2:15 Break
- 2:30 Group sharing of database information  
Break into small groups to work on selected decision points
- 4:30 Homework  
Adjourn

Friday, January 6

- 8:30 Welcome Back  
Homework aha's and discussion  
Continue small group work on decision points
- 10:15 Share group's conclusions on a chart
- 10:30 Break
- 10:45 Carousel Group Decisions and Discussion
- 11:45 Lunch on your own
- 1:00
- 2:30 Break
- 2:45
- 3:45 Closing comments  
Next meeting February 2-3 at UAS in Juneau

Teacher Quality Working Group  
February 2-3, 2012

*Alaska's Quality Teachers Definition*

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*Teacher Quality Working Group  
03/12/2010*

Agenda

Thursday, February 2

- 8:30            Welcome  
                  Setting the Purpose  
                  Updates from Group Members  
                  Updates and Waiver Information
- 9:30            Jigsaw: Models and Predictors of Teacher Effectiveness 45
- Alaska Assessment Picture [small groups] 30
- Which could be used for student growth
  - Which for student achievement
  - Which are not appropriate in this context
- Group sharing and whole group discussion 30
- The purpose of our evaluation system
- 12:00           Lunch on your own
- 12:45           Review Decision Points from last meeting 15
- State Database of Teacher Evaluation Policies: Guided Exploration 30

Small group work on database focus on use in AK 60

2:15 Break

2:30 Group sharing of database information 75

Break into small groups to work on selected decision points

4:30 Homework  
Adjourn

Friday, February 3

8:30 Welcome Back  
Homework aha's and discussion  
Continue small group work on decision points

10:15 Share group's conclusions on a chart

10:30 Break

10:45 Carousel Group Decisions and Discussion

11:45 Lunch on your own

1:00

2:30 Break

2:45

3:45 Closing comments  
Next meeting February 2-3 at UAS in Juneau

Teacher Quality Working Group  
April 16-17, 2012

***Alaska's Quality Teachers Definition***

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***Teacher Quality Working Group  
03/12/2010***

Agenda

Monday, April 16

- 8:30 Welcome and Introductions  
Setting the Purpose  
Review Information Given to Board  
Review of State Board Actions and Recommendations
- 9:30 Performance Rating Matrix Teachers and Administrators
- 11:45 Lunch on your own
- 1:15 Swap and Share
- 2:15 Break
- 2:30 Using Student Learning Data
- What other states have done
  - Defining what we mean by student learning
  - Incorporating student learning data into evaluations
- 4:30 Adjourn

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

**March 8, 2012**

**From: Michael Hanley, Commissioner**

**Agenda Item: 7**

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◆ **ISSUE**

The Board will hear a report regarding the Teacher Quality Working Group.

◆ **BACKGROUND**

- The Board will be briefed on the work that has been done on teacher and administrator evaluation as well as the group's recommendations.
  
- Behind this cover memo are: 1) recommendations from the committee to the Board; and 2) a proposed timeline and benchmarks for implementing changes to the teacher evaluation system.
  
- Cynthia Curran, Director of Teaching & Learning Support, will be present to brief the Board.

◆ **OPTIONS**

This is an information item. No action is necessary.

## **Teacher Quality Working Group Recommendations to Alaska State Board of Education & Early Development**

### **Background Information**

In November 2009, the Teacher Quality Working Group (TQWG) brought together a variety of stakeholders from throughout the state who were interested in working on issues related to teacher quality. Since that time the group has addressed issues including teacher preparation, teacher certification requirements, Alaska studies and multicultural coursework, employment of teachers, and teacher and administrator evaluation, and has made recommendations to both the department and the State Board of Education & Early Development.

Based on recommendations from the TQWG, department staff has made changes to the Teacher Certification website. The district entrance to the Teacher Certification web site allows district personnel to see the previous work history in the state for up to four years. Department staff worked with the group and a contractor to create an e-learning module for districts to use in their required training on evaluation.

Actions the board has taken in the area of teacher certification based on recommendations from the TQWG include: revising the renewal requirements for certification and further defining the requirements for Type M certification in Career and Technical Education. With regard to teacher preparation, the board adopted by reference the standards described in the Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools. Actions the board has taken with regard to employment of professional personnel include requiring districts to include on their employment applications an inquiry into whether the teacher has held any previous teaching positions in Alaska. With regard to teacher evaluation, the board adopted regulations that require districts to make available to the public a copy of the form, template, or checklist that the district uses. This includes posting the form, template or checklist on a district website.

The Teacher Quality Working Group [TQWG] has described quality Alaska teachers:

Quality teachers model a love of learning, respect students and peers, and recognize the value of students as partners in the learning process.

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Following a request from the superintendent of a small, rural district and based on knowledge of the assurances the state had signed to obtain the State Fiscal Stabilization Funds that were pertinent to teacher and administrator evaluations, the TQWG focused their discussions and work from the 2010-2011 school year to the present on teacher and administrator evaluations. The group began by reviewing the statutes and regulations regarding teacher and administrator evaluations.

They also looked at information on district evaluations provided as the result of a survey that was conducted on behalf of the department by the Alaska Comprehensive Center. Of the 53 districts in Alaska, 44 responded to the survey. Items on the survey included the purpose of the district evaluation, the use of Alaska professional content and performance standards, evidence used in the evaluation of teachers and administrators, and the levels of proficiency used in the evaluation system.

A wide variety of resources were used throughout the TQWG meetings. Charlotte Danielson's Framework for Teaching was introduced by Tim Peterson, Kenai Peninsula Borough School District Assistant Superintendent. As the group continued to examine models, Mr. Peterson served as a resource to the group. Gerry Briscoe, from the Alaska Comprehensive Center introduced the group to the Marzano Causal Model for Teacher Evaluation being used in School Improvement Grant schools in Bering Strait School District. There was also a follow up presentation from Learning Sciences International on the model and the use of iObservation©. Ed Graff, Anchorage School District Assistant Superintendent, introduced the group to the Five Dimensions of Teaching and Learning from the Center for Education Improvement at the University of Washington and arranged for representatives from the University of Washington to speak with the group and answer questions. A complete list of the print and web resources used by the TQWG will be made available to the board at its June meeting.

4 AAC 19.010 Purpose of evaluations states: "Evaluation of the performance of professional employees of each school district shall be directed to improving the quality of instruction and facilitating the learning process in public schools. Additionally, formal evaluations shall serve as a method for gathering data relevant to subsequent employment status decisions pertaining to the person evaluated."

The Teacher Quality Working Group believes that teacher and administrator evaluations should also be directed toward the professional growth and development of teachers and administrators. The ultimate goal of a revised evaluation system is increased student learning.

To that end the TQWG makes the following recommendations regarding the evaluation for Alaska's teacher and administrators:

1. Allow districts to either choose to revise their current teacher and administrator evaluation framework, system or model to incorporate the criteria below or use a research-based model, i.e. Charlotte Danielson Framework for Teaching, Marzano Causal Model for Teacher Evaluation, Five Dimensions of Teaching and Learning from the Center for Education Improvement at the University of Washington and meet the following criteria:
  - a. Research-based, the district will use data from the evaluation system and student learning to determine the system's effectiveness.
  - b. Aligned to the Professional Content and Performance standards.
  - c. Includes the use of student learning data as a criterion in the teacher/administrator evaluation.
  - d. Addresses the Cultural Standards for Educators.
  - e. Ties to the professional growth and development of the teacher/administrator.
  - f. Includes input from students and parents.
  - g. Includes a teacher observation component.
  - h. Provides training for principals and others involved with the evaluation of teachers/administrators.
  - i. Develops inter-rater reliability between evaluators within a district.
2. Recognizing the critical importance of communicating with the individuals who will be impacted by changes to teacher and administrator evaluation, the TQWG recommends the department work with stakeholders to create a communication plan.
3. The TQWG feels strongly that Alaska should use the term "student learning" instead of the term "student achievement." Examples of student learning data that could be used to inform teacher and administrator evaluation include but are not limited to the following: pre/post tests; end of course tests; student work samples; performance (music, drama, speech).

The TQWG understands that at some point in the future student achievement will be a significant criterion in a teacher's or administrator's evaluation. Student achievement measures look at a student at one point in time. Student learning occurs over time and

there are multiple ways to measure what a student has learned that would provide a more focused picture of what influence the teacher or administrator has had.

The TQWG has read research, looked at what other states are currently doing in this regard, and held numerous discussions on the percentage of student learning data that would be recommended. The group will be meeting in April to finalize its determination, with the recommendation being presented to the board in June.

4. The TQWG recommends that rather than referring to specific names of assessments, e.g. Terra Nova, WorkKeys, that the types of assessments to be used to measure student learning be named by type, e.g. norm-referenced, standards-based assessments.
5. With regard to 4 AAC 19.030 (c) “The evaluation may include information other than specific observation of the evaluator,” the TQWG recommends the type of information be broadened to include teacher work samples. Teacher work sample is documentation of the teacher’s context and classroom climate as well as work with students, including documenting the learning gains of a class, groups and individuals.
6. Recommends that the department, working with a group of stakeholders, develop and provide guidance for districts that would include:
  - a. Checklist of essential questions to develop evaluation framed around the following headings:
  - b. Appropriate use of assessment data
  - c. Suggested domains for evaluation models and research-based models
  - d. Model of support for smaller districts to work together to develop evaluations
  - e. Resource manual
  - f. Direction to districts on how to calculate overall rating
  - g. Clearinghouse of what is being done with links to sample rubrics
  - h. Timelines
  - i. How to account for student growth
  - j. Model rubrics for exemplary, proficient, basic unsatisfactory
  - k. How districts will report overall ranking of teachers
  - l. A toolkit that small districts can use to create their evaluation systems
  - m. Rubric for cultural standards as well as training to provide awareness of rubric
  - n. Comprehensive glossary of evaluation terms
  - o. Examples of assessment data to be used
  - p. Data bank of assessments
  - q. Information on inter-rater reliability and training on how to evaluate
  - r. Links to research-based assessments
  - s. Examples of teacher work products

- t. Options for formative assessments
  - u. How to align professional growth with teacher evaluation
  - v. Definitions of terms used in evaluation
7. The TQWG recommends the department create consortia of support for districts.
  8. The TQWG recommends there be an evaluation of the efforts made by districts to improve teacher and administrator evaluations and in particular whether the goal of increasing student learning has been met.
  9. Revise current regulations to reflect current knowledge of teacher and administrator evaluation. The following chart contains the current regulations as well as suggested revisions:

#### 4 AAC 19 Evaluation of Professional Employees

Current Regulations	Suggestion Revision
<p><b><u>4 AAC 19.010. Purpose of evaluations</u></b>            Evaluation of the performance of professional employees of each school district shall be directed toward improving the quality of instruction and facilitating the learning process in the public schools. Additionally, formal evaluations shall serve as a method for gathering data relevant to subsequent employment status decisions pertaining to the person evaluated.</p>	<p><b><u>4 AAC 19.010. Purpose of evaluations</u></b>            Evaluation of the performance of professional employees of each school district shall be directed toward effectiveness of instruction and advancement of student learning. Additionally, formal evaluations shall serve as a method for gathering data relevant to subsequent employment status decisions pertaining to the person evaluated.</p>
<p><b><u>4 AAC 19.015. Evaluation form to be available</u></b>            A district shall make a copy of a form, template, or checklist that the district uses in the evaluation of certificated employees available to the public, including posting the form, template, or checklist on the district's website. The posting shall make clear how the district has considered information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design of the district's certificated employee evaluation system, as required under <u>AS 14.20.149</u> .</p>	No Change

<p><b><u>4 AAC 19.020. Scope of evaluation</u></b></p> <p>The evaluation should emphasize such factors as teaching or administrative skills, processes and techniques and interpersonal relationships with students, parents, peers and supervisors, as well as those additional factors which the school district considers relevant to the effective performance of its professional employees. The standards for performance must be measurable and relevant.</p>	<p><b><u>4 AAC 19.020. Scope of evaluation</u></b></p> <p>The evaluation process shall be based on the Standards for Alaska’s Teachers, the Standards for Alaska’s Administrators; Cultural Standard for Educators; and measures of student learning. The evaluation process shall address continued professional growth. The school district may consider other relevant factors to the effective performance of its professional educators. The standards for performance must be measurable and relevant to the educator’s position.</p>
<p><b><u>4 AAC 19.030. Method for evaluating professional employees</u></b></p> <p>(a) Formal written evaluation of professional employees of each school district must be made at least once per contract year for each certificated staff member, without regard to tenured or nontenured status, including teacher evaluation of principals and other administrators.</p> <p>(b) An acknowledgment of content signed by both the evaluator and the person evaluated must appear on all formal evaluations. The person evaluated must be informed that he has the right to review each written evaluation prior to its final submission and comment in writing on any matter contained in it and that he may, at his request, retain the evaluation for a reasonable amount of time, but not less than 24 hours, for the purpose of reviewing and commenting upon it. The fact that a person evaluated exercises his right to comment on his evaluation in the manner described may not be used against him. Failure to submit written comments by a person evaluated prior to his acknowledgment of the evaluation constitutes a waiver of this right.</p> <p>(c) The evaluation may include information other than specific observations of the evaluator. Districts may adopt procedures whereby input such as students "evaluation of</p>	<p><b><u>4 AAC 19.030. Method for evaluating professional employees</u></b></p> <p>(a) Formal written evaluation of professional employees of each school district must be made at least once per contract year for each certificated staff member, without regard to tenured or nontenured status.</p> <p>(b) The evaluation shall include specific observations of the evaluator and measures of student learning.</p> <p>(c) Districts may adopt procedures whereby input from students, parents, community members, peer and self-evaluation are utilized. District may also include work samples as evidence. The evaluation must clearly indicate that this kind of information has been used and clearly identify the source of the information.</p> <p>(d) An acknowledgment of content signed by both the evaluator and the person evaluated must appear on all formal evaluations. The person evaluated must be informed that he has the right to review each written evaluation prior to its final submission and comment in writing on any matter contained in it and that he may, at his request, retain the evaluation for a reasonable amount of time, but not less than 24 hours nor more than ten calendar days, for</p>

<p>teachers, principals" evaluation of administrators, peer and self-evaluation are utilized. The evaluation must clearly indicate that this kind of information has been used and clearly identify the source of the information.</p> <p>(d) The evaluation must be approved by a person who possesses an administrative certificate issued under 4 AAC <u>12.345</u>.</p>	<p>the purpose of reviewing and commenting upon it. The fact that a person evaluated exercises his right to comment on his evaluation in the manner described may not be used against him. Failure to submit written comments by a person evaluated prior to his acknowledgment of the evaluation constitutes a waiver of this right.</p> <p>(e) The evaluation must be approved by a person who possesses an administrative certificate issued under 4 AAC <u>12.345</u>.</p>
<p><b><u>4 AAC 19.040. Use of the evaluation</u></b></p> <p>(a) Neither the formal evaluation document, nor any notes, comments, or other information used in its preparation is a matter of public record.</p> <p>(b) The evaluation may be reviewed upon demand at reasonable times by the person evaluated or some other person designated in writing by the person evaluated.</p> <p>(c) Each school district shall establish procedures as to which supervisory personnel may have access to the evaluation documents.</p> <p>(d) Unless mutually agreed otherwise by both the person evaluated and the school board (or its designee), no portion of an evaluation may be made public, except as evidence in a proceeding relative to an evaluated person's certification or employment, or as otherwise allowed or required by a court of law.</p>	<p><b><u>4 AAC 19.040. Use of the evaluation</u></b></p> <p>(a) Neither the formal evaluation document, nor any notes, comments, or other information used in its preparation is a matter of public record.</p> <p>(b) The evaluation may be reviewed upon demand at reasonable times by the person evaluated or some other person designated in writing by the person evaluated.</p> <p>(c) Each school district shall establish procedures as to which supervisory personnel may have access to the evaluation documents.</p> <p>(d) Unless mutually agreed otherwise by both the person evaluated and the school board (or its designee), no portion of an evaluation may be made public, except as evidence in a proceeding relative to an evaluated person's certification or employment, or as otherwise allowed or required by a court of law.</p>
<p><b><u>4 AAC 19.050. Development of local evaluation procedures</u></b></p> <p>(a) Responsibility for evaluation of the performance of professional employees rests with the individual school district. To this end, each school board shall develop and adopt procedures for evaluation of its professional employees. These procedures must be consistent with the standards and guidelines set out in this chapter, as well as other relevant provisions of federal or state law and regulations.</p> <p>(b) Prior to final adoption, the local procedures must be submitted to the department for</p>	<p><b><u>4 AAC 19.050. Development of local evaluation procedures</u></b></p> <p>(a) Responsibility for evaluation of the performance of professional employees rests with the individual school district. Each school board shall develop and adopt procedures for evaluation of its professional employees by 2015-16 school year. These procedures must be consistent with the standards and guidelines set out in this chapter, as well as other relevant provisions of federal or state law and regulations.</p> <p>(b) Each school district shall review their</p>

<p>review.</p> <p>(c) Each school district in the state, whether or not it has previously adopted evaluation procedures, shall submit current procedures to the department for review no later than July 1, 1976.</p> <p>(d) Each school district is encouraged to invite, obtain, and consider community input, including that of students, parents, teachers, and administrators, in the design of the procedure and content for evaluation.</p>	<p>teacher and administrator evaluation system at least every six years to examine the effectiveness of the procedure and content of the evaluation process, as well as, compliance with statutes and regulations.</p> <p>(c) Each district shall submit to the department a copy of the district's evaluation procedures, and of any amendments adopted to the procedures.</p> <p>(d) Each school district is encouraged to invite, obtain, and consider community input, including that of students, parents, teachers, and administrators, in the design of the procedure and content for evaluation.</p>
<p><b><u>4 AAC 19.060. Evaluation training</u></b> Each school district shall provide in-service training in evaluative techniques for all certificated staff.</p>	<p><b><u>4 AAC 19.060. Evaluation training</u></b> Each school district shall provide annual training in evaluation purpose, process, content and evaluation techniques for all certificated staff.</p>
	<p><b><u>4 AAC 19.070. Overall Performance Rating</u></b> Using the following four performance levels -- exemplary, proficient, basic, and unsatisfactory -- a district will determine an overall performance rating for each educator. The district must report to the department the aggregate number and percentage of educators rated at each performance level on June 1 of each year beginning in 2016.</p>

The TQWG has also drafted the following statements to describe teachers at four performance levels. These descriptors will be further refined during the meetings in April and May and presented in final form to the board at its June meeting:

### **Exemplary**

Exemplary teachers articulate their philosophy of education and understanding of human development and provide positive examples to others. Within their classrooms, they hold high expectations for all students and systematically find ways to scaffold instruction so that all students learn well in organized, yet invigorating classroom environments.

Ongoing assessment and feedback guide successful student learning. Exemplary teachers

are creative, and know their content thoroughly, instilling students with the tools for inquiry and learning. Supporters of all students, they demonstrate conviction that a teacher's impact extends beyond their classroom walls by engaging with and learning from parents and community. These teachers understand that diversity is strength and eagerly embrace the cultures and ways of life that surround a school. Further, they energize their professional learning communities. Lifelong learners themselves, exemplary teachers are leaders of learning among their peers. Their inquiry stance and reflective practice promotes ongoing professional learning within the school. Other educators want to be the colleagues of exemplary teachers; they want to learn from and with them to improve learning for all.

### **Proficient**

Teacher practice is clearly guided and informed by the Alaska Teacher, Cultural, and Student Standards. They thoroughly know their content, their students, their curriculum and have a repertoire of strategies and activities to use with students. Proficient teachers demonstrate an understanding of classroom dynamics, routines and procedures, and are alert to events that don't conform to the expected patterns. These teachers take responsibility for student learning. Teachers performing at the proficient level have mastered the work of teaching while working to improve their practice. They can also serve as resources to one another as they practice in a professional community. The proficient level describes solid, expected professional performance.

### **Basic**

Basic teachers are inconsistent. They may be able to articulate their philosophy, but seldom align it with best practice or demonstrate evidence in their daily work. Though they have some recognizable skills, they have not been able to create coherent instruction, and student learning is not evident. Basic teachers have a small repertoire of teaching strategies and are often unable to adjust to the various needs of students. Assessment may be disconnected from learning outcomes. They have not established effective and consistent communication strategies with parents, students, colleagues, or supervisors and may avoid doing so. Basic teachers do not consistently create positive learning environments for all students. Though they make attempts at engaging students, they may be unaware of student needs and fail to appropriately scaffold instruction. Basic teachers may be unaware of their need for development and may not access support. Though basic teachers may be aware of the cultures of students and the surrounding community, they may not integrate culture into classroom practice. They may not contribute to the school's professional community, but may confine their interest to their

own classrooms. However, basic teachers have potential for success with professional support and personal effort.

### **Unsatisfactory**

Teacher practice is not guided or informed by Alaska Teacher and Student Standards. The teacher demonstrates little or no awareness or evidence of meeting students' academic needs and learning styles, interests, cultural heritage and community backgrounds. The teacher takes little or no responsibility for student learning. Performance at the unsatisfactory level represents teaching that is below the expectation of "do no harm," is clearly unacceptable, and needs to be improved immediately.

### **Teacher Quality Working Group Member List**

The following individuals have participated in the Teacher Quality Working Group discussions concerning teacher quality and teacher and administrator evaluation:

John Lamont	Lower Yukon School District
Tim Peterson	Kenai Peninsula Borough School District
Mark Jones	NEA Alaska
Chris Meier	Cook Inlet
Bunny Schaeffer	Northwest Arctic Borough School District
Esther Cox	State Board of Education & Early Development
Peggy Carlson	Fairbanks North Star Borough School District
Anne Marie O'Brien	Northwest Arctic Borough School District
Carol Comeau	Anchorage School District
Ed Graff	Anchorage School District
Ted VanBronkhorst	Bering Strait School District
Jackie Johnson	Matanuska-Susitna Borough School District
Fred Villa	University Alaska Statewide
Marc Robinson	Alaska Statewide Mentor Project
Betty Walters	Alaska Statewide Mentor Project

Dr. Mary Snyder	University of Alaska Anchorage
Dr. Eric Madsen	University of Alaska Fairbanks
Claudette Engblom-Bradley	Alaska Pacific University
Dr. Deborah Lo	University of Alaska Southeast
Abby Augustine	Lower Kuskokwim School District, Retired
Alex Russin	Lower Yukon School District
Alan Morotti	University of Alaska Fairbanks
Anne Armstrong	University of Alaska Fairbanks
Dr. Allan Gee	Kenai Peninsula Borough School District
Gerry Briscoe	Alaska Comprehensive Center/SERRC
Jackie Cochran	Matanuska-Susitna Borough School District
Josie Bourdon	Nome Public Schools
Patricia Chesbro	University of Alaska Anchorage
Dr. Thomas Duke	University of Alaska Southeast
Todd Hess	Anchorage School District
Mary Janis	Anchorage School District
Cindy Trawicki	Anchorage School District
Teri Schneider	Kodiak Island Borough School District
Dr. Linda Black	Alaska Pacific University
Nita Rearden	Lower Kuskokwim School District, Retired
Phyllis Carlson	Department of Education & Early Development
Patricia Truman	Department of Education & Early Development
Sondra Meredith	Department of Education & Early Development
Cyndy Curran	Department of Education & Early Development

## Proposed Timeline and Benchmarks for Implementing Changes to Alaska’s Teacher Evaluation System

The revised teacher and administrator evaluation system is built with continuous improvement of the system in mind.

Recognizing that the districts in Alaska are in various places along a continuum of revising their teacher and administrator evaluation systems, The Teacher Quality Working Group proposes the following timelines and benchmarks for the implementation of a teacher and administrator evaluation system focused on improving student learning:

### 2011-2012 School Year

- **August 2011 –February 2012** Teacher Quality Working Group (TQWG) meets to work on recommendations regarding Alaska’s teacher and administrator evaluation systems. Members of TQWG report to their constituencies on what is being discussed.
- **March** Recommendations presented to State Board of Education & Early Development. State Board provides direction on moving forward as well as any regulatory changes that need to be made.
- **March-May** Department staff continues work and revise regulations based on board’s direction.
- **May** TQWG meets regarding the incorporation of student learning data in teacher and administrator evaluations.
- **June** Regulations on teacher and administrator evaluations presented to State Board. Board determines whether or not to place regulations out for extended public comment. Regulations will include the use of student learning data in teacher and administrator evaluations.
- **June-November 2012** Extended period of public comment
- **June-September 2012** Additional meetings of TQWG members to work on guidance for districts.
  - Department staff drafts regulations on the use of student learning data in teacher and administrator evaluations.
  - Pilot districts are identified. These districts are further along in the process of revising their evaluation systems. The districts will be invited to serve as models for districts that are ready to move forward and provide technical assistance for other districts.

### 2012-2013 School Year

**Throughout the school year** information on the changes being made to the teacher and administrator evaluation systems in districts will be disseminated in a variety of ways.

- **October 2012** Draft guidance available to districts for use and feedback. Guidance will continue to be available to districts in succeeding years. As feedback and new information become available, the guidance will be updated.
  - A voluntary peer review process in place for districts to request feedback on their evaluations.
- **December 2012** Adoption of all regulations regarding teacher and administrator evaluations with provision of an effective date.
- **January 2013-June 2013** Department works with districts on incorporating the use of student learning data into district evaluations. Department begins work with testing contractor to insure that new statewide assessment system can provide data that can be used in teacher and administrator evaluations. Assessment staff seeks input from TQWG members.

### 2013-2014 School Year

**Throughout the school year** pilot districts begin using available student learning data as a criterion in their teacher and administrator evaluations. Department continues work with testing contractor to insure that new statewide assessment system can provide data that can be used in teacher and administrator evaluations. Department provides technical assistance to districts as requested. Additionally, department staff will meet with districts to determine additional needs with regard to implementation.

- **August –December** Districts review and revise their evaluation systems to incorporate new requirements.
- **December 2013-January 2014** department collects and compiles feedback/data from districts on the evaluation processes being used.
- **March 2014** department reports to State Board on progress being made with district evaluations.

### 2014-2015 School Year

**Throughout the school year** pilot districts continue use of available student learning data as a criterion in their teacher and administrator evaluations. Department provides technical assistance to districts as requested. Additionally, department staff will meet with districts to determine additional needs with regard to implementation.

- **October 1, 2014** all districts will have adopted a teacher and administrator evaluation system that meets the requirements, including the use of student learning data set by the State Board.
- **November 2013-April 2014**
  - Pilot districts collect data on the use of student learning in their teacher and administrator evaluations.

- Department staff works with districts to interpret data and provide information to State Board.
- **June 2014** Department staff reports to State Board on teacher and administrator evaluations.

### **2015-2016 School Year**

Department provides technical assistance to districts as requested. Additionally, department staff will meet with districts to determine additional needs with regard to implementation.

- New assessment system in place that can be used to provide information for teacher and administrator evaluations. New assessments given during testing windows.
- Districts use information from assessment system as well as other student learning data in their teacher and administrator evaluations.
- **June 1, 2016** Districts begin reporting to the department and the public the number and percentage of teacher and administrators at each performance level. Reporting continues from this point forward.

### **2016-2018 School Years**

Department provides technical assistance to districts as requested. Additionally, department staff will meet with districts to determine additional needs with regard to implementation.

- Districts will collect data on the use of student learning in teacher and administrator evaluations. Department staff will meet periodically with districts to determine the impact of using student learning data in teacher and administrator evaluations.
- Results will be reported to the State Board in September 2018.

Alaska State Board of Education & Early Development  
 March 8 & 9, 2012  
 Department of Education & Early Development  
 801 West 10<sup>th</sup> Street  
 Juneau, AK  
**Unapproved Agenda**

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

***Thursday, March 8, 2012***

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8:00 AM Call to Order.....Esther Cox, Chair  
 Roll Call.....Esther Cox, Chair  
 Pledge of Allegiance .....Esther Cox, Chair  
 Disclosures of potential conflicts of interest .....Esther Cox, Chair  
 Approval of Agenda for March 8, 2012 .....Esther Cox, Chair

8:10 AM Public Comment .....Esther Cox, Chair  
 The board invites public comment at this time 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.**

The following Legislative Information Offices (LIO’s) will participate:  
 Anchorage, 716 W 4<sup>th</sup> Ave., Ste. 200; Barrow, 119 Bank Bldg.; Bethel, 301 Willow St.; Cordova, 705 2<sup>nd</sup> St.; Delta Junction, Jarvis Office Center, Rm. 218; Dillingham, Kangiiqutaq Bldg.; Fairbanks, 1292 Sadler Way, Suite 308; Glennallen, 186 Glenn Hwy.; Homer, 345 W Sterling Hwy, Ste. 102A; Juneau, Rm. 111 Terry Miller Bldg.; Kenai, 145 Main St. Loop, Ste. 217; Ketchikan, 50 Front St., Ste. 203; Kodiak, 112 Mill Bay Rd.; Kotzebue, 373 2<sup>nd</sup> St., Pillautuq Centre; Mat-Su, 600 E Railroad Ave.; Nome 103 Front St.; Petersburg, 11B Gjoa St.; Seward, 2001 Seward Hwy.; Sitka, 201 Katlian St., Ste. 200A; Tok, W 1<sup>st</sup> St., UAF-Tok Unit 1; Valdez, State Office Building, Rm. 13; Wrangell, 223 Front St.

For more information about LIO's, call 465-4648. In the event that there is more than three hours of public comment the board may move to amend the agenda to extend the oral hearing to accommodate those present before 7:55 a.m. who did not have an opportunity to comment. The board also reserves the right to adjourn at a later time.

### WORK SESSION

- 9:00 AM 1. Alaska Performance Scholarship Overview.....Commissioner Hanley  
.....Brian Rae, Alaska Commission on Postsecondary Education
- 9:45 AM Depart for Capitol (Board Members, Commissioner)
- 10:00 AM Meet with Governor
- 10:45 AM 2. Babies on Track.....Commissioner Hanley  
.....Abbe Hensley, Executive Director, Best Beginnings
- 11:15 AM 3. Audited School District Budget Waiver Requests  
.....Commissioner Hanley  
.....Elizabeth Nudelman, Director
- 3A. Kashunamiut School District  
3B. Lower Yukon School District  
3C. Yupiit School District
- 11:30 AM 4. Capital Improvement (CIP) List .....Commissioner Hanley  
.....Elizabeth Nudelman, Director
- 12:00 LUNCH
- 12:45 PM 5. Charter School Renewals.....Commissioner Hanley  
.....Cyndy Curran, Director
- 5A. Soldotna Montessori  
5B. Fireweed Academy  
5C. Aurora Borealis

- 1:30 PM 6. *Moore v. State* Overview.....Commissioner Hanley  
.....Neil Slotnick, Assistant Attorney General
- 1:50 PM 7. Teacher Quality Working Group Report and Recommendations  
.....Commissioner Hanley  
.....Cyndy Curran, Director
- 2:15 PM 8. Career and Technical Update .....Commissioner Hanley  
.....Cyndy Curran, Director
- 2:20 PM 9. Joint meeting with the Board of Regents.....Esther Cox, Chair
- 2:30 PM BREAK
- 2:50 PM 10. Regulations to Go Out for Public Comment  
  
10A. Teacher Certification/Praxis II  
10B. Special Education  
10C. Alaska Performance Scholarship WorkKeys scores  
10D. District Improvement Plan
- 3:20 PM 11. Regulations to Adopt  
  
11A. Certification of Professional Teachers  
11B. Pupil Transportation  
11C. Plan of Service for LEP
- 3:45 PM Recess
- 3:50 PM Public School Trust Fund Advisory Board  
Board members: Keplinger, Schneider, Shier, Sullivan  
EED Staff: Commissioner, Deputy, Elizabeth Nudelman, Mark Lewis,  
Dottie Knuth

**Alaska State Board of Education & Early Development**  
**Unapproved Minutes**  
**Juneau, AK**  
**March 8 & 9, 2012**

*Thursday, March 8, 2012*

The meeting was called to order by Chair Cox at 8:00 a.m. in the board meeting room at the Department of Education & Early Development in Juneau. A quorum was present. Janel Keplinger and Tiarna Fischler were on video conference. Col Sullivan was excused. The Pledge of Allegiance was recited. The Chair asked if anyone had any disclosures. There were none. The Chair asked if there were any changes to the agenda. Because the board had met with the Governor the day before, a photo session for the reading posters was inserted in its place. The amended agenda was moved by Jim Merriner, seconded by Pat Shier, and approved by unanimous roll call vote.

Ms. Cox indicated that the board had a great tour of the Alaska State Museum the day before and commended the museum staff on their fine work. It was noted that those board members who missed the tour could take it on Friday, after the meeting is adjourned.

*Public Comments*

Andi Story, vice-president of the Juneau School Board, welcomed the board to Juneau. She said she was thrilled that the board would be entertained by the Tlingit Culture Class the following day. She thanked the board for its leadership on the standards, and said it was important for everyone to work together. She advocated for more funding for the district.

Laury Scandling, Juneau School District (JSD), felt the new standards were putting education ahead; she said that JSD had an increasing graduation rate and a decreasing dropout rate. She advocated using research to drive data. She was pleased to see Alaska's Learning Network come to fruition, which reaches outside of the classroom and brings students into the larger world. She said the trend was now.

Bruce Johnson, Executive Director of the Alaska Council of School Administrators, thanked the Governor for his wisdom in putting money in the budget for pupil transportation and energy; however, he indicated that more was needed and there was more than a one-time need. He advocated for more funding all around.

Pat Race and Aaron Suring were present on behalf of the Alaska Humanities Forum for History and Cultural Studies, and spoke about their new web site and encouraged feedback. Forum

member Larry Campbell in the Anchorage LIO office said the forum was looking for a new CEO with the departure of Dr. Greg Kimura.

### **Work Session**

**Alaska Performance Scholarship.** Brian Rae, Assistant Director of Research & Analysis for the Alaska Commission on Postsecondary Education, was present to review the Outcomes Report. The APS legislation requires an annual report to the Governor, the legislature and the public no later than 10 days after the start of each legislative session.

The report is based, to a large degree, on the work of representatives from Department of Labor and Workforce Development (DOLWD), Education & Early Development (EED), the Governor's Office of Management & Budget, University of Alaska (UA) and the Anchorage School District (ASD), who met during fall 2010 and identified seven higher-level questions to answer in the inaugural APS Outcomes Report.

EED and the Alaska Commission on Postsecondary Education (ACPE) worked closely during summer 2011 to share the information required to administer the scholarships, and this information also provided student information included in the APS Outcomes Report.

At the same time, staff in the research shops of the four lead agencies (EED, UA, DOLWD, and ACPE) met to determine what information was available during this first year of the scholarship, and how it could be used to measure the scholarship's effects on students. The result of these discussions was a set of specific questions that were adopted as the framework for the Outcomes Report, and that determined what types of information needed to be shared among the lead agencies to answer them.

In mid-November, the agencies began the data-sharing process, linking records across their own databases, compiling and analyzing them in order to answer the previously agreed upon questions. This included incorporating data from the Permanent Fund Dividend files to more accurately link students' records across the systems, and from the National Student Clearinghouse to identify students attending postsecondary institutions outside of Alaska.

Mr. Schneider remarked that the report was very comprehensive. He asked if there was enough being done to let students know they can use this money for certificated programs. Mr. Rae agreed that there needed to be more marketing of the program. The commissioner noted that SAT/ACS scores prevent some students from applying.

**Capital Improvement List (CIP).** Elizabeth Nudelman, Director of School Finance & Facilities, was present to brief the board. She said that the CIP list was created annually from information submitted by the school districts.

Mr. Shier inquired about the timeline of creating the list. Mr. Morse said in part, EED looks at the amount of money that can be spent and makes sure that EED has followed the statutes and regulations in preparing the lists. Districts also have the opportunity to protest and get reconsideration. Mr. Shier asked if the amount of money spent in rural Alaska was difficult to support. He said he'd like to encourage design to examine alternative co-locations, like the post office or the washeteria. Mr. Schneider asked if there were more projects for efficiencies and asked if the department encourages that concept and wanted to know how student health, safety, and education outcomes fit into the prioritization. Sam Kito, school architect, explained that there is a category of points in scoring for all projects that covers all three of those concerns, and energy conservation is encouraged. Once the list is approved it turns into a multi-year process, and is usually in the design process by the time the project gets to the top of the list. After the cut-off, the next project does not automatically move up to the top; there are a lot of variables to consider, such as urgency and safety. All state projects have to go to the lowest bidder, being advertised and awarded on a competitive basis. Alternative procurement methods control the quality of the product. Cost is still a factor, but we can use 40%-50% for alternative bids for better quality. Mr. Kito said all statutes and regulations are followed, and there are questions about past claims and excessive over-runs for each bidder, and of course, reference calls – all considered before a bid is awarded.

**Babies on Track.** Abbe Hensley, Executive Director of Best Beginnings, was present to brief the board. She showed a 14-minute video called *Babies on Track*. It showed how wordless books can be used to more effectively interact with the youngest of children. Many different languages can be used and the reader can develop his/her own descriptions. She said she was appreciative of the help she has gotten from EED. She noted that nearly 17,000 children are receiving books from the Imagination Library.

**Audited School District Budget Waivers.** Elizabeth Nudelman, Director of School Finance & Facilities, was present to brief the board. John Sanbei, from Core Inc., was present for Kashunamiut School District, and Howard Diamond, Superintendent for Yupiit, was online. No one was present from Lower Yukon. Ms. Nudelman said the reason for Kashunamiut's waiver request and not making the 70% for instruction was teacher retention and professional services. The reason Lower Yukon did not make the 70% was the need for capital expenditures, maintenance on facilities and not using grant funds effectively. The reason Yupiit did not meet the 70% was travel expenses and energy costs. Mr. Shier said he was very curious about what caused Yupiit to have a \$1.4M deficit. Mr. Diamond said when grants increase it doesn't become part of the 70/30 split. He said the School Improvement Grant (SIG) wasn't included. He said the district had very high energy costs and some high legal fees. Mr. Shier said SIG grants were to be used for instruction to supplement, not to supplant. Several concerns were expressed regarding the decreases of dollars spent on instruction. Questions were asked regarding high administration costs and the operations and maintenance costs. Mr. Diamond said they have 450 students in three schools off the road system. They have two assistant

superintendents, one handling the SIG grant and one who handles migrant education, Title I, Special Education and federal programs. They also have a curriculum director. Ms. Cox asked why the school board expense wasn't its own line in the budget. Ms. Schaeffer asked if the school board received a stipend. Mr. Diamond said, yes, \$500 a meeting and \$200 a day if they travel to an AASB meeting. He said they meet once a month for a full day and there was a high cost for air travel for charter aircraft. Mr. Diamond spoke about teacher retention, saying there was a high turnover in FY10 of 42%, but FY 11 was lower. Ms. Nudelman explained that waivers are budgets vs. accomplishment for one fiscal year, and looking at what happened to change things is a way to understand. Ms. Cox asked what happened to cause the district from having a 71% for instruction three years ago to today's 63%. Mr. Diamond said the E-rate got funded but was not approved, which was \$682,000 and wasn't spent, there was an increase in district administration, energy expenses were very high, and legal issues have plagued the district concerning the Tuluksak gym floor.

Regarding the Kashunamiut School District waiver request, Mr. Sanbei said reasons for the district not making the 70% requirement for instructions were: the vacuum sewer system froze and some teachers left the district because they couldn't deal with honey buckets, the finance server needed repair, and the cost of air freight and audit costs. Mr. Schneider asked Mr. Sanbei what was the biggest challenge in meeting the 70% requirement. Mr. Sanbei said he works from Southeast to Barrow and he sees all different reasons such as freight, staffing, weather, and rural life challenges. He said the 70/30 requirement is flawed because districts have different challenges, the timeline is long and circumstances change, and he feels once a facility is built, there is no money allocated for maintenance. Mr. Shier said he'd like to have a larger discussion on how grants affect line items (chart of accounts) and to be able to brainstorm solutions and come up with alternatives. He said he'd like a better understanding of this whole process.

Regarding Lower Yukon School District waiver request, Ms. Schaeffer inquired what the extra 1% for student activities was, why it went up and what was it spent on. Ms. Nudelman said she didn't know but would find out.

**Charter School Renewals.** Cyndy Curran, Director of Teaching & Learning Support, said there were three charter schools requesting renewals on the board's agenda: Soldotna Montessori, Fireweed Academy, and Aurora Borealis.

Regarding Soldotna Montessori, Mo Sanders was present to brief the board. She said they operate like any good school, recognizing self-learners, doing lots of hands-on, lots of technology and using little seat time. She indicated that 163 students was its maximum enrollment, and there was very little turnover in students or teachers. They have a lottery and a waitlist for spaces that open up. Ms. Benshoof asked what sort of community service they did. Ms. Sanders said they clean city parks in the fall, they work with the food bank, and they have a

hunger banquet and raise money to attend the annual Montessori conference each year. They have a music teacher and a PE (movement) teacher and share busing with the school district.

Regarding Fireweed Academy, Ki Ki Abrahamson was present to brief the board. She said to be fiscally solvent their goal was to get to 150 students but they were struggling with facilities and drawing from smaller populations. She said arts and music are integrated into the curriculum and they use Artists in the Schools program. Transportation is currently provided by the district when space is available. She said they have the second-highest level of poverty in the district so they struggle with providing families with food, after school activities and special needs.

Regarding Aurora Borealis, Scott Koffman and Larry Nauta were present to brief the board. Mr. Merriner asked if the school had uniforms. Mr. Nauta said they have a dress code, not uniforms. Mr. Koffman said the dress code for boys consisted of khakis and polo shirts (with collars), shades of blue or red. Girls could wear skorts, khakis, but no dyed hair or open-toed or open-heeled shoes, and shoes could only have a one-inch lift. They are housed in a building with the Kenai Alternative Boys & Girls Club. Mr. Nauta described the school academics as high-quality, they have high standardized test scores, and over the summer staff meets with the lowest-performing students for tutoring once a week. There are 194 students enrolled with an extensive wait list.

**Moore v. State Settlement.** Assistant Attorney General Neil Slotnick was present to brief the board. He generally reviewed the Settlement Agreement for the case. He said there are accountability measures on both sides. There will be a seven-member collaboration committee formed, consisting of three members from EED, three members from SEAAC, and one more as agreed upon. Their task will be to rank and award the \$18M called for in the settlement. First the legislature has to appropriate the money. Mr. Schneider thanked the commissioner for his work in arriving at the settlement. Mr. Slotnick noted that it was March 2004 when the papers were first served upon the state.

**Teacher Quality Working Group.** Cyndy Curran, Director of Teaching & Learning Support, was present to brief the board. She said the group was formed as a result of the November 2009 Statewide Education Summit. Their major focus currently has been how the new teacher evaluation will look. The board can expect regulations in June regarding teacher evaluation, and the department will be asking for an extended period of public comment. Ms. Curran reviewed the committee recommendations, how the suggested regulation might look, and the timeline for the work to proceed. There was an extensive list of all the committee members in the packet also. Ms. Benshoof thanked Ms. Curran for her work with this committee and asked her to extend that thank you to the whole committee.

**Career & Technical Education (CTE).** Cyndy Curran, Director of Teaching & Learning Support, was present to brief the board. Ms. Curran introduced Phil Loseby from the Juneau School District; Dr. Deanna Schultz from UA was online; and Helen Mehrkens, CTE Administrator for EED, was present. Together, they briefed the board on the Department of Labor and Workforce Development, UA and EED partnership. They reviewed the CTE Education Plan, reviewed the goals and the six strategies, and discussed how data was collected. They also gave an overview of the CTE FY12 Implementation Grant Report. There were 15 school districts that had received grants from the \$625,000 appropriated by the legislature, and were using them for various CTE projects. Deanna Schultz from UAA spoke about her dissertation regarding student participation in WorkKeys. She did her study at Bartlett High School, where 364 students took the test and 178 responded to her survey.

The meeting was recessed until the next day.

***Friday, March 9, 2012***

Chair Cox called the meeting back to order; all members were present except Col. Sullivan. The Chair asked if there were any disclosures. Carol Schaeffer said that she worked for the Northwest Arctic Borough School District and the district was mentioned in the Attorney General's Report. The Chair ruled she could participate. The agenda was amended to add a discussion about the Commissioner's evaluation. The amended agenda was moved by Pat Shier, seconded by Jim Merriner, and accepted by unanimous roll call vote.

**Joint Board of Regents meeting.** The board has asked to have a joint meeting with the University of Alaska Board of Regents in June. The following topics were suggested as agenda items:

ACPE Presentation

Teacher Quality, National Review Report

Teacher Preparation

Unprepared students who enter the university

Real issues, how they are transmitted

How students are doing with the new standards, how the Regents feel about the new standards

College of Rural Education, outreach to high schools, status

Special skills being taught, like technology in teacher preparation

Guidance programs, related to HB104

Six-year university completion vs. four-year

Student mentor program for new students

A way to mesh testing

Dual credit, how receptive, how are they getting the information out

Transferring credits between campuses

UA hockey team  
Praxis cut scores

The board secretary will work with the Board of Regents' secretary to develop a final agenda for the June joint meeting.

It was determined that Jenny Martens, business manager from Lower Yukon, was available on the phone to discuss the Lower Yukon audited budget waiver request. Ms. Schaeffer asked why there was an increase in the student activities. Ms. Martens said it was due to \$68,000 being coded as supplies and materials, and then \$154,000 in travel for a retreat, Juneau career connections, and charter air service. Mr. Shier asked why it was put into instructional. Ms. Martens said she was new to the district in FY11 and found stimulus money unspent. There was \$1.8 M health care cost and a 36% increase in fuel. They used grant funds to fund the health cost rather than rely on state funds. Mr. Shier said that concerned him very much. He said he notes that the reserves have grown and now they are asking for an additional \$744,487. There also had been \$1M designated for teacher upgrades that wasn't needed because the stimulus funded it. Mr. Shier asked if they had unencumbered reserve; Ms. Nudelman said she did not know but could provide that information later in the meeting.

### **Regulations to go out for public comment**

**Teacher Certification Praxis II.** Cyndy Curran, Director of Teaching & Learning Support, was present to brief the board. She indicated that Educational Testing Services had notified states that names of tests and required scores had changed; therefore, the board was being asked to comply with new guidelines. Ms. Curran reviewed Praxis I as being a basic skills test and Praxis II as a content knowledge test, and reviewed Alaska scores in comparison to other states, saying that Alaska had not adjusted its scores for a while. Mr. Merriner said this information was very helpful. Ms. Benschopf asked if there was a practice test. Ms. Curran said it's on the web site at [www.ets.org](http://www.ets.org). Ms. Curran said the test was given during teacher preparation. NCATE requires teacher candidates to have content knowledge. Alaska does accept content tests from other states. Teachers from out-of-state without a content test can get an initial certification by taking the Praxis I, then they have up to three years to take the multi-cultural and other requirements and then take the Praxis II to move to professional certification. Ms. Keplinger said she was frustrated with the disparity between students who do well at the university and then can't pass the Praxis I exam. Mr. Shier said the assumption is if you pass the exam you are highly qualified. Does the relationship prove this, is there any research? Ms. Curran said she hadn't done that research and that it was a federal overlay; one test doesn't prove what you know.

**Special Education.** Cyndy Curran, Director of Teaching & Learning Support, was present to brief the board. She indicated that this regulation change was to combine the timeline for

completion of the eligibility evaluation with the timeline for the completion of the IEP. This would make 90 days for both, with the IEP completion still being 30 days by statute. Ms. Keplinger said she thought 90 days was too long and would make for a long time when student services were not provided.

**WorkKeys/Alaska Performance Scholarship (APS) qualification scores.** Cyndy Curran, Director of Teaching & Learning Support, was present to brief the board. She indicated that the proposal would alter the score a student must obtain on the WorkKeys exam in order to qualify for the APS using that option. There was a lot of discussion on how the scores would play out for the reading, applied math and locating information. The board originally set the scores at 5, 5, 5 each. The final numbers agreed upon were 5, 5, and 4.

**District Improvement Plan.** The commissioner said that this proposal would incorporate the Moore v. State Settlement. Mr. Slotnick said it was not unusual to put a settlement agreement into regulation since it was specific to 40 schools and four different districts. He noted that the old Noon case had pages and pages of regulations attached to it. He said all depended on appropriation from the legislature.

### **Regulations to adopt**

**Certification of Professional Teachers.** Cyndy Curran, Director of Teaching & Learning Support, was present to brief the board. Ms. Curran said the proposed amendments repeal inconsistent and repetitious language, update the standards, and put the standards for preparation programs in one clear regulation. These amendments maintain all existing pathways, including alternative pathways, for acceptance of educator preparation programs. In addition, because some states do not always formally accept some preparation programs, these amendments would broaden when a program is considered accepted. Public comment was favorable.

**Pupil Transportation.** Elizabeth Nudelman, Director of School Finance & Facilities, was present to brief the board. She said this proposal adopts the most current national standards, and aligns state standards with federal standards, keeping school buses safe. She noted that school buses are required to meet the standard for the year they were built. Public comment was favorable.

**Plan of Service for LEP students.** Erik McCormick, Director of Assessment, Accountability & Information Management, was present to brief the board. He said all public comments have been positive. The proposal would establish scores for students with Limited English Proficiency to be eligible for services. The scores are aligned with the WIDA guidelines and were vetted through the English Language Learner Task Force.

## **Business Meeting**

The following motion was made by Pat Shier and seconded by Carol Schaeffer: I move the State Board of Education & Early Development open a period of public comment on amendments to 4 AAC 04.210, highly qualified teachers. The motion was passed by unanimous roll call vote.

The following motion was made by Geri Benshoof and seconded by Pat Shier: I move the State Board of Education & Early Development open a period of public comment on 4 AAC 52.115-Timelines, and 4 AAC 52.180(a)-Reevaluation. The motion was passed by unanimous roll call vote.

Concerning the WorkKeys/APS scores, there was additional discussion regarding the individual scores. Jim Merriner suggested an overall score of 14 (5, 5, 4) and made a motion to that effect. The motion was seconded by Ms. Keplinger. Mr. Shier said he was not comfortable raising the scores suggested by the department. Ms. Benshoof said she wanted to leave it at 13. Ms. Cox reminded everyone that this was a scholarship and rigor was wanted. Mr. Shier said he was reluctant to depart from the O-net scores. Mr. Schneider noted that the proposal was going out for public comment and they would see what the public thought in June, when it came back for adoption. The motion failed 4-3.

The following motion was made by Pat Shier and seconded by Geri Benshoof: I move the State Board of Education & Early Development open a period of public comment on amendments to AAC 43.020, regarding the required score on the WorkKeys assessment for the Alaska Performance Scholarship. The motion was passed by unanimous roll call vote.

The following motion was made by Pat Shier and seconded by Jim Merriner: I move the State Board of Education & Early Development open a period of public comment on regulations regarding district improvement plan, 4 AAC 06.850. The motion passed by unanimous roll call vote.

The following motion was made by Carol Schaeffer and seconded by Pat Shier: I move the State Board of Education & Early Development adopt amendments to 4 AAC 12.305(b)(4) & 12.305(e) Teacher certificate (initial, professional, master);

4 AAC 12.307 Acceptance of educator preparation programs; 4 AAC 12.318 Approval of in-state educator preparation programs; 4 AAC 12.330(a) Endorsement requirements for teachers providing special education; 4 AAC 12.345(a)(2) Administrative certificate Type B; provisional certificate (provisional Type B); 4 AAC 12.347(a)(2) Special education administrator certificate (Type F); provisional certificate (provisional Type F). The motion passed by unanimous roll call vote.

Regarding the pupil transportation proposal, a question was asked about seat belts on school buses. Ms. Nudelman said the discussion continues statewide, and the present theory is the safety in the design of the seats is enough. The following motion was made by Pat Shier and seconded by Phil Schneider: I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 27.110 regarding Pupil Transportation. The motion passed by unanimous roll call vote.

The following motion was made by Carol Schaeffer and seconded by Pat Shier: I move the State Board of Education & Early Development adopt the amendments to 4 AAC 34.055, Plan of Service. The motion passed by unanimous roll call vote.

The board broke for lunch and was entertained by the Juneau School District's Tlingit Culture Language and Literacy Classes, a program at Harborview Elementary School. The students were dressed in Native costumes and sang and danced and told stories in song and dance and Tlingit language.

Ms. Nudelman presented a statement of revenue for year-end 2011 for Lower Yukon School District as previously asked for by the board in the morning session. The information included the amount of unreserved fund balance broken out by general (\$19,286,458), capital projects (\$5,020,869), non-major governmental funds (\$1,434,643), and total governmental funds (\$25,741,970). Mr. Shier commented that it appeared that instruction took place using other funds and a \$19M reserve. He asked if the question was to send more money to its reserve fund.

**Teaching & Learning Support Division Report.** Cyndy Curran, Director of Teaching & Learning Support, was present to brief the board. She gave a comprehensive report on all sections within her division. She indicated that the department and ACPE were getting information out regarding the Alaska Performance Scholarship (APS). Madison Manning said she would see that APS information was distributed at the upcoming student government meeting. Ms. Cox said she had received no recent complaints about teacher certification. Roxy Mourant was present to discuss Alaska's Learning Network (AKLN). She said the purpose was to provide extended online learning to students who needed more course time, and they were working on a case-by-case basis. A clearing house was being built and the organizational structure/development was moving along. A lot depended on funding by the legislature.

**Assessment, Accountability & Information Management Report.** Erik McCormick, Director, was present to brief the board. He reviewed the upcoming test schedule for spring. He said there were no calendar conflicts that he knew of. He generally reviewed the roll out regarding the standards that were already out for public comment, a period that runs through mid-May. He noted that there had been 225 stakeholders in the drafting group. Mr. McCormick said the department was about to begin a series of business and industry public meetings to discuss the standards and get feedback. He said that Rhonda Gardner would be facilitating meetings, which would occur in Juneau, Anchorage, Mat-Su, Fairbanks, and Bethel. Mr. McCormick said the

SBAAs would be accessed through 2015 and that there was an active contract through that time. He indicated that the department would be helping districts align curriculum to the new standards. Ms. Keplinger said a very important piece is staff development for the new standards.

**Rural Education Report.** Phyllis Carlson, Director of Rural Education, was present to brief the board. Ms. Carlson said she thoroughly enjoyed the noontime entertainment by the Tlingit Culture class. She commented on the joy of the dance. Ms. Carlson reviewed her recent activities, including her work on the statewide suicide prevention council. She also spoke about her recent visit to the Yupiit School District and to Bethel. She noted that the district is offering advanced math and science so students can qualify for the ANSEP program at the university. She said there was a lot of APS awareness in the district, and they were doing a radio program about suicide prevention. Ms. Schaeffer asked if Bethel tried to get more Native teachers. Ms. Carlson said the old Exceed Program worked well in getting Native teachers from Southwest. Ms. Cox said the program was great.

**Budget & Legislative Report.** Mark Lewis, Acting Administrative Services Director, and Marcy Herman, Legislative Liaison, were present to brief the board on activities to date. They reported that House Finance Subcommittee had closed out and they were expecting the Senate Finance subcommittee to close out the following week. Mr. Lewis said there was a \$1M supplemental request for assessment contracts, and that the Governor had added \$30M for pupil transportation and energy costs. Mr. Shier asked if there was an underlying current regarding the mentor program that the legislature wasn't hearing. Mr. Lewis said he hears that the legislators feel the districts should be paying for the program. When asked how to report the efficiencies of the mentor program to the legislature, Mr. Lewis said he's tracking the teacher retention piece, which was a federal program that the state didn't pick up until it was a successful program. The commissioner said prior to the mentor program, retention rate was 60%; now it's 84%. Student learning has also risen. Several districts do their own version of the program, but it's not as intensive or deliberate as when there is a dedicated mentor. Ms. Cox asked if cutting mentors and the trustee didn't fly in the face of the Moore settlement. The commissioner said there was a lot of political friction around the trustee, but not so much with the coaches. Coaches are recognized as a good thing.

Ms. Herman reviewed the legislative bills pertinent to education that were moving as of this date.

**Mt. Edgecumbe High School (MEHS) Report.** Randy Hawk, Director of MEHS, was present to brief the board. Mr. Hawk said they brought in 15 new students after the Christmas break due to students not coming back, and have already lost two of those because of homesickness. Their new data system is up and there will be formal training. During Founder's Week, they will be celebrating multi-cultures. They will have speakers and performances each night. The staff will be attending the Response to Intervention (RTI) conference. Two students were worthy of mention. Teresa Baldwin was invited to attend the Governor's State of the State address to recognize her work with suicide prevention. Baxter Bond was invited to Washington, D.C., to

meet with President Obama (as one of 100) for his involvement with the UAF Summer Research Academy (science) program for the past four summers.

Mr. Merriner asked when the board was going to hear about the ad-hoc committee. Mr. Hawk said they still have a couple of meetings and the board would hear a report in June. Mr. Shier inquired as to when applications begin coming in, to which Mr. Hawk replied that they were posted on the web site in January and they already had about 100 for next year as of this date. He said current students roll over and do not have to reapply.

**Assistant Attorney General Report.** Neil Slotnick, Assistant Attorney General, was present to brief the board. He reviewed the current pending cases regarding the department. He noted that the moon rocks, in *Anderson v. State* had been found and were currently at NASA, and trial would begin in February 2013. He said that Northwest Arctic Borough School District had challenged the Impact Aid certification and disparity test.

**Library, Archives & Museums (LAM) Report.** Bob Banghart, the Acting Deputy Director and the Alaska State Museum Curator, was present to brief the board. He said they expected the final construction documents by mid-April, and by May the contracts would be signed. He said there was a new MOA for the removal of the existing building. Concerning the Raven Hat issue, the LAM will sign a new MOA with the original clan for joint ownership of the hat allowing the hat to be “signed out” and used for ceremonial events. There is also a new MOA with the Sheldon Jackson trustees for the custody of the materials and records of the museum. They will “live” at the Sheldon Jackson museum in Sitka. Mr. Banghart said they were hard at work to develop exhibits for the Princess Cruise line. This is the third year of doing this. There are several on-going programs: Alaska Native libraries is training for practical skills, they are expanding the board band grant, and on-going facility development for historic preservation. Ms. Benshoof asked if the Sheldon Jackson archives were from the Sheldon Jackson College. Mr. Banghart said they were and they will “live” at the Stratton Library in Sitka, which is connected to the Sheldon Jackson Museum. Ms. Cox said the governor included \$20M in his budget for the new SLAM building and wondered how much more they needed. Mr. Banghart said they needed \$75M added to that to complete the job.

**Commissioner’s Report.** Commissioner Hanley was present to brief the board. He said during this legislative quarter, January-April, there was a need for education at all levels. He is working directly with superintendents encouraging them to put a face on education. The operation of the department was at the highest level, and he could justify every penny that comes in or goes out, saying he had a great team to work with. He said he had been working with Yupiit School District, which is in intervention, and Superintendent Diamond. It is a district with a trustee, and he is working to set obtainable goals but the process was relatively slow. The feedback from the district is that they miss the trustee as he has been gone during March. The Commissioner said the timber receipts will continue for one more year.

Concerning NCLB, he said the department needs college and career standards in order to request a waiver. USDOE said we could freeze our AMOs to get a waiver and he is working with the Governor on that aspect. The last deadline was February 28; the next deadline is September 6 and the state may or may not apply. The new teacher evaluation system is also a waiver requirement. The department is moving forward.

The Commissioner said he had been in the department a bit over a year now, and was more comfortable than a year ago and appreciated the great support from his staff. He noted that he was attending a Justice Summit in Washington, D.C., as part of a team with Alaska Chief Justice Walter Carpeneti. He thanked the board for its conversations and the student advisors.

**Commissioner Evaluation.** Chair Cox said the commissioner's evaluation was coming up in the June board meeting. She handed out a list of questions that she would like returned to her by April 3 so she could compile them.

The commissioner also gave a brief overview of the white powder letters from a Texas postmark that some school districts had been receiving. He said the FBI had been notified, and the department is in daily contact with the FBI and other officials regarding follow up as each letter is received.

### **Consent Agenda**

Mr. Merriner pulled items 22E, the waiver request for Yupiit School District, and Mr. Shier pulled 22F, the waiver requests for Lower Yukon School District. Carol Schaeffer moved and Phil Schneider seconded the following motion: I move the State Board of Education & Early Development approve the consent agenda consisting of: the minutes December 15 & 16, 2011, meeting; the minutes of the January 23, 2012, meeting; approval of the Capital Improvement Project (CIP) List; approval of the Audited District Waiver for Kashunamiut School District; approval of the renewal for the Soldotna Montessori Charter School for five years; approval of renewal for the Fireweed Academy Charter School for five years; approval of renewal for the Aurora Borealis Charter School for five years; and the approval of the Mt. Edgecumbe High School Activity Fee Structure increase of \$25.00, effective 2012-2013 school year. The motion passed by unanimous roll call vote.

There was discussion regarding the two pulled items. Mr. Schneider asked why they were pulled. Mr. Shier said he wanted more information from Lower Yukon on what transpired with the SIG grant funds and reserve. And he wanted more information on what happens if they are not approved. Ms. Cox said Yupiit was not prepared for the board's discussion today. She wanted to know more about the high or low teacher turnover, the administration staff, and why they dropped so far in making the 70% requirement for instruction, down to 63%. She said those questions were not answered well enough. Ms. Benshoof said the districts need to be frugal with their money and tell the board what they are doing with their money. Ms. Cox said she was also interested in hearing more about local school board costs from both districts. A time to have a

special meeting was discussed. Ms. Cox said she wanted to see personnel, physically, at the meeting.

The following motion was made by Jim Merriner and seconded by Pat Shier: I move that the State Board of Education & Early Development take no action at this time on the requests of the Lower Yukon School District and the Yupiit School District for a waiver under AS 14.17.520 pending the following: 1) a detailed request for additional information regarding district expenses be sent by EED staff to the Lower Yukon School District and the Yupiit School District no later than March 14, 2012; 2) a response from the Lower Yukon School District and the Yupiit School District submitted to EED staff no later than March 28, 2012; 3) an analysis of the responses be done by EED staff and submitted to the board no later than April 6, 2012; and 4) a teleconference meeting of the board be set to consider the applications for these waivers to occur on April 13, 2012 at 10:00 a.m. The motion was passed by unanimous roll call vote.

### **Board Comments**

Madison Manning said she missed Tiarna and was looking forward to AASG.

Tiarna Fischler apologized for missing the meeting due to weather, but was happy to be able to attend using video conferencing, and thanked Madison.

Pat Shier thanked the staff for its work and said the meeting had good arguments. He congratulated the commissioner on his first year on the job. He said he was rethinking delivery of services, what it took to learn in the current environment. He said there were great things available online in curriculum, and was excited about what's out there, the future being here today.

Geri Benshoof said that Mr. Shier had hit on the future of education. She congratulated the commissioner on his first year, she thanked Roxy Maurant and Dottie Knuth for the video conferencing arrangements, and said she was impressed with the charter school presentations.

Phil Schneider said it was a good meeting. He enjoyed the presentation on Babies on Track, being a dad of small children, and wondered how to get the early childhood message out to more people. He gave great kudos to the commissioner, saying that big change doesn't happen without big leadership and was thankful that the Moore case was finally settled. He said he was still advocating for financial literacy and thanked the staff for its work.

Carol Schaeffer thanked Dottie Knuth for getting the packets out earlier. Regarding the waivers, she said if nothing else happens, it sends a message that the board doesn't just rubber stamp them. She indicated that she was concerned with the lack of Native students qualifying for the APS.

Jim Merriner said he enjoyed the museum tour and the time with the Governor. He thanked Chair Cox and the commissioner and said he appreciated the respectful conversation. He reminded board members that the APOC filing deadline was soon.

Esther Cox said she had written notes to several people on behalf of the board for accomplishments and had attended two meetings of the Voyage to Excellence Advisory Board, and had met with Education Northwest. She said she and Mr. Merriner had attended the Anchorage Education Summit follow-up community meetings. She also sent e-mails to legislators regarding HB 330. She gave the annual report to the legislature, and met with the House Education Committee and the Senate Finance Committee on February 2 and 3.

She noted that the June agenda would include the commissioner's evaluation, and reminded board members to bring their calendars as they would be selecting meeting dates and locations for the next fiscal year. She thanked the commissioner for his first year of leadership, thanked the staff for its work and its good preparation for the meeting, and thanked the secretary for the early board packet.

Phil Schneider moved and Pat Shier seconded a motion for adjournment. Motion passed by unanimous consent.

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## Alaska Technical Advisory Committee Meeting Agenda



**May 18 and 19, 2011**

Embassy Suites  
Anchorage, AK

**Wednesday, 18th**

*Breakfast*      *On your own*

8:30              **Welcome**

Introductions, agenda overview, schedule next TAC meeting

**Materials**

- 01\_TACAgenda

8:45

**Teacher Effectiveness**

The Race to the Top competition foreshadowed the future of measuring teacher effectiveness through the use of student achievement data. The assurances under the State Fiscal Stabilization Funding (SFSF) required the states to create plans so that the states would be able to publicly report the number and percentage of teachers and principals who score at various proficiency levels on their evaluations. Department staff have with the Teacher Quality Working Group begun to frame the conversation around teacher/principal evaluation. As a result of this work the department has produced an e-Learning module on teacher evaluation, presently surveying districts about their evaluation systems, and promulgated regulations requiring districts to post on their websites the blank forms, templates or checklists used in teacher/principal evaluation. The plan for the SFSF is provided in the materials marked 02\_SFSF Requirements for Achieving Equity in Teacher Distribution.

Systems used to evaluate the performance of teachers and principals must include student achievement outcomes or student growth data as an evaluation criterion. The department is seeking information from the TAC regarding the possibility of incorporating the Performance Incentive Program's growth model or establishing another system to meet the SFSF requirements. The system is to be operational by spring 2012.

**Questions:**

1. *What are psychometric considerations when determining a value-added model (VAM) or a growth model with the present assessment system? Will the fact that the SBA assessments are not vertically aligned play a role in the decision?*

2. *What are ways to increase the precision and reliability of teacher evaluation measures, given Alaska's unique mix of small and large schools? Are there any essential analyses EED should consider doing to inform the design, implementation, and ultimately usefulness and defensibility of its teacher and principal evaluation programs?*
3. *How are the growth trajectories of students with disabilities and English language learners to be considered?*
4. *As the department continues to develop the plan, what are considerations when assigning percentages or weights? For example, some states have assigned weights of 50% or more to student performance data, while other states have assigned less (e.g., 20%). What should EED consider when assigning weights? What is a minimum percentage for performance linked to student achievement? What are some analyses EED or its contractors might do to see that the intended (nominal) weights are the effective weights, and that the intended results make sense?*
5. *What are some policy considerations? What are proposed uses once the system is in place? Are there considerations for phasing in the evaluation system over time?*

#### **Materials:**

- 02\_SFSFRequirements\_Equity\_TeacherDistribution
- 03\_DevelopingValueTable\_Alaska

10:30

Break

10:45

Continue discussion on Teacher and Principal Effectiveness

11:45

*Lunch on your own*

1:15

#### **Future Assessment System**

The department has recently embarked on a standards revision for reading, writing, and mathematics grades K-12. The estimated date of completion including Board approval is Fall 2012. As a result, new assessments will be developed and operational spring 2015. This timeline is in concert with the ESEA Blueprint. Multiple considerations must be discussed to guide this transition.

#### **Questions:**

1. *What are the considerations in terms of policy and technical decisions going forward with end of course (EOC) exams? Presently EED does not intend to create standards for other content areas beyond reading, writing, and math.*
2. *What are considerations regarding the state mandated HSGQE: the new standards will raise the rigor for the SBAs; how does this impact the essential skills assessment? What should be considered in adopting EOC exams in terms of possible use for student exit from high school?*
3. *What are considerations in terms of comparing scores with present and future assessments?*
4. *What school accountability considerations (e.g., NCLB) should EED be aware of in considering using EOC exam results? Where are successful state strategies to learn from?*

5. *What issues should EED be aware of in the course of transitioning from its current assessment system to a future assessment system for EOC exams? For an assessment aligned with new state content standards?*
6. *How can the formative assessment system be developed to support the new standards ahead of the future assessment?*

**Materials:**

- 04\_HSGQEStatute
- 05\_AKSummary\_CommonCore2011
- 06\_EdvantiaTransitions\_CCSS\_04-18-11

- 2:45      *Break*
- 3:00      Continue discussion on Future Assessment System
- 4:00      **Review meeting notes and adjourn**

**Thursday, 19<sup>th</sup>**

*Breakfast On your own*

8:30 **Residual Analysis Tool**

This presentation by Dr. Richard Smith, Senior Psychometrician at DRC, was designed to illustrate how the use of residual analysis could help districts and schools answer questions about the effectiveness of instruction. The Residual Analysis Tool has been expanded to include school level analysis as well as analysis of depth of knowledge and cognitive level.

**Questions:**

1. *What are the possibilities this Tool can be used for teacher effectiveness?*

**Materials:**

- 07\_ResidualAnalysis\_InformCurrDevel\_Instruction
- 08\_ResidualAnalysis\_InformCurrDevel\_Instruction\_DOK

9:30 **Alignment of High School Courses with Federal Coding**

EED is expanding its existing DataSpecs interface to map and crosswalk the secondary courses including careers in technology courses used throughout the public school districts into a unified course classification system. It is believed this process will assist with the federal mandate to create links between teachers, students, courses, classes, and performance.

EED has brokered a contract with ESP Solutions Group, the same company that created a metadata management application called DataSpecs, to enhance EED's secondary course system. ESP's DataSpecs is a metadata inventory application that compiles information about data resources and standardizes data definitions, codes, and forms to facilitate sharing of information across all applications without the need to reformat data. ESP's latest contribution to enhance the system is software called CourseWalk. It is a tool that facilitates the matching of local school or district course codes to state or national course codes.

CourseWalk can also be used by the SEA to match the state's set of secondary course codes to the national coding system called Secondary School Course classification System: School Codes for Exchange of Data (SCED).

**Questions:**

1. *What are considerations for the CourseWalk to support links to teachers?*
2. *Will this tool be sufficient to address the needs of the proposed Alaska Performance Scholarship (APS) program, which requires students to take and pass certain courses?*
3. *After a common definition, what is the next step for alignment to standards? What are considerations other states have implemented?*

4. *This tool is intended for courses at the high school level. What might be considered for linking teachers and students at the K-8 levels, e.g., for teacher evaluation?*
5. *What studies or analyses might be considered to validate the common course coding?*

**Materials:**

- 09\_DataSpecs\_SummarySheet
- 10\_CourseWalk\_SummarySheet
- 11\_APS\_FactSheet

10:30 *Break*

10:45 Continue discussion on Future Assessment

*Making Decisions for Transitioning From State Standards to Common Core State Standard;* Edvantia Inc. - This paper resulted from the work of the Capacity Building for Delivery of Support and Corrective Action to Districts and Schools under AYP Study Group comprised of state education specialists and consultants the Comprehensive Assessment Systems for ESEA Title I (CAS) State Collaborative on Student Standards and Assessments (SCASS). The members of the Study Group benefited from discussions among SCASS colleagues throughout 2011.

CCSSO received financial support for the development of this paper from the CAS member states. The group is now requesting feedback on the draft before the CCSSO meeting in June 2011.

12:00 **Wrap up and adjourn**