# Revised State Template for the Consolidated State Plan

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act

**U.S. Department of Education**
**Issued: March 2017**

**ALASKA**

**FINAL SUBMISSION**
**5/8/2018**

OMB Number: 1810-0576
Expiration Date: September 30, 2017

**Paperwork Burden Statement** According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0576. The time required to complete this information collection is estimated to average 249 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this collection, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this collection, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118.

# Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),[1] requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

# Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017**; or
- **September 18, 2017**.

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017. In order to ensure transparency consistent with ESEA section 1111(a)(5), the Department intends to post each State plan on the Department's website.

## Alternative Template

If an SEA does not use this template, it must:

1) Include the information on the Cover Sheet;
2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
3) Indicate that the SEA worked through CCSSO in developing its own template; and
4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

## Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

## Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the

[1] Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

## Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

# Cover Page

| Contact Information and Signatures | |
|---|---|
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| By signing this document, I assure that:<br>To the best of my knowledge and belief, all information and data included in this application are true and correct.<br>The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.<br>Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers. | |
| **Authorized SEA Representative (Printed Name)**<br><br>Dr. Michael Johnson<br>Commissioner<br>Alaska Department of Education and Early Development | Telephone:<br><br>(907) 465-2800 |
| **Signature of Authorized SEA Representative** | Date:<br>5/8/18 |
| **Governor (Printed Name)**<br><br>The Honorable Bill Walker<br>Governor of Alaska | Date SEA provided application to the Governor under ESEA section 8540: |
| **Signature of Governor** | Date: |

## Programs Included in the Consolidated State Application

*Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.*

☐ Check this box if the SEA has included all of the following programs in its consolidated State application.

**or**

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

☒ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

☒ Title I, Part C: Education of Migratory Children

☒ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☒ Title II, Part A: Supporting Effective Instruction

☒ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

☒ Title IV, Part A: Student Support and Academic Enrichment Grants

☒ Title IV, Part B: 21st Century Community Learning Centers

☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program

☒ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

## Instructions

*Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.*

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# Introduction

The Alaska Department of Education and Early Development (DEED) is pleased to provide its Consolidated State Plan for the Every Student Succeeds Act (ESSA). ESSA was signed into federal law on December 10, 2015, replacing the No Child Left Behind Act (NCLB). ESSA requires states to develop plans that address standards, assessments, school and district accountability, and support for struggling schools, giving states more flexibility in the process of how to hold schools accountable and how to provide support to schools in the greatest need of support.

**ESSA Key Differences from NCLB**

When Congress passed ESSA in December 2015, it maintained some provisions of the previous version of the law (No Child Left Behind), but intentionally provided more flexibility and authority to the states. Congress maintained the requirement to administer a statewide test to all students in grades 3-8 and at least once in high school in reading/language arts and mathematics. It requires certain elements as indicators in the accountability system such as academic achievement and graduation rate.

Key differences of ESSA from NCLB are:

- States may design an overall accountability system based on multiple indicators for all schools, rather than a system under which a school with one subgroup that misses a target for academic achievement is determined to not make adequate yearly progress.
- States may include one or more indicators of school quality and student success.
- States may set their own long-term goals and measures of interim progress in academic achievement and graduation rates, rather than expecting 100 percent proficiency or graduation rates.
- States have some flexibility in how to designate schools needing the most support.
- States have more flexibility in determining appropriate consequences and supports for those schools needing support. States also have the responsibility to provide oversight to schools and districts to ensure that students are successful.

***Key Points to Remember***

- ESSA stands for the *Every Student Succeeds Act*.
- ESSA replaces No Child Left Behind.
- With ESSA, each state can have a more flexible and unique accountability system.
- The change is a positive shift for Alaska educators, students, and citizens.

**Alaska's Education System and ESSA**

Alaska's ESSA State Plan represents over a year's worth of stakeholder engagement and department preparation in creating a plan to implement ESSA requirements within the unique context of Alaskan education. The elements of Alaska's ESSA State Plan are designed to support the broader work of improving Alaska's education system. The State Board of Education and Early Development (State Board) has adopted a statewide mission and vision for public education. The State Board has also adopted five strategic priorities for the Alaska education system.

- Mission: An excellent education for every student every day.
- Vision: All students can succeed in their education and work; shape worthwhile and satisfying lives for themselves; exemplify the best values of society; and, be effective in improving the character and quality of the world about them.
- Five Strategic Priorities:
    - Amplify student learning
    - Inspire community and tribal ownership of educational excellence
    - Modernize the education system
    - Ensure excellent educators
    - Promote safety and well-being

Alaska's ESSA plan is a description of the system to help schools and districts measure their performance on key indicators, identify solutions for improvement, and target resources and support for all students to receive an excellent education and be prepared for college or career after high school. Key principles of the accountability system are described in sufficient detail to demonstrate alignment with the ESSA requirements. Additional details of the accountability system will be developed and implemented through business rules and state regulations adopted by the State Board of Education and Early Development following a public comment process. This gives Alaska the flexibility to make adjustments in the system within the requirements of ESSA as needed in the future.

## A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

**1. Challenging State Academic Standards and Assessments *(ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.)***

Alaska adopted more rigorous standards in English Language Arts (ELA) and Mathematics in 2012 to ensure Alaska's students would be prepared for college and/or careers after high school. Stakeholder feedback indicated Alaska should keep the new ELA and Mathematics Standards, but consider reviewing them in the future to determine if any revisions are needed.

These standards were first assessed in 2015 with the Alaska Measures of Progress Assessment. Due to technical issues and a construction accident that severed the internet connection in 2016, that assessment was cancelled. Alaska administered the Performance Evaluation for Alaska's Schools (PEAKS) assessment in 2017 to all students in grades 3-10. Alaska will continue to administer the PEAKS assessment to students in grades 3-8 and grade 9 in high school in 2018. DEED will continue to work with stakeholders to determine whether and when to make a transition from end-of-grade tests to end-of-course tests that will be administered once to a high school student in the grade in which the student completes the appropriate content that is measured by the end-of-course assessment.

Alaska's Science Standards and Grade Level Expectations were last revised in 2006. Students in grades 4, 8, and 10 take the Alaska Science Assessment. The Science Standards will be considered for revision during the 2017-2018 school year. A plan will be created to transition to a new assessment to measure the new Science Standards after new standards are adopted by the Alaska State Board of Education.

**2. Eighth Grade Math Exception (*ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)*):**

i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?

☐ Yes
☒ No

Alaska has administered assessments to students in both grades 9 and 10 in high school through 2016-2017. The State Board of Education and Early Development adopted a regulation change that allows the State flexibility to administer an assessment in only one grade in high school. Alaska will administer the mathematics and English language arts assessments in grade 9 in spring 2018, and is currently considering replacing the end-of-grade tests with end-of-course assessments in high school in the future. If the state moves to end-of-course assessments in the future, the state will submit an amendment to the ESSA plan.

ii. **If a State responds "yes" to question 2(i)**, does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:

a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;

b. The student's performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;

c. In high school:

**1.** The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;

**2.** The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and

**3.** The student's performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.

☐Yes
☐No

Not applicable at this time.

iii. **If a State responds "yes" to question 2(i**i), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

Not applicable at this time.

**3. Native Language Assessments *(ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii) ) and (f)(4)*:**

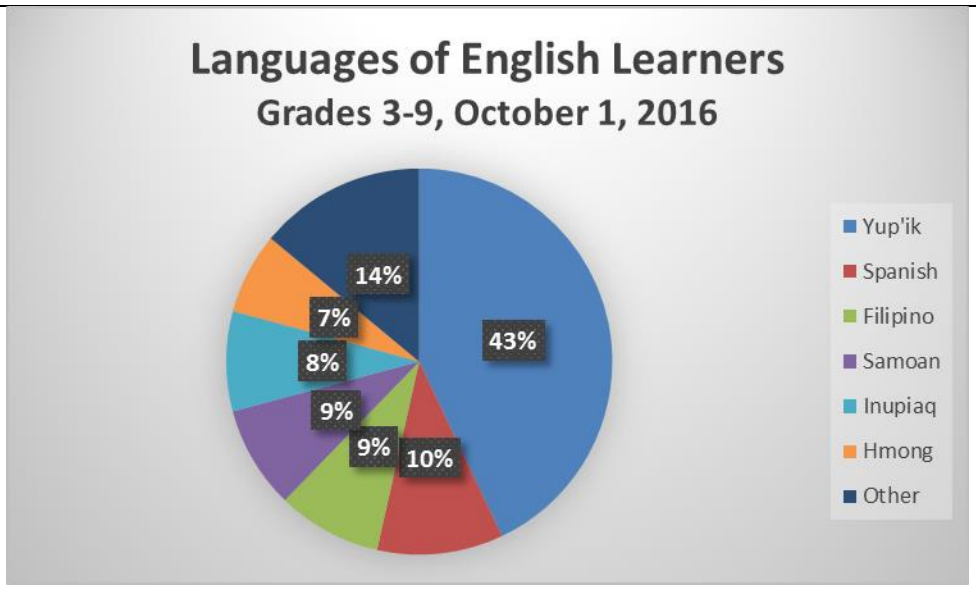
i. Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.

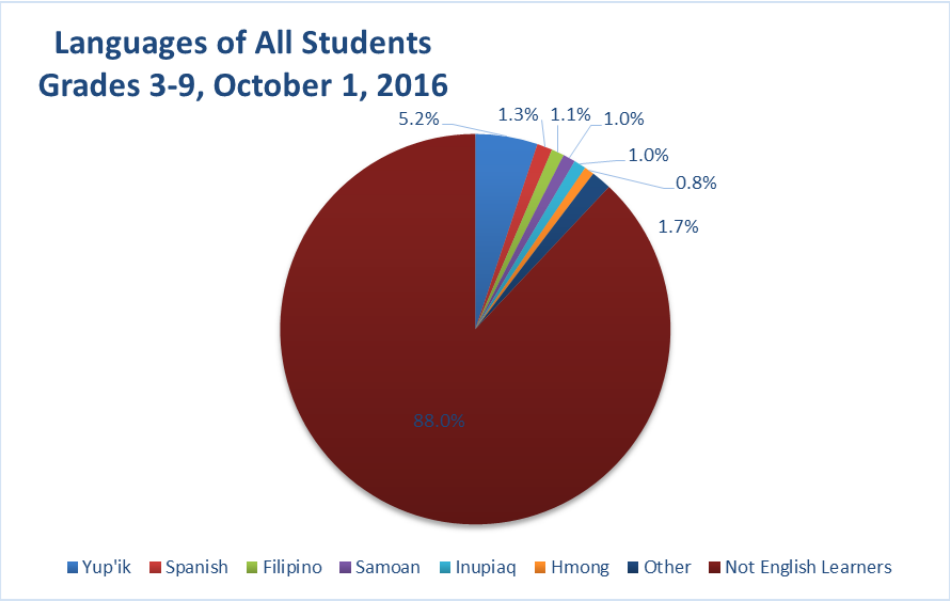
Twelve percent of the 69,512 Alaska students enrolled in grades 3-9 (tested grades) on October 1, 2016, were identified as English learners (8,346 students). Statewide, Yup'ik is the language represented by the greatest percentage of English learners (3,584, or 42.9%). The chart and graphs below shows the other languages that are represented by Alaska's EL student population in the tested grades.

**Statewide English Learner (EL) Language Prevalence for Students Enrolled in Grades 3-9**
**For Students Enrolled on October 1, 2016**

| Language | Count | % of Grades 3-9 ELs | % of Grades 3-9 students |
|---|---|---|---|
| Yup'ik[1] | 3,584 | 42.9% | 5.2% |
| Spanish | 882 | 10.6% | 1.3% |
| Filipino[2] | 730 | 8.7% | 1.1% |
| Samoan | 717 | 8.6% | 1.0% |
| Inupiaq | 699 | 8.4% | 1.0% |
| Hmong | 568 | 6.8% | 0.8% |
| Russian | 265 | 3.2% | 0.4% |
| Athabascan[3] | 135 | 1.6% | 0.2% |
| Other languages[4] | 766 | 9.2% | 1.1% |
| English Learners | 8,346 | 100.0% | 12.0% |
| Not English Learners | 61,166 | | 88.0% |
| Total count of Grades 3-9 students | 69,512 | | 100.0% |

Notes:
[1]Includes all dialects: Central Yup'ik, Cup'ik, and Siberian Yup'ik
[2]Includes Tagalog
[3]Includes all dialects: Ahtna, Deg Xinag, Dena'ina, Gwich'in, Han, Holikachuk, Koyukon, Upper Kuskokwim, Tanacross, and Tanana
[4]"Other languages" includes students noted with a language of Other and students coded with a language spoken by fewer than 100 students in grades 3-9.




Alaska Native/American Indian students represent 22.5% of students in the tested grades (15,626 students). Of those, 28.2% of those students are identified as ELs, with Yup'ik being the language represented by 80.3% of those students.

Migrant students represent 6.9% of students in the tested grades (4,790 students). Of those, 19.4% are identified as ELs, with Yup'ik being the language represented by 59.9% of those students.

English learners in the tested grades were present in 35 of Alaska's 54 districts. Seven districts served 100 or more ELs represented by Yup'ik. Six of those districts are rural districts and in five of those districts, Yup'ik was represented by essentially 100% of the ELs. Anchorage, the state's largest district and a member of the Great City Schools, served 3,112 EL students in tested grades. Of those Yup'ik was represented by 5.5% (171 students). However, Anchorage is home to residents who speak as many as

100 different languages. Other languages of great prevalence in the EL population in tested grades in Anchorage are Spanish at 21.6%, Samoan at 20.6%, Hmong at 17.9%, and Filipino at 13.1%.

Alaska is proposing that the definition of "languages other than English that are present to a significant extent in the participating student population" be Yup'ik which is the most prevalent language. The state has not yet had the opportunity to reach out to stakeholders for consultation on this definition, but is planning to engage in that consultation no later than April 30, 2018. Subsequent to the consultation process, the state will confirm the definition of the language(s) present to a significant extent.

ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

There are currently no existing state content assessments in English language arts, mathematics, or science in languages other than English.

iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

This will be determined with stakeholders as described below.

iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing

a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);
b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and
c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

a. Alaska will work with stakeholders representing the languages present to a significant extent to consider and determine in which languages content assessments are needed and are feasible. For the Yup'ik languages, the department will reach out to Alaska Native community members, native Yup'ik speakers and indigenous language experts, tribal leadership, and educators to discuss considerations related to providing academic assessments in the native language. Considerations include in which language an assessment will provide the most accurate and reliable information on what a student knows and can do as well as how to create assessments in native languages that will meet technical requirements so that the assessment results are valid and reliable. Once it is determined that content assessments in languages other than English are needed, the department will work with the testing contractor to develop assessments in those languages or will request assistance from the Secretary of Education in the identification of appropriate academic assessment measures in

the needed languages. The department is looking forward to beginning discussions with stakeholders regarding academic assessments in languages other than English.

b. The process for consultation is expected to begin by early fall, 2018.

c. Alaska successfully administered new assessments in ELA and mathematics in 2017. With the first administration completed, the department can now begin stakeholder discussions and plans for potentially testing in languages other than English.

**4. Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)):**

i. **Subgroups** *(ESEA section 1111(c)(2))*:

a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

The nine subgroups identified by the State for inclusion in the accountability system are:

- African American
- Alaska Native/American Indian
- Asian/Pacific Islander
- Caucasian
- Hispanic
- Two or More Races
- Students with Disabilities
- English Learners
- Economically Disadvantaged

These subgroups are those required under ESSA.

b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.

None

c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

☒Yes

☐No

Alaska has included students formerly identified as English learners for two years in the accountability system under NCLB. The State will include formerly identified English learners in the accountability system for four years. Alaska will phase in this provision by including

students formerly identified as ELs for three years after exit beginning in the 2018-2019 school year, and for four years after exit beginning in the 2019-2020 school year. Stakeholders have indicated over time that it is important to recognize the progress made by English learners and to include their assessment results for a period of time after they have become proficient in English.

d. If applicable, choose one of the following options for recently arrived English learners in the State:

☒ Applying the exception under ESEA section 1111(b)(3)(A)(i); or
☐ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

Consistent with current practice in Alaska, exception 1111(b)(3)(A)(i) allows the state to exempt recently arrived English learners from one administration of the English language arts (ELA) content assessment. EL students must take the math assessment and the English language proficiency assessment. Performance on the math content assessment may be excluded from the accountability system during the recently arrived EL's first year. In the following years, the student must take the ELA and math content assessments, and those scores are included in the accountability system.

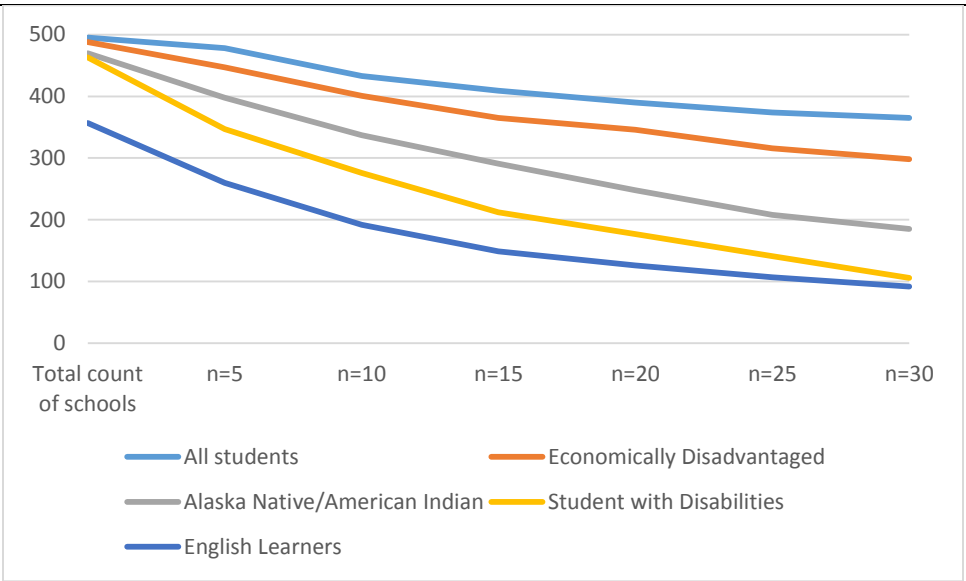
ii. **Minimum N-Size** *(ESEA section 1111(c)(3)(A))*:

a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

Alaska will use 10 as the minimum number of students (minimum *n*-size) necessary for an indicator to be included in a school's accountability score and designation. The minimum *n*-size of 10 applies to the all students group and other subgroups for all purposes of the accountability system. As has been the case in Alaska, the minimum *n*-size represents a balance between recognizing the small size of many subgroups and schools, prioritizing and ensuring student privacy, and incorporating actionable data into the accountability system.

b. Describe how the minimum number of students is statistically sound.

In proposing a minimum *n*-size of 10, Alaska considered the number of students in the all students group as well as those in subgroups that would be included in the accountability system for academic achievement. DEED analyzed data for minimum *n*-sizes of five, 10, 15, and 20. The chart below shows the number of schools that would be included in the accountability system for the all students group as well as the other subgroups based on one year of data in 2015. The number of schools included in the accountability system for the all students group ranged from 94.3% with an *n*-size of five, to 86.7% with an *n*-size of 10, and 80.6% with an *n*-size of 15.




Most stakeholders indicated a preference for an *n*-size between five and 10 to include as many subgroups in as many schools as possible. In considering the impact of *n*-sizes of five and 10, Alaska reviewed data on the percentage of students and the percentage of schools that would be included for the all students group and for the four major subgroups represented in Alaska. The data showed that most of the students in the state would be included under either scenario. The difference in the percentage of students included is more a factor of the number of small schools in the state than it is a factor of the minimum *n*-size. There was a greater difference in the percentage of schools that would be captured for the all students group as well as for the major subgroups.

Data variability from year to year was also considered. With small *n*-sizes, the change in one student's performance (from proficient to not proficient for example), has a significant impact on the school's achievement. For example, with an *n*-size of five, the performance of one student represents 20% of the unweighted achievement score, but with an *n*-size of 10, the performance of one student is reduced to 10% of the unweighted achievement score. Data were also reviewed comparing the performance rankings of schools in mathematics and in reading for the years of 2011-2012 through 2013-2014 based on minimum *n*-sizes of one and 15. These data clearly showed that the larger the *n*-size, the less variance in the school's performance ranking and the greater the stability of the data.

The following chart shows the comparison of the percentage of schools that would be included using a minimum *n*-size of five in each year and using a minimum *n*-size of 10 aggregated over three years. As the data shows, while the percentages are similar using the two options, in all cases the percentage of schools included for accountability is greater if using a minimum *n*-size of 10 with three years of aggregated data.

| Percentage of Schools Represented with Given Years and Minimum *n* Sizes | | |
|---|---|---|
| | Percentage of schools represented using one year of data and minimum *n* = 5 | Percentage of schools represented using 3 years of data and minimum *n* = 10 |
| All Students | 94.3 | 95.0 |
| Alaska Native/Amer. Indian | 81.9 | 86.2 |
| Economically Disadvantaged | 91.1 | 93.5 |
| English Learners | 74.9 | 75.3 |
| Students with Disabilities | 76.0 | 78.9 |

DEED's original intention was to transition to aggregating up to three years of data (data from the previous two years plus data from the current year) for any indicator when the minimum *n* is not achieved. This approach would have resulted in a significant number of schools not meeting the minimum *n* in any of the academic indicators. In order to include all public schools in the system of annual meaningful differentiation, Alaska will instead aggregate up to three years of available data when calculating index scores and determining designations for the 2018-2019 school year in the fall of 2018.

c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

DEED gathered specific stakeholder input at the Alaska Principals' Pre-Conference and from the Alaska ESSA State Plan Advisory Committee. The Advisory Committee members included teachers, principals, other school leaders, and parents. General feedback was received from the public on the first draft of the state plan. Many responses were in the range of an *n*-size of five or somewhere between five and 10, with rationale being that Alaska should hold the most schools accountable. Others were on the higher end of 10 or 20, with the rationale that there can be greater variability in smaller subgroups. Stakeholders indicated a preference for aggregating data over three years when the minimum *n* is not met to include more schools and subgroups. As described in the previous section, Alaska will aggregate up to three years of available data when calculating index scores and determining designations for the 2018-2019 school year in the fall of 2018.

d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.

(Consistent with ESEA section1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

DEED employs suppression rules in public reporting to protect student privacy. These rules are based on an *n*-size of five whether there are two or four reporting categories. The suppression rules are most often applied to assessment results to prevent the linkage of a particular performance level to a specific student. These rules also serve as a starting point when there is a need to suppress non-assessment datasets, including special education child counts and discipline statistics. DEED consults

with the U.S. Department of Education's Privacy Technical Assistance Center when unique suppression-related challenges emerge.

DEED uses a multi-step approach to data suppression that considers both the count of students and the distribution of students among the reporting categories. DEED's two-way suppression rules specifically for assessment reporting are:

1. If the count of tested students is less than five, no results are reported.
2. If the count of tested students is five or higher, and one of the reporting categories (Proficient or Not Proficient) has zero, one, or two student(s), percentage ranges are reported instead of the actual percentages. Otherwise, the actual percentages are reported.
3. If a percentage range needs to be reported, the range depends on the count of tested students:

| Number of Tested Students | Percentage Range Published |
|---|---|
| 5-7 | ≥60% or ≤40% |
| 8-9 | ≥75% or ≤25% |
| 10-19 | ≥80% or ≤20% |
| 20-39 | ≥90% or ≤10% |
| 40 or more | ≥95% or ≤5% |

e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.

Alaska's minimum number of students for purposes of reporting has been and will continue to be five. As noted in Section A.4.ii.d., Alaska's suppression rules are based on an *n*-size of five whether there are two or four reporting categories.

iii. **Establishment of Long-Term** Goals *(ESEA section 1111(c)(4)(A))*:

a. Academic Achievement. *(ESEA section 1111(c)(4)(A)(i)(I)(aa))*

1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

Students in grades 3-10 took the Performance Evaluation for Alaska's Schools (PEAKS) assessment for the first time in spring 2017. In spring 2018, the only grade in high school to be assessed will be grade 9. Also, the grade 9 math assessment will transition to an algebra-based assessment. These two changes will affect the 2017 baseline data used to determine long-term goals and measures of interim progress for academic achievement as measured by statewide assessments. In 2017, 39.4 percent of students in grades 3-9 were proficient on the ELA assessment. Also in 2017, 35.4 percent of students in grades 3-8 were proficient on the math assessment. Standard setting will be required following the

administration of the 2018 grade 9 math assessment; therefore, 2017 grade 9 math results cannot be compared to 2018 grade 9 math results. The percentages noted in this paragraph include full academic year students (FAY)[2] only.

Alaska proposes a long-term goal of reducing by half the percentage of non-proficient students on the statewide assessments in English language arts (ELA) and mathematics in 10 years (by the 2026-2027 school year). This aligns with the State Board of Education & Early Development's strategic priority to amplify student learning. The rationale for choosing this goal is to provide a realistic, yet ambitious, long-term goal and measures of interim progress for all students and all subgroups based on their respective points. As shown in the summary chart below, at the end of 10 years, the long-term goal for ELA for all students will be 69.7 percent proficient and in math it will be 67.7 percent proficient. While it is important for all students in Alaska to be prepared for their future upon graduation, the long-term goals recognize the work needed to increase Alaska student performance over time.

Alaska will establish measures of interim progress as uniform annual increases in the percentage of students who are proficient for the all students group and all subgroups based on their respective starting points. The annual increase needed for the all students group will be 3.0 percent in ELA and 3.2 percent in math. As shown in the table below, some subgroups at the state level may see annual increases in measures of interim progress as high as 4.7 percent.

**Summary of Statewide Long-Term Academic Achievement Goals**

| Student Group | ELA: Grades 3-9 FAY students only | | | Math: Grades 3-8 FAY students only | | |
|---|---|---|---|---|---|---|
| | Baseline | Long-Term Goal | Annual Increment Needed | Baseline | Long-Term Goal | Annual Increment Needed |
| | 2016-2017 | 2026-2027 | | 2016-2017 | 2026-2027 | |
| All Students | 39.4% | 69.7% | 3.0% | 35.4% | 67.7% | 3.2% |
| African American | 26.7% | 63.3% | 3.7% | 19.5% | 59.8% | 4.0% |
| Alaska Native/American Indian | 16.4% | 58.2% | 4.2% | 15.8% | 57.9% | 4.2% |
| Asian/Pacific Islander | 30.2% | 65.1% | 3.5% | 29.1% | 64.5% | 3.5% |
| Caucasian | 54.0% | 77.0% | 2.3% | 47.6% | 73.8% | 2.6% |
| Hispanic | 35.4% | 67.7% | 3.2% | 31.0% | 65.5% | 3.5% |
| Two or More Races | 39.2% | 69.6% | 3.0% | 37.1% | 68.5% | 3.1% |
| Students with Disabilities | 11.3% | 55.7% | 4.4% | 10.2% | 55.1% | 4.5% |
| English Learners | 5.1% | 52.5% | 4.7% | 8.4% | 54.2% | 4.6% |
| Economically Disadvantaged | 25.6% | 62.8% | 3.7% | 22.9% | 61.4% | 3.9% |

[2] Full academic year is defined as continuous enrollment between October 1 and the first day of the general assessment window.

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in **Appendix A**.

**See Appendix A**

The statewide measures of interim progress for all students and all subgroups are outlined in Appendix A. In addition to the state level, Alaska will set measures of interim progress toward the long-term goals for each school and district for all students and for each subgroup of students based on the baseline data from the 2017 administration of assessments. This practice recognizes stakeholder input regarding the importance of recognizing the difference between schools and provides an incentive to increase the achievement of all students.

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

Alaska will set uniform annual increases in measures of interim progress toward the long-term goals for academic achievement at the state level for all students and for each subgroup of students. Although the long-term goal for the subgroups with lower performance in the baseline year is lower than the long-term goal for all students, the annual growth targets over the 10-year period are greater for subgroups with lower performance. As an example, the annual growth target in ELA for all students is 3.0 percent, while the annual growth target for English learners is 4.7%. If all students and English learners meet their respective long-term goals, the achievement gap between these two groups will shrink from 34.3 percentage points to 17.2 percentage points.

b. Graduation Rate. *(ESEA section 1111(c)(4)(A)(i)(I)(bb))*

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

Alaska will use the same long-term goal of 90 percent for the four-year adjusted cohort graduation rate for all students and for each subgroup of students by the 2026-2027 school year. While Alaska's long-term goal for academic achievement is not the same goal for all students at the end of 10 years, recent graduation rate data indicate that the annual increases needed to reach the same long-term goal for the four-year adjusted cohort graduation rate are more realistic for all groups than they would be for the academic achievement goals. The 2016-2017 four-year cohort graduation rate for all students was 78.2 percent.

The vision of the State Board of Education is that "all students can succeed in their education and work." While it is important for every student to leave high school prepared for work or postsecondary education, the long-term goal of 90 percent recognizes the reality that some students will take longer than four years to earn a diploma, and others may earn an alternate credential such as a GED. The baseline graduation rate is from the 2016-2017 school year. While Alaska has had a goal

| |
|---|
| of 90 percent for the four-year adjusted cohort graduation rate, the long-term goal is ambitious, as subgroups will need an annual increase of as much as 3.2 percent in order to meet the measures of interim progress. |
| 2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate. |
| Alaska proposes the same long-term goal of 93 percent for the five-year adjusted cohort graduation rate for all students and for each subgroup of students by the 2026-2027 school year. While Alaska's long-term goal for academic achievement is not the same goal for all students at the end of 10 years, recent graduation rate data indicate that the annual increases needed to reach the same long-term goal for the five-year adjusted cohort graduation rate are more realistic for all groups than they would be for the academic achievement goals. The 2016-2017 five-year cohort graduation rate for all students was 81.3 percent.<br><br>The vision of the State Board of Education is that "all students can succeed in their education and work." While it is important for every student to leave high school prepared for work or postsecondary education, the long-term goal of 93 percent recognizes the reality that some students will take longer than five years to earn a diploma, and others may earn an alternate credential such as a GED. The baseline graduation rate is from the 2016-2017 school year. The long-term goal is ambitious, as subgroups will need an annual increase of as much as 2.8 percent in order to meet the measures of interim progress. |

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in **Appendix A.**

**See Appendix A**

The statewide measures of interim progress for all students and all subgroups are outlined in Appendix A. In addition to the state level, Alaska will set measures of interim progress toward the long-term goals for each school and district for all students and for each subgroup of students based on the baseline data from the 2016-2017 school year. This practice recognizes stakeholder input regarding the importance of recognizing the difference between schools and provides an incentive to increase the graduation rate of all students. The table below shows the annual increments needed to generate the measures of interim progress.

**Summary of Statewide Long-Term Graduation Rate Goals**

| Student Group | Four-Year Graduation Rate | | | Five-Year Graduation Rate | | |
|---|---|---|---|---|---|---|
| | Baseline | Long-Term Goal | Annual Increment Needed | Baseline | Long-Term Goal | Annual Increment Needed |
| | 2016-2017 | 2026-2027 | | 2016-2017 | 2026-2027 | |
| All students | 78.2% | 90.0% | 1.2% | 81.3% | 93.0% | 1.2% |
| African American | 73.9% | 90.0% | 1.6% | 81.5% | 93.0% | 1.1% |
| Alaska Native/American Indian | 68.9% | 90.0% | 2.1% | 72.5% | 93.0% | 2.1% |
| Asian/Pacific Islander | 84.4% | 90.0% | 0.6% | 85.6% | 93.0% | 0.7% |
| Caucasian | 82.2% | 90.0% | 0.8% | 84.5% | 93.0% | 0.8% |
| Hispanic | 77.3% | 90.0% | 1.3% | 81.4% | 93.0% | 1.2% |
| Two or More Races | 75.1% | 90.0% | 1.5% | 80.7% | 93.0% | 1.2% |
| Students with Disabilities | 58.7% | 90.0% | 3.1% | 64.6% | 93.0% | 2.8% |
| English Learners | 57.7% | 90.0% | 3.2% | 65.5% | 93.0% | 2.8% |
| Economically Disadvantaged | 72.0% | 90.0% | 1.8% | 77.4% | 93.0% | 1.6% |

4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

Alaska will set uniform annual increases in measures of interim progress toward the long-term goals for the four- and five-year graduation rates at the state level for all students and for each subgroup of students. The annual growth targets over the 10-year period are greater for subgroups with lower performance. For example, the annual growth target for the four-year graduation rate for all students is 1.2 percent, while the annual growth target for English learners is 3.2%. If all students and English

learners meet the long-term goal of 90 percent, the difference in the four-year graduation rate for these two groups will shrink from 20.5 percentage points to zero.

c. English Language Proficiency. *(ESEA section 1111(c)(4)(A)(ii))*

1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.

Research indicates that the average time it takes English learners to reach proficiency is four to seven years. "Research on the question of time to reclassification suggests that the answer rests on a number of factors, including characteristics of the student and the criteria used—but in general, attaining English proficiency takes considerable time. … Taking these studies together, the earlier (Hakuta et al., 2000) estimated time frames remain consistent with the new research findings, suggesting that most students take multiple years to be reclassified and that timing to reclassification varies considerably, due to both individual and structural factors" (Robinson-Cimpian, et al., 2016).

Hakuta, K., Butler, Y.G., and Witt, D., 2000, *How Long Does It Take English Learners to Attain Proficiency?* Berkeley: University of California, Linguistic Minority Research Institute.

Robinson- Cimpian, Joseph P., Thompson, Karen D., and Umansky, Ilana, M., 2016, *Research and Policy Considerations for English Learner Equity.* SAGE Journals: Policy Insights from the Behavioral and Brain Sciences, Volume 3(1).

Alaska has a very diverse population of English learners. Over half of the 8,346 English learners enrolled in grades 3-9 on October 1, 2016, were representatives of Alaska's Native languages of Yup'ik, Inupiaq, and Athabascan. In addition, there are over 100 languages represented in the EL population in the state, especially in the state's urban center of Anchorage. Based on the diversity of Alaska's EL population and the variety of factors in the time needed to reach English proficiency, Alaska's state-determined timeframe for an English learner to reach proficiency will depend on the student's initial overall composite proficiency level. This timeframe will be no more than seven years following the year of initial identification.

Alaska set its previous targets for making progress toward English language proficiency based on 2012 baseline data on the ACCESS for ELLs 1.0 assessment. These targets were set with stakeholders and applied to those districts that received Title III funding to support ELs. Those targets were set with an annual increase of 3.3% and if the pattern continued through the 2026-2027 school year, the goal would be about 80%. This was an ambitious goal as the percentage of ELs making progress in 2015 was 47.6%. The ACCESS for ELLs 2.0 assessment is more rigorous and geared to align a student's English language proficiency with the level of English needed to meet college- and career-ready English language arts standards. The Alaska State Board of Education & Early Development adopted the Alaska English Language Arts and Mathematics Standards in 2012.

In 2016, WIDA reset the level of student performance required for each proficiency level on ACCESS for ELLs 2.0. Although the WIDA English Language Development Standards have not changed, students must now demonstrate higher language skills in order to achieve the same level of

proficiency. In 2017, 41.9 percent of Alaska's English learners met their student-specific progress targets. Although DEED calculated these targets and the percentage of English learners who met them based on adjusted ACCESS for ELLs 2.0 results from the 2016 administration, this figure will be used as the baseline value. Alaska's long-term goal for English learner progress toward English language proficiency is 70 percent in the 2026-2027 school year. This long-term goal is ambitious because of the gap from the baseline performance. In order to meet the long-term goal, the percentage of English learners meeting their progress targets must increase 2.8 percentage points annually.

**Summary of Statewide Long-Term English Language Proficiency Goals**

| Baseline | Long-Term Goal | Annual Increment Needed |
|---|---|---|
| 2016-2017 | 2026-2027 | |
| 41.9% | 70.0% | 2.8% |

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in **Appendix A**.

**See Appendix A.**

iv. **Indicators** *(ESEA section 1111(c)(4)(B))*

a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

Alaska will measure the percentage of students scoring at the proficient or advanced achievement levels on the statewide assessments in English language arts (ELA) and mathematics. While the indicator will be measured and reported for all students and all subgroups, for the purpose of inclusion in the index, schools will earn between zero and 100 points for the all students group, with ELA and mathematics being weighted equally. Except for the "80/20 rule" described later in this section, schools will earn points equal to the percentage of students scoring at the proficient or advanced achievement levels on the statewide assessments in ELA and mathematics. Since the long-term Academic Achievement goal is ambitious, a school will receive significantly more points when meeting its long-term goal. This indicator will be calculated for the grade K-6 and grades 7 and above, except for schools with grade 12, portions of the accountability system.

If a school meets the participation requirement, the denominator will be all full academic year (FAY) students with a valid score.[3] If a school does not meet the participation rate requirement, the denominator will be 95 percent of all FAY students in grades 3-9. ESSA does not provide flexibility for a participation n-size when calculating the Academic Achievement indicator.

[3] A valid score is one in which a student receives a scale score and an achievement level.

In order to protect student privacy, Alaska has developed protocols for reporting assessment results. The protocols for reporting two categories of achievement (proficient or not proficient) depend both on the number of students tested and the distribution of the results. If either proficiency level contains 0, 1, or 2 students, the number of students will be eliminated and the percentage of students at each achievement level will be reported as a range. For 10 students tested, the results will be reported as 80% or more proficient (or not proficient) and 20% or fewer not proficient (or proficient).

In order to protect student privacy, a school will receive zero points when the percentage is 20 percent or less regardless of whether a percentage range needs to be reported. If a percentage range needs to be reported, all values of 20 percent or less must be treated the same. Otherwise, the exact count of students would be revealed. Since all values of 20 percent or less have to be treated the same when a percentage range needs to be reported, the same must occur when a range does not need to be reported. If not, schools with the exact same unsuppressed percentage would receive different point values, which would not be fair. For example, using hypothetical data:

| School | # tested | # proficient | Unsuppressed % proficient | Reported % proficient |
|---|---|---|---|---|
| School A | 10 | 1 | 10% | ≤20% |
| School B | 30 | 3 | 10% | 10% |
| School C | 100 | 10 | 10% | 10% |
| School D | 10 | 2 | 20% | ≤20% |
| School E | 30 | 6 | 20% | 20% |
| School F | 100 | 20 | 20% | 20% |

Schools A, B, and C must be treated the same. Schools D, E, and F also must be treated the same. Finally, Schools A and D must be treated the same in order to avoid releasing exact counts of proficient students.

Using similar logic, a school will receive 100 points when the percentage is 80 percent or higher regardless of whether a percentage range needs to be reported. One potential downside to allotting the same number of points to all schools with a range of performance values is the lack of differentiation among schools. Through analysis of 2017 assessment results, as of February 28, 2018, DEED has confirmed a high degree of differentiation among schools not only for this indicator, but for the accountability system as a whole as well (save for the growth indicator described in Section A.4.iv.b.).

Overall, accounting for student privacy in this manner will be referred to as the "80/20 rule" from this point forward.

**Academic Achievement Indicator: Schools that Serve Grade 12**
For schools that serve grade 12, the Academic Achievement indicator will incorporate student growth, as measured by the annual statewide English language arts and mathematics assessments described

in Section A.4.iv.b. Schools serving grade 12 will earn 1.) between zero and 100 points equal to the percentage of students scoring at the proficient or advanced achievement levels on the statewide assessments in ELA and mathematics; and 2.) between zero and 100 points equal to the percentage of students meeting their growth targets in ELA and mathematics as described in Section A.4.iv.b. The final Academic Achievement indicator score for each subject for schools serving grade 12 will consist of one-third of calculation #1 and two-thirds of calculation #2 described in the previous sentence.

b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

Alaska will use academic growth on the statewide assessments in ELA and math as the Other Academic indicator for students in grades 4-9. This indicator will be calculated for the grades K-6 and grades 7 and above portions of the accountability system.

The Alaska State Board of Education and Early Development adopted the rigorous Alaska English Language Arts and Mathematics Standards in 2012. Students first took an assessment aligned to these standards in 2015 – the Alaska Measures of Progress (AMP). In 2016, DEED canceled the general and alternate assessments due to numerous technical difficulties associated with the computer-based assessment. The vendor reported no valid scores. In 2017, Alaska transitioned to a new vendor and assessment – Performance Evaluation for Alaska's Schools (PEAKS). DEED will administer PEAKS again in 2018, and the department looks forward to continued stability in the assessment system.

A value table was used in Alaska for a number of years. Most recently, the value table was included in the Alaska School Performance Index (ASPI) as the school progress indicator. The primary challenge with the value table, though, was the misinterpretation of school-level scores in ASPI. To make this indicator actionable for schools and districts, and meaningful for all stakeholders, DEED will modify the existing value table.

A student taking PEAKS receives a scale score and one of four achievement levels ("four-way status"). The current version of the value table splits the lowest three achievement levels into two categories, leaving Advanced alone. Under this system, a student's scale score fell into one of seven categories. Alaska will also split Advanced into two categories. Under this system, a student's scale score will fall into one of eight categories ("eight-way status").

In addition, Alaska will shift from point values to binary values that indicate whether each student met their growth target. The growth indicator for school accountability will be calculated by dividing the number of eligible students meeting their growth targets by the number of students eligible to be counted. Except for the 80/20 rule described in Section A.4.iv.a., schools will earn between zero and 100 points equal to the percentage of students meeting their growth targets in English language arts (ELA) and mathematics. This indicator will be calculated for the K-6 and 7-12 portions of the accountability system.

A student is eligible to be counted if:

1. The student received valid scores in the previous and current years;
2. The student had natural grade progression; and
3. The student was enrolled for the full academic year in the current year.

DEED designed the revised value table shown below so a student will make adequate growth by:

a) Retaining or improving their four-way status between the previous and current years if the student was Proficient or higher in the previous year; or

b) Improving their eight-way status between the previous or current years if the student was Below Proficient or lower in the previous year.

In the following table, each check mark represents an example of meeting a growth target in the current year based on performance in the previous year.

| **Previous Year** | **Current Year** | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **FBP Low** | **FBP High** | **BP Low** | **BP High** | **P Low** | **P High** | **A Low** | **A High** |
| **FBP Low** | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **FBP High** | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **BP Low** | | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| **BP High** | | | | | ✓ | ✓ | ✓ | ✓ |
| **P Low** | | | | | ✓ | ✓ | ✓ | ✓ |
| **P High** | | | | | ✓ | ✓ | ✓ | ✓ |
| **A Low** | | | | | | | ✓ | ✓ |
| **A High** | | | | | | | ✓ | ✓ |

Note: FBP = Far Below Proficient; BP = Below Proficient; P = Proficient; A = Advanced

Alaska will spilt the scale-score ranges for Below Proficient and Proficient in half. The intention was to do the same for the Far Below Proficient and Advanced ranges as well; however, based on 2017 PEAKS performance, this would have resulted in significantly fewer students in the A High and FBP Low ranges compared to the A Low and FBP High ranges, respectively. At the recommendation of Alaska's Technical Advisory Committee, Alaska will instead establish the lower bound of the FBP High range and the upper bound of the A Low range to ensure that both ranges are equal to 16 scale-score points. This value represents about half of the 33-point standard deviation in 2017. The following table represents the scale-score cuts and standard errors for the 2017 PEAKS English language arts and mathematics content assessments by grade level:

| Grade | English Language Arts (Computer-Based) | | | | | | Mathematics (Computer-Based) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Below Proficient | | Proficient | | Advanced | | Below Proficient | | Proficient | | Advanced | |
| | Scale score cut | Scale score standard error | Scale score cut | Scale score standard error | Scale score cut | Scale score standard error | Scale score cut | Scale score standard error | Scale score cut | Scale score standard error | Scale score cut | Scale score standard error |
| 3 | 464 | 10 | 500 | 10 | 542 | 13 | 458 | 11 | 500 | 10 | 554 | 13 |
| 4 | 468 | 9 | 500 | 9 | 538 | 12 | 460 | 12 | 500 | 10 | 559 | 13 |
| 5 | 464 | 9 | 500 | 9 | 548 | 14 | 462 | 13 | 500 | 11 | 568 | 14 |
| 6 | 473 | 10 | 500 | 10 | 551 | 13 | 454 | 11 | 500 | 9 | 554 | 11 |
| 7 | 471 | 10 | 500 | 10 | 546 | 13 | 451 | 13 | 500 | 10 | 559 | 13 |
| 8 | 469 | 9 | 500 | 10 | 541 | 12 | 448 | 13 | 500 | 11 | 562 | 14 |
| 9 | 471 | 9 | 500 | 10 | 535 | 12 | 450 | 14 | 500 | 13 | 570 | 14 |

Splitting the achievement levels in this manner results in sub-levels that are between 13 and 57 scale-score points wide, greater than the standard errors at the achievement levels, which are between nine and 14 scale-score points wide.

The above addresses the issue of reliability of the half-performance levels in relation to a conditional standard error of measurement (at the performance level cut points). In terms of validity, the achievement levels are based on the Achievement Level Descriptors (ALDs), and the performance levels were set during standard setting to reflect progressive achievement. In other words, the achievement levels reflect substantial growth both within years and across years. (The latter is what Alaska will use.) Because the half-performance levels are about one-half standard deviation, movement from the mean of one half-performance level to the next (up or down) would reflect a substantial effect size (e.g., 0.5). A student close to the cut score who moves just to the other side of the cut score would reflect less growth; however, that is common to any growth measured by categorical changes.

Validity involves an interpretation of scores, not just the score itself. The claim that the student has grown from one half-performance level to the next is a very straightforward interpretation based on the ALD ranges and the student's initial and ending scale scores. A value table growth model based on achievement levels has the advantage of being quite transparent in terms of what the change in performance is, and how that change is incorporated into the accountability system.

c. Graduation Rate. Describe the Graduation Rate indicator, including a description of

(i) how the indicator is based on the long-term goals;

(ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students;

(iii) how the indicator is based on the four-year adjusted cohort graduation rate;

(iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort

graduation rate is combined with that rate or rates within the indicator; and

(v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

Alaska will measure and report the four- and five-year adjusted cohort graduation rates for the all students group and for all subgroups present in a school. While the indicator will be measured and reported for all students and all subgroups, for the purpose of inclusion in the index, schools will earn between zero and 100 points equal to the four-year rate for the all students group only, and between zero and 100 points equal to the five-year rate for the all students group only. The four-year rate will receive 15 percent of the weight assigned to the 7-12 portion of the accountability score, and the five-year rate will receive five percent of the weight assigned to the 7-12 portion of the accountability score. The indicator is based on the long-term goals. Schools with a four-year rate of at least 90 percent and schools with a five-year rate of at least 93 percent will receive the most points because points are based on the actual rate. Alaska will take advantage of the flexibility under ESSA Section 8101(23) and 8101(25) for very small schools by requiring a minimum number of 10 students in an adjusted cohort, below which the school will be exempt from differentiation and identification for accountability. At this time, Alaska does not propose creating or awarding a State-defined alternate diploma to students with the most significant cognitive disabilities.

d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

Alaska will measure the percentage of eligible English learners (ELs) in each school that meet the definition of making progress in achieving proficiency in English, as measured by the state English Language Proficiency (ELP) assessment, WIDA ACCESS for ELLs 2.0. Schools will earn points based on the percentage of ELs making progress.

Alaska defines an English learner (EL) as one who meets the criteria to be considered as an English learner under ESEA as amended by ESSA section 8101(20) and Alaska regulation 4 AAC 34.090(2). Upon enrollment, districts follow the pre-screening process to identify potential ELs. This is typically accomplished by having parents complete the Home Language Survey and perhaps having teachers complete the optional Language Observation Checklist. Through this process, districts identify students eligible for a state-approved screening assessment, which will indicate a student's English language proficiency. When the student's screener performance falls below a minimum score, the district identifies the student as an EL.

Alaska administers the ACCESS for ELLs 2.0 assessment as a measure of ELP. ACCESS for ELLs 2.0 measures proficiency in four domains: listening, reading, speaking, and writing. There are six WIDA English language proficiency levels, identified as (1) Entering, (2) Emerging, (3) Developing, (4) Expanding, (5) Bridging, and (6) Reaching.

Alaska has considered ELs proficient in the English language when they achieved an overall composite proficiency level (CPL) of 5.0 or higher and at least a 4.0 in each of the four domains. Beginning with the 2017-2018 school year, the exit criteria is proposed to change to a 4.5 overall CPL with a minimum score of 3.8 in writing and 4.0 in all other domains. A student remains identified as an English learner until the end of the school year in which they meet the exit criteria on ACCESS for ELLs 2.0 and exit EL status. (See Title III, Part A Section 1 for a complete description of entrance and exit criteria.)

The ACCESS for ELLs 2.0 overall CPL is reported as a number with one decimal digit between 1.0 and 6.0. Alaska's definition of making progress in learning English has been a gain of at least 0.4 on the overall CPL from the previous year. Beginning with the 2017-2018 ACCESS for ELLs 2.0 data, the change in overall CPL needed for each individual student to make progress will be based on the expected number of years needed to reach proficiency and the most recent overall CPL.

Alaska's expectation is that students identified as English learners will reach proficiency in a maximum of seven years after the year of initial identification. A student with an overall CPL between 1.0 and 1.9 in the year of initial identification will have seven additional years to meet the exit criteria. Students who scored at higher levels of English proficiency during the year of initial identification would be expected to attain proficiency in fewer than seven years. The chart below indicates the maximum number of expected years to meet the exit criteria based on the overall CPL in the initial year of identification:

| Year 0: Initial Overall CPL | Maximum Years to Meet Exit Criteria |
|---|---|
| 1.0 – 1.9 | Year 7 |
| 2.0 – 2.9 | Year 6 |
| 3.0 – 3.9 | Year 5 |
| 4.0 – 4.4 | Year 4 |

Student progress toward English language proficiency is not linear. Recognizing this, Alaska will calculate the expected level of growth in the overall CPL annually for each student based on the student's most recent overall CPL and the number of expected years remaining to reach an overall CPL of 4.5. The following table provides the expected progression for a hypothetical English learner:

| Year | Expected growth | Target | Actual overall CPL | Met target? | Years remaining to achieve overall CPL of 4.5 |
|---|---|---|---|---|---|
| Year 0 | n/a | n/a | 1.0 | n/a | 7 |
| Year 1 | 0.5 | 1.5 | 2.7 | Yes | 6 |
| Year 2 | 0.3 | 3.0 | 3.5 | Yes | 5 |
| Year 3 | 0.2 | 3.7 | 3.5 | No | 4 |
| Year 4 | 0.3 | 3.8 | 4.2 | Yes | 3 |
| Year 5 | 0.1 | 4.3 | 4.6 | Yes | n/a |

Using the table as an example, DEED will reset each English learner's growth target annually based on the student's most-recent overall CPL on ACCESS for ELLs 2.0. The maximum number of expected years a student has to meet the exit criteria is based on the overall CPL in the initial year of identification. The last column in the table above shows how the number of years remaining for the hypothetical student to meet the exit criteria decreases annually until the student is expected to meet the exit criteria.

Alaska will continue to consider EL students to have made progress if the student earned at least the expected increase in the overall CPL from the previous year. An EL student who meets the exit criteria for attaining proficiency will also be considered as having made progress.

A student will be included in this calculation by meeting the following criteria:

1. The student received a valid overall CPL in a previous year used to determine the number of years needed to achieve an overall CPL of 4.5; and
2. The student was enrolled for the full academic year in the current year.

Alaska will calculate this indicator by dividing the number of FAY English learners who either achieved their growth target or met the exit criteria by the number of FAY English learners with growth targets. Except for the 80/20 rule described in Section A.4.iv.a., schools will earn between zero and 100 points equal to the percentage of students meeting their growth targets on ACCESS for ELLs 2.0. This indicator will be calculated for the K-6 and 7-12 portions of the accountability system, including all English learners in grades 1-12.

e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator:
   (i) how it allows for meaningful differentiation in school performance;
   (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and
   (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

When implementing the accountability system following the 2017-2018 school year, Alaska will implement two School Quality or Student Success (SQSS) indicators: chronic absenteeism and Grade 3 English language arts (ELA) proficiency. For each SQSS indicator, performance will be measured and reported for all students and all subgroups. Schools will earn between zero and 100 points for the performance of the all students group.

The proposed indicators are designed to encourage schools to improve the quality of instruction, the quality of the school climate, and student engagement. Alaska will continue to consult with stakeholders including district staff, educators, parents, tribal members, and others to determine additional possibilities for indicators that can measure non-academic qualities of a successful school.

This will include further discussions about the three additional SQSS indicators Alaska included in its initial state plan submission: participation on district-administered interim assessments, grade 9 students on track for graduation, and eligibility for the Alaska Performance Scholarship.

DEED will work with stakeholders to develop a timeline for implementing any new indicators, including the possibility of piloting indicators by collecting data for a period of time before incorporating new indicators into the accountability system.

Indicators to be used beginning in the 2017-2018 school year are:

**Chronic absenteeism**
A student is chronically absent when they missed at least 10 percent of the days in which they were enrolled in the school. The denominator for the chronic absenteeism indicator will include all students who were enrolled at the same school for at least half of the school term. The numerator will be the number of students enrolled at the same school for at least half of the school term who were not chronically absent. Schools will earn points equal to this percentage, resulting in a value between zero and 100 points for the all students group.

During the 2016-2017 school year, 24.3 percent of students statewide enrolled at the same school for at least half of the school term were chronically absent. Using data from the 2014-2015 school year, 37.6 percent of students who were not chronically absent met the standards on the AMP ELA content assessment. This compares to 22.8 percent of chronically absent students who met the standards. The figures for the math content assessment reflect a similar gap: 34.1 percent versus 18.8 percent.

Resources and strategies are available to support schools in reducing rates of chronic absenteeism and thus increasing learning. DEED also recognizes that Alaska has unique circumstances that potentially exacerbate the rates of chronic absenteeism that would not typically affect most schools in the other states. For example, access to medical or dental care, participation in student activities, and cultural events may require an absence of several days from school for students residing in rural communities. DEED will advocate for districts to provide instruction for students during times away from school. DEED will also review the data and impact of this indicator in the accountability system for possible revisions or replacement in the future.

This indicator will be calculated for the K-6 and 7-12 portions of the accountability system.

**Grade 3 English language arts proficiency**
Students who can read on grade level by 3rd grade are much more likely to be successful and less likely to drop out of school. To provide an incentive to help meet this goal, Alaska will measure the percentage of grade 3 students scoring at the proficient or advanced achievement levels on the statewide assessments in English language arts (ELA).

While the indicator will be measured and reported for all students and all subgroups, for the purpose of inclusion in the index, schools will earn between zero and 100 points for the all students group based on identified performance levels. Except for the 80/20 rule described in Section A.4.iv.a., schools will earn points equal to the percentage of students scoring at the proficient or advanced

achievement levels on the statewide assessments in English language arts (ELA).This indicator will be calculated for the K-6 portion of the accountability system.

If a school meets the participation requirement, the denominator will be all FAY students in grade 3 with a valid score. If a school does not meet the participation rate requirement, the denominator will be 95 percent of all FAY students in grade 3. ESSA does not provide flexibility for a participation n-size when calculating the Academic Achievement indicator.

v. **Annual Meaningful Differentiation** *(ESEA section 1111(c)(4)(C))*

a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of

(i) how the system is based on all indicators in the State's accountability system,

(ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

Alaska will use an index system based on 100 points for annual meaningful differentiation of all public schools. A similar type of system was used in Alaska's previous accountability system. The accountability system to meaningfully differentiate all public schools each year is described in this plan. DEED will establish business rules based on data analysis, and state regulations to implement the accountability system will be created through a public comment process and adoption by the State Board of Education and Early Development.

All accountability indicators will be included in the index. Each school will receive an overall score of between zero and 100 based on performance on the individual indicators, which will also be on a scale of between zero and 100 points. DEED will weight the indicators based on the weights and the K-6/7-12 enrollment percentages described in Section A.4.v.b. Performance on all indicators will be reported on a dashboard-type of display, along with the school's overall score and designation.

DEED will publish index scores and designations for the 2018-2019 school year in the fall of 2018. As of February 28, 2018, DEED has confirmed a high degree of differentiation among schools based on the indicators and weights described in this plan subject to available data.

b. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

Alaska proposes the following weights for the indicators in the accountability system for schools with students in grades K-6 and schools with students in grades 7-12.

**Accountability Indicator Weights: Schools that Do Not Serve Grade 12**

| Indicator | | Grade Span | |
|---|---|---|---|
| | | K-6 | 7 and above |
| Achievement | English Language Arts | 15% | 10% |
| | Mathematics | 15% | 10% |
| Growth | English Language Arts | 20% | 20% |
| | Mathematics | 20% | 20% |
| Graduation Rate | Four-Year | n/a | 15% |
| | Five-Year | n/a | 5% |
| English Learner Progress | | 15% | 10% |
| Chronic Absenteeism | | 10% | 10% |
| Grade 3 English Language Arts | | 5% | n/a |
| Total | | 100% | 100% |

**Accountability Indicator Weights: Schools that Serve Grade 12**

| Indicator | | Grade Span | |
|---|---|---|---|
| | | K-6 | 7-12 |
| Achievement | English Language Arts | 15% | 30% |
| | Mathematics | 15% | 30% |
| Growth | English Language Arts | 20% | n/a |
| | Mathematics | 20% | n/a |
| Graduation Rate | Four-Year | n/a | 15% |
| | Five-Year | n/a | 5% |
| English Learner Progress | | 15% | 10% |
| Chronic Absenteeism | | 10% | 10% |
| Grade 3 English Language Arts | | 5% | n/a |
| Total | | 100% | 100% |

If the minimum *n*-size is not met, the indicator will not be included for that school. The weighting assigned to indicators that are not included in the calculation of the index score will be redistributed proportionally among the indicators with enough students to meet the minimum *n*. The following table reflects the redistributed weights for a hypothetical K-12 school that does not meet the minimum *n* in English Learner Progress for either grade span:

**Accountability Indicator Weights**
**Example of Redistributed Weights: No English Learner Progress**

| Indicator | | Grade Span | |
|---|---|---|---|
| | | K-6 | 7 and above |
| Achievement | English Language Arts | 17.65% | 33.33% |
| | Mathematics | 17.65% | 33.33% |
| Growth | English Language Arts | 23.53% | n/a |
| | Mathematics | 23.53% | n/a |
| Graduation Rate | Four-Year | n/a | 16.67% |
| | Five-Year | n/a | 5.56% |
| English Learner Progress | | 0% | 0% |
| Chronic Absenteeism | | 11.76% | 11.11% |
| Grade 3 English Language Arts | | 5.88% | n/a |
| Total | | 100.00% | 100.00% |

A school's overall index score is the result of two separate calculations: one based on indicators for students enrolled in grades K-6, and one based on indicators for students enrolled in grades 7-12. Alaska will weight these two calculations based on enrollment on October 1. The following chart shows an example of such a school:

| Grade Span | Index Points Earned | Enrollment on October 1 | % of Overall Enrollment on October 1 | Weighted Points |
|---|---|---|---|---|
| K-6 | 75.00 | 500 | 66.67% | 50.00 |
| 7-12 | 60.00 | 250 | 33.33% | 20.00 |
| Total for School | -- | 750 | -- | **70.00** |

c. If the State uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

Every school that meets the minimum *n* in at least two indicators (which guarantees that at least one academic indicator will be included) will receive an index score and a designation.

Universal Support: From the schools that receive an index score, Alaska will first determine the schools to be designated for Comprehensive Support and Improvement as indicated in Section 4.vi.a-d. Alaska will then determine the schools to be designated as Targeted Support and Improvement from the remaining schools, as described in Section 4.vi.e-f. The remaining schools that have an index score will receive a designation of Universal Support.

Small Schools: In order to maximize the number of schools that will meet the minimum n and receive an index score, Alaska will aggregate up to three years of available data when calculating index scores and determining designations for the 2018-2019 school year in the fall of 2018.

When a school does not meet the minimum *n* of ten students in at least two of the accountability indicators, a different approach to accountability and meaningful differentiation is taken. Alaska will report data, to the extent possible, for these schools in all indicators. Because the minimum n for reporting is 5, Alaska will report data on the indicators when at least 5 students are included. A small school performance review will be conducted for these schools to protect student-level information. Based on the small school review, the bottom five percent of the Title I schools in this group will be designated as Small School Comprehensive Support and Improvement. Other schools in this group will receive, if applicable, a designation as Small School Targeted Support and Improvement. The remaining schools in this group will receive a designation of Small School Support. DEED will work with the district leadership for these schools to ensure that schools designated as Small School CSI or Small School TSI will complete a school improvement plan that aligns with the accountability indicators and will receive appropriate CSI or TSI supports as applicable to the context of the school.

Schools with no tested grades (K-2): These schools, known as “feeder schools,” will receive the index score and designation of the school that receives the 2nd grade students into 3rd grade.

Alternative schools, including Division of Juvenile Justice youth facilities and schools serving incarcerated youth: Traditional school accountability metrics do not readily lend themselves to measuring the educational and social contributions generated by alternative schools. ESSA’s emphases on well-rounded education, equity, and inclusion of non-academic school quality and student success indicators allow for an opportunity to create an accountability system for alternative schools that more accurately reflects their accomplishments.

Alaska will work with stakeholders to determine appropriate indicators for a modified accountability system for alternative schools. Alaska’s intention was to report the performance of these schools on the indicators in the accountability system in 2017-2018 without calculating an overall score or designation; however, in its feedback to DEED, the U.S. Department of Education stated that all schools must be included in the system of annual meaningful differentiation. DEED will calculate an

index score and determine a designation for alternative schools in the fall of 2018 according to the parameters for all other schools. Any proposed modifications for alternative schools will be submitted in a future amendment to the state's ESSA plan.

DEED started stakeholder engagement with the Alaska Alternative School Coalition in February 2018. The next step is to convene an advisory group of alternative school principals and other staff to develop quantifiable measures that can be disaggregated and apply to all students. This model mirrors the process facilitated by DEED during the 2013-2014 school year that led to revisions to the Alaska School Performance Index (ASPI) that were very well received.

| vi. **Identification of Schools** *(ESEA section 1111(c)(4)(D))* |
|---|
| In upgrading its school designation system to align with ESSA requirements, Alaska is prioritizing a clear and accessible designation system that accurately identifies a manageable cohort of schools for support and continues to facilitate differentiated support based upon eligible resources. The following charts summarize the entrance and exit criteria for schools identified for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI). |

| ***Comprehensive Support and Improvement (CSI)*** | | | |
|---|---|---|---|
| **Criteria #** | **Criteria Category** | **Entrance Conditions** | **Exit Conditions** |
| **1** | Lowest 5% | **Title I Schools Only:**<br>When ranked annually according to their accountability index value, the lowest performing schools that represent 5% of all Title I schools are identified as CSI schools. CSI schools will be identified annually based on this criteria. The accountability index value of the highest performing Title I CSI school in this category will determine the Lowest Performance Threshold and will be determined annually. | A CSI school designated under Criteria 1 may exit after three years if the school no longer meets the lowest 5% entrance criteria and if the school's accountability index score has improved since the CSI designation. A school may also exit CSI if it meets the school's long term goal or measures of interim progress for the all students' group in academic achievement in ELA and Mathematics, 4-year graduation rate, and EL progress (as applicable). |
| **2** | Low Graduation Rate | **All High Schools:**<br>Have a four-year adjusted cohort graduation rate less than or equal to 66⅔%. Identified annually. | A CSI school designated under Criteria 2 may exit after one year if it attains a four-year adjusted cohort graduation rate greater than 66⅔ %. |
| **3** | TSI Lowest Performing Subgroup | **All TSI Schools Only:**<br>Have met the entrance criteria for a targeted support and improvement (TSI) school for the same subgroup for three consecutive years without meeting the TSI exit criteria. These schools will be identified for CSI at the beginning of the next school year. The 2021-2022 school year will be the first year schools that have had three consecutive years of meeting the TSI entrance conditions for a subgroup will be designated as CSI schools. | Meet the TSI exit criteria as evaluated annually. |

| *Targeted Support and Improvement (TSI)* | | | |
|---|---|---|---|
| **Criteria #** | **Criteria Category** | **Entrance Criteria** | **Exit Criteria** |
| **1** | Consistently Under-performing Subgroup | **All Schools not already identified as CSI:** Have one or more subgroups whose accountability index value is less than or equal to the annually determined Lowest Performance Threshold of the CSI schools identified as the lowest performing 5%.<br><br>Note: This definition of TSI qualifies all TSI schools for additional targeted support. A school that meets this criteria will be identified as a CSI school under the Lowest Performing Subgroup category if the school has met the TSI entrance criteria for the same subgroup three years in a row. | A school may exit at the end of a year if the school no longer meets the entrance criteria and the accountability index value of the subgroup has improved. |

Notes:

- A CSI school cannot simultaneously be designated as a TSI school even if the school meets TSI entrance criteria.
- A CSI school would remain as a CSI school if the school met its corresponding exit condition but was re-identified as a CSI school through a different CSI entrance condition. For example, if a CSI school met the exit conditions for criteria 1, but had a four-year adjusted cohort graduation rate less than or equal to 66⅔ %, the school would be re-identified a CSI school until meeting the exit condition for criteria 2.
- While a CSI school cannot be simultaneously designated as a TSI school, a CSI school could exit from a CSI designation and be identified as a TSI designation if the school meets the CSI exit criteria and also meets the TSI entrance criteria. In a similar manner, a CSI school would be re-identified as a CSI school if the corresponding CSI exit conditions had been met but the school had met the TSI entrance conditions for the last three consecutive years through criteria 3.
- Small schools that do not have an index score will be designated as Small School CSI or Small School TSI, as applicable, based on the small school performance review as described in Section A.4.v.c.

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|---|
| a. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools. |
| *Title I Schools Only:*<br>As described above, schools will be identified for CSI support (lowest 5% criteria) if, when ranked - according to their accountability index value, they are among the lowest performing Title I schools that represent 5% of all Title I schools with an accountability index value. These schools will be first identified in 2018-19 for support and notified in the fall of 2018. Small schools for which an accountability index score cannot be calculated will be designated as Small School Comprehensive Support and Improvement, as applicable, based on the small school performance review as described in Section A.4.v.c. |
| b. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools. |
| *All High Schools:*<br>As described above, schools will be identified for CSI support (low graduation rate criteria) if they have a four-year adjusted cohort graduation rate less than or equal to 66⅔%. These schools will be first identified in 2018-19 for support and notified in the fall of 2018. |
| c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools. |
| *All TSI Schools Only:*<br>As described above, schools will be identified for CSI support (TSI lowest-performing subgroup criteria) if they have been identified as a targeted support and improvement (TSI) school for the same lowest performing subgroup for three consecutive years without exiting TSI status by the end of the third year. The 2021-2022 school year will be the first year schools that have had three consecutive years of meeting the TSI entrance conditions for a subgroup will be designated as CSI schools. |

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|---|
| d. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years. |
| As indicated above:<br>• Schools will be identified as CSI (lowest 5%) annually. Even though CSI (lowest 5%) are identified annually, a school already identified as CSI from previous years will continue on the original identification timeline for at least three years and until it meets the criteria for exit.<br>• Schools will be identified as CSI (graduation rate) annually.<br>• Schools will be identified as CSI through the TSI entrance criteria starting in the 2021-2022 school year and annually thereafter. |
| e. Targeted Support and Improvement. Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. *(ESEA section 1111(c)(4)(C)(iii))* |
| *All Schools:*<br>Alaska is defining "consistent underperformance" as any subgroup whose accountability index value places them below the Lowest Performance Threshold. The Lowest Performance Threshold is the accountability index value of the highest performing Title I CSI school in Category 1 (the lowest 5% of Title I schools) and will be determined annually. A school with one or more subgroups performing at or below the lowest performance threshold will be identified as a TSI school. These schools will be first identified in 2018-19 for support and notified in the fall of 2018, and will be identified annually thereafter using the Lowest Performance Threshold as determined annually. Small schools for which an accountability index score cannot be calculated will be designated as Small School Targeted Support and Improvement, as applicable, based on the small school performance review as described in Section A.4.v.c. |

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|---|
| f. Additional Targeted Support. Describe the State's methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. *(ESEA section 1111(d)(2)(C)-(D))* |
| *All Schools:*<br>As described above, schools will be identified as a TSI school if they have one or more subgroups whose accountability school index value is lower than the annually determined Lowest Performance Threshold. This identification will occur annually. These schools will be first identified in 2018-19 for support and notified in the fall of 2018. All schools identified as TSI under this methodology will qualify for additional targeted support. |
| g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories. |
| Each school that qualifies for an index score based on the criteria in Section A.4.v.b. will receive a designation of either CSI, TSI, or Universal Support. A small school that does not qualify for an index score due not meeting the minimum *n* it one or more academic indicators will receive a designation of either Small School CSI, Small School TSI, or Small School Support as described in Section A.4.v.c. |

vii. **Annual Measurement of Achievement** *(ESEA section 1111(c)(4)(E)(iii))*: Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

Alaska recognizes the importance of statewide assessments to inform the public about the performance of schools, to provide information so that schools can improve, and to ensure that *all* students are receiving an excellent education. Alaska law respects that parents have the right to exclude their students from participation in specific instructional activities and statewide assessments. Schools may not coerce parents or their students into participating in the assessments.

Alaska expects districts and schools to communicate with teachers and parents about the importance of the assessments and to provide every encouragement to students to participate and do their best on the assessments.

Alaska will continue to calculate the participation rate based on the percentage of students enrolled in grades 3-9 on the first day of testing who receive a valid score. If a school does not meet the participation rate requirement, the denominator of the Academic Achievement indicator will be 95 percent of all FAY students in grades 3-9. ESSA does not provide flexibility for a participation n-size when calculating the Academic Achievement indicator.

Schools that miss the 95 percent participation rate target for the all students group or any subgroup for two consecutive years must create and submit an improvement plan to the district. The district must review and approve the plans for each school. The plan must be created with stakeholders and must include documentation of the communication and other efforts the school made to inform parents of the importance of participating in the statewide assessments, while recognizing parents' rights under State law regarding their child's participation in those assessments. The plan must also document training that teachers have received in the importance of the assessments and how to communicate with parents and students regarding the assessments. The plan must document efforts made to encourage participation by all students in all subgroups, and that no students have been systematically excluded from testing. The plan must include steps the school will take to increase the participation rate in future years. The plan must include the strategies and samples of the materials that will be used by the school and district to educate parents about the importance of assessments and their role in student learning.

DEED will work with districts with a significant number of schools missing the 95 percent participation rate target, or those in which one or more schools miss the 95 percent target over a number of years, to determine a process for improvement.

viii. **Continued Support for School and LEA Improvement** *(ESEA section 1111(d)(3)(A))*

a. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years not to exceed four) over which schools are expected to meet such criteria.

As described previously, schools may exit CSI status after meeting the exit criteria aligned to the entrance criteria. A CSI school designated under Criteria 1 may exit after three years if the school no longer meets the lowest 5% entrance criteria and if the school's accountability index score has improved since the CSI designation. A school may also exit CSI if it meets the school's long-term goal or measures of interim progress for the all students' group in academic achievement in ELA and Mathematics, 4-year graduation rate, and EL progress (as applicable). A CSI school that entered due to a low graduation rate can exit CSI status the first year the school's four-year graduation cohort rate exceeds the 66⅔% requirement. Designated CSI schools due to low subgroup performance can exit CSI status the first year the school does not meet the TSI entrance criteria (has no subgroups performing at or below the Lowest Performance Threshold). Small School CSI schools may exit CSI status after three years if the small school performance review as described in Section A.4.v.c. no longer identifies them as CSI.

b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

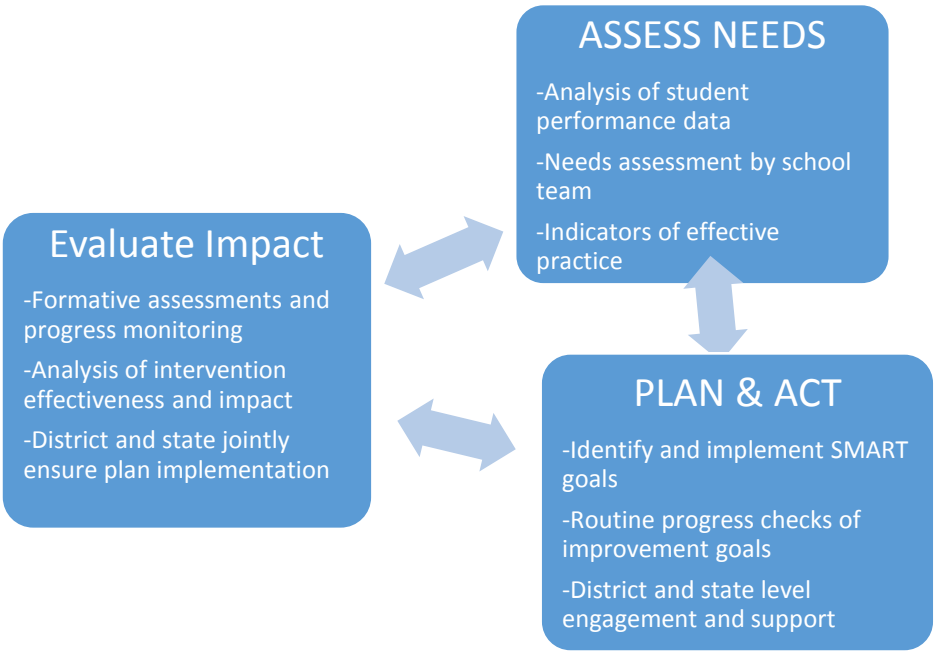
As described previously, exit from TSI status is determined annually. Targeted Support and Improvement schools may exit such status when the accountability index value of the subgroup that led to designation in the first place has improved and the subgroup's accountability index value no longer falls at or below the most recent Lowest Performance Threshold. It is possible that a school may meet the exit criteria for one subgroup and be newly identified based on the accountability index value of another subgroup in the same year, resulting in continued identification as a TSI school for consecutive years.

c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

Schools identified for comprehensive support and improvement that fail to meet the State's exit criteria are held accountable to a rigorous improvement process, supported by district and State resources and support, with reporting of results to stakeholders. In addition to the existing system of differentiated support and oversight of struggling schools, DEED will facilitate collaboration and engagement among stakeholders including school and district staff, parents and community members, and tribal representatives, DEED staff, and the Commissioner of Education.

Mid-course interventions and supports will be implemented for those schools at risk of not exiting comprehensive support and improvement status. The State and district will assess progress and support school level engagement in continuous improvement throughout the school year.

## *Continuous Improvement Planning Cycle*




Upon failure to exit comprehensive support and improvement status after three years, DEED will initiate differentiated interventions based on need leading to increased levels of State oversight. These interventions may involve any of the following actions in alignment with existing State statute and regulation:

- Convening a strategic planning and support team that could include the Commissioner of Education or designee, DEED program staff, district staff, school staff, parents, tribal representatives, and other stakeholders (community members, parents, and regional school boards). This team will be given authority to recommend and direct the following types of interventions based upon need and readiness of struggling schools, as appropriate and as resources allow:
    - External and/or internal independent review of student achievement data, curriculum effectiveness, instructional practices, school improvement priorities, behavioral supports, and community engagement efforts.
    - Audit of resource allocation at the district and/or school level.
    - On-site evaluation of school improvement practices and/or mandatory off-site school improvement work sessions/interviews.
    - Periodic distance or onsite stakeholder and DEED “check-ins” to assess and support school improvement efforts.
    - New comprehensive strategic plans written with DEED input/oversight.
    - Assignment of School Improvement Coach to district or school.
    - More focused training and/or technical assistance.
    - District and State level direction of school improvement funds, other applicable federal funds, or other state or local funds toward required interventions such as cohesive professional development and leadership development.
    - Replacement of teachers and principals.

- State governance of schools and/or district.

Current State statutes and regulations that support these actions are AS 14.07.020.16, AS 14.07.030.14-15, and 4 AAC 06.864(b).

d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Alaska will periodically review resource allocation to support school improvement in each district (LEA) in the state serving a significant number or percentage of schools identified for comprehensive (CSI) or targeted support and improvement (TSI).

DEED will allocate 1003(a) funds based on a formula or competitive process for Comprehensive Support and Intervention and Targeted Support and Intervention Support schools.

District and school planning teams collaborate to create school improvement plans based on a comprehensive needs assessment. This collaborative plan includes:

- Interim and long-term goals
- Evidence-based tasks and interventions designed to meet these goals
- A process to assess, monitor, and evaluate progress (DEED provides a continuous school improvement online tool that satisfies these criteria)

Schools and districts submit a budget for school improvement funds that aligns with the goals of the school improvement plan for review by the district and the State. Budgets must include:

- Cohesive professional development opportunities
- Interventions for instructional improvement

DEED reviews the school improvement plans and budgets annually. School improvement plans and documents will also be reviewed in scheduled monitoring visits.

End-of-year evaluations of programs reviewed by district for effectiveness and shared with DEED.

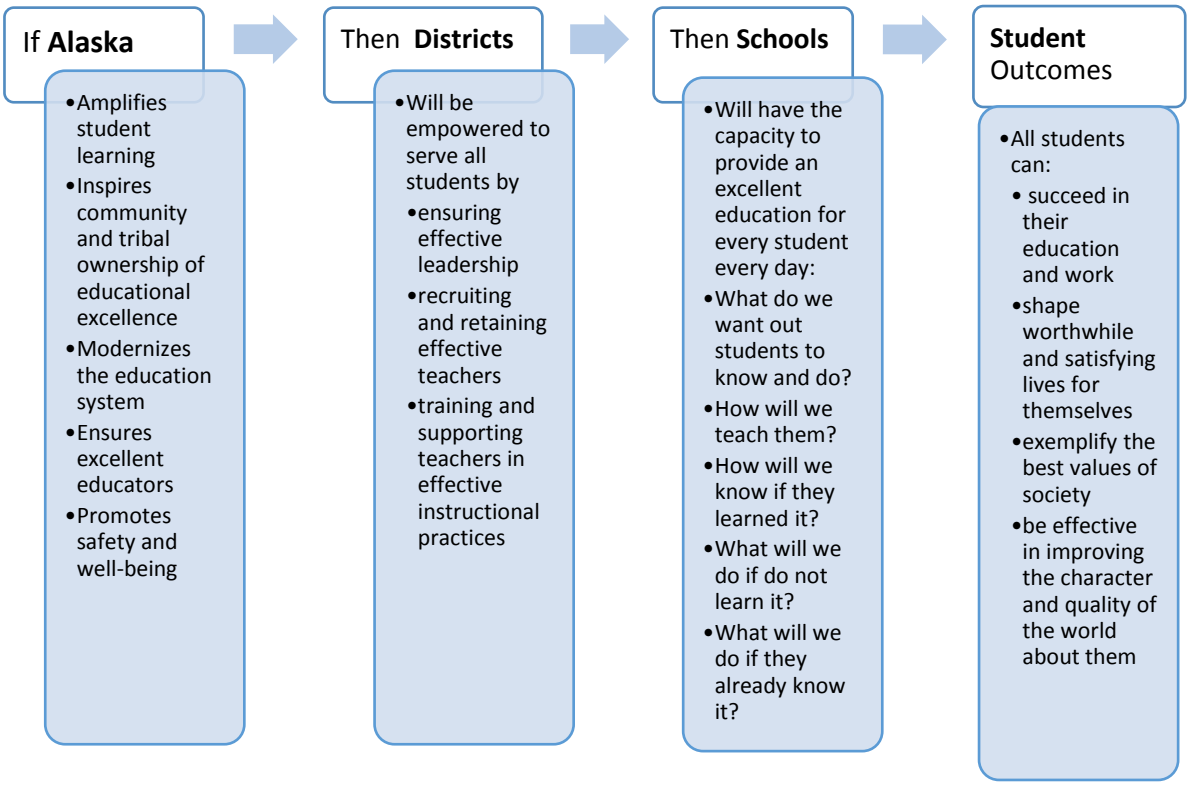
For districts serving a significant number or percentage of CSI or TSI schools failing to make progress, an inter-departmental review will be conducted as needed on an annual basis to ensure alignment of diverse resources. This review will include funds beyond federal school improvement funds such as other federal funds, state provided general funds, and grant funding. This comprehensive review of the district's and schools' budgets will be made available for public feedback.

e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

DEED will provide technical assistance to all districts and to each district (LEA) in the State that serves a significant number or percentage of schools identified for comprehensive or targeted support and improvement through a tiered system of support.

The main strategic goal of DEED is to provide support to districts to amplify student achievement by providing assistance to increase district capacity in desired attributes. All training and professional

development provided to districts, schools, and teachers supports the commitment DEED has made to Alaska's students.




DEED will deploy resources to help districts lead for success by providing:

- Technical assistance for district and schools staff, regional school boards, and parents
- Support with the alignment of resources
- Support in identifying resources and needs of early learners ages three to five
- Investment in change that is sustainable
- Clear communication that change is not only necessary but attainable
- Facilitation of collaboration with key associations and community groups

Desired attributes of districts

- prioritize low performing schools
- provide differentiated support aligned with the unique needs of the students
- identify and rectify resource inequities
- create an instructional infrastructure that utilizes data to drive decisions
- have the capacity to adapt instruction to match the identified needs
- practice an attitude of cooperation by regular communication with stakeholders and facilitate access to documents, parents, and staff

School improvement processes and support are built on the foundation of the *Alaska Effective Schools Framework* which reinforces an evidence-based instructional focus through emphasis on and support of the following 12 key indicators:

1) School staff implements the district approved, research based curricula that are aligned with Alaska Content Standards.

2) School staff use universal screening assessments and routinely administer them multiple times a year in at least literacy and math.
3) School staff implement a coherent, documented plan throughout the school to ensure that all students receive core instruction and all low-performing students receive additional support to help them meet or exceed the state content standards.
4) School staff use research-based instructional practices, programs and materials.
5) School staff consistently, and regularly measure the effectiveness of instruction using data from a variety of formative assessments.
6) School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.
7) School staff provide extended learning opportunities, and students in need of additional support regularly participate.
8) School and classroom environments reflect respect for all students and cultures, and they reflect an understanding of the cultural values of the students and community.
9) School staff communicate effectively with parents about learning expectations, student progress, and reinforcing learning at home; staff implement effective strategies to increase parent engagement.
10) School priorities, goals, plans, and events are collaboratively developed by school staff members, parents, students, and community members, and these plans are communicated to all stakeholders by school staff.
11) School staff use multiple sources of student assessment data as a primary factor in determining professional development priorities.
12) School staff embed professional development into daily routines and practices.

Technical assistance strategies provided to districts will be prioritized on a tiered approach based on the number and/or percentage of CSI and TSI schools in the district and specific needs identified. Strategies include:

- Support regarding the school improvement planning process. Distance delivery or on-site training from DEED staff and experts with prioritized responses based on available resources.
    - Comprehensive needs assessment
    - Gap analysis and root cause training
    - Strategic planning based on identified needs and root causes
    - Measureable goals and tasks to support designated needs
    - Evaluation, feedback, and reflection
    - Leadership support and development

- Technical assistance on evidence-based interventions
    - Awareness training regarding evidence-based practices
    - Determine the best intervention to match need as identified in comprehensive needs assessments
    - Strategies to create measureable goals using the strategies to meet the needs addressed in a comprehensive needs assessment

- Funding and support to allow district teams to attend statewide conferences that focus on evidence-based practices and effective strategies to build leadership and pedagogy within a school. Alaska remains committed to deliver training via distance technology such as ongoing online, individualized professional learning opportunities.

- Training and webinar support on Alaska's continuous school improvement planning tool (or other comparable planning tool implemented by the district) throughout the year.

- Coaching support through the State System of Support (SSOS) coaching program prioritized to schools with the highest need.

- Continued technical assistance during scheduled Title program monitoring visits to districts and schools.
    - Parent and community involvement strategies
    - Schoolwide planning
    - Guidance for leveraging federal funding streams to promote student achievement
    - Tools and templates
    - Programmatic planning guidance
    - Interstate collaboration opportunities

- Intentional collaboration of diverse resources
    - The State will coordinate and better utilize experts from within DEED, external partners, SSOS coaches, and teachers/leaders in the field.
        - Early Childhood Education
        - Career and Technical Education
        - English Language Arts, Mathematics, and Science Standards
        - Health and Safety/School Climate initiatives
        - Special Education
        - English Learners and Language Acquisition
        - Instructional Best Practices

    - DEED website resources that include fact sheets, Power Point presentations (static and recorded), professional learning modules, tool kits, lists of resources (What Works Clearinghouse, Regional Educational Laboratories), etc.

f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

N/A – These actions are presented in the previous three responses.

5. **Disproportionate Rates of Access to Educators (*ESEA section 1111(g)(1)(B)*):**
Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.

(Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.)

**Alaska Definitions**

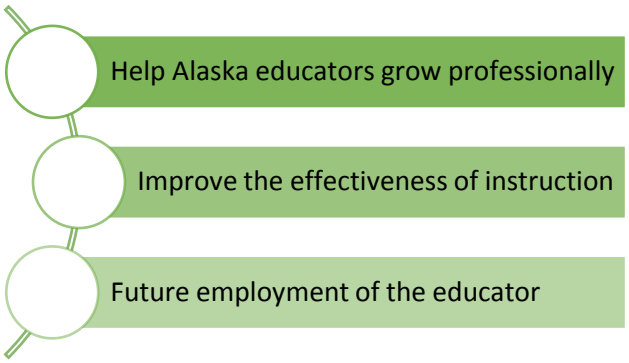
DEED will use the following definitions to determine disproportionate rates of access to educators for low-income and minority children enrolled in schools assisted under Title I, Part A in Alaska:

- **Low-income student (Economically Disadvantaged Student)** – A student who is eligible for free or reduced-price school meals under the department's *Alaska Income Eligibility Guidelines for Free and Reduced Meals*, as defined in 4 AAC 06.899.(5). These guidelines are based on the Federal Poverty Guidelines, and include students who are qualified for the Temporary Assistance to Needy Families (TANF) and Supplemental Nutrition Assistance Program (SNAP). In addition, students who are identified as migrant students, homeless students, or students in foster care qualify as low-income categorically by their membership in these identified categories.
- **Minority Student (Students of Color)** – A student identified as a member of a minority race or ethnicity (i.e., African American, Alaskan Native, American Indian, Asian or Pacific Islander, Hispanic, or two or more races, as defined in 4 AAC 06.899).
- **Inexperienced Teacher** (First Year Teacher) – A teacher in the first year of practice, having no previous experience leading classroom instruction other than student teaching or similar preparation experiences. Also, inexperienced principals and other school leaders would be in their first year of leading.
- **Out-of-field teacher** - A teacher teaching in a subject area in which the teacher does not hold an Alaska endorsement. This updates the definition from "not highly qualified." An endorsement can be added with a passing score on a content exam and two years of experience.
- **Ineffective Teacher** –
    - Any teacher who was on a plan of improvement under 4 AAC 19.010(g), or was notified that their continued employment in the district was contingent on the implementation of a plan of improvement and resigned, or
    - A tenured teacher who was receiving district support or a plan of professional growth under 4 AAC 19.010(h).

An improvement plan is required when a teacher is determined to be unsatisfactory on one or more of the Alaska Teacher Standards through the district's educator evaluation and support system. A professional growth plan (district support) is required when a teacher is determined to be basic on two or more of the Alaska Teacher Standards through the district's educator evaluation and support system.

The definition of an ineffective teacher refers exclusively to required levels of support that are the result of the district's educator evaluation and support system as outlined in employee evaluation (AS 14.20.149) and purpose and scope of evaluation (4 AAC 19.010). For example: A voluntary plan of professional growth (e.g. changing of grade levels) would not be used to determine the reported level of support.

**Purposes of Alaska's Educator Evaluation and Support Systems**




All districts are encouraged to use plans of professional growth to help all educators grow professionally and improve the effectiveness of instruction. The majority of Alaska's districts have chosen to adopt one of the three state-approved evaluation frameworks (Danielson, Marzano or CEL 5D+). These three frameworks have been aligned to the Alaska Teacher Standards. All districts (including those that created their own evaluation systems) have had to demonstrate that their educator evaluation and support systems are aligned to the Alaska Teacher Standards. Alaska regulations for educator evaluations do not require district reporting of overall ratings or ratings for each of the Alaska Teacher Standards or domains of an adopted framework.

**Context for Alaska's Definitions**

Alaska's definitions of inexperienced teacher and out-of-field teacher were initially developed in 2015 through the development of the Alaska Equity Plan. Through extensive stakeholder feedback during 2016-2017, these definitions were reviewed and revised, and the definition of an ineffective teacher was developed. DEED leveraged various stakeholder groups described in Title II, Part A #5, as well as the ESSA Advisory Committee.

The definition of inexperienced teacher remains the same. This definition was based in part on the Civil Rights Data Collection (CRDC) data provided. This definition is easy to understand and is familiar to Alaska's districts. Alaska has been collecting data on inexperienced teachers through the "new to the profession" data field in the annual DEED certified staff accounting data collection. This data has been collected and verified for multiple years which makes it a reliable data source. Also, stakeholders advised keeping the same definition to avoid increasing the burden on districts and the state by using existing data collection fields.

Based on stakeholder feedback, "first year teacher" was added parenthetically for clarification, similar to the clarifications provided for the definitions of economically disadvantaged students and students of color. There was some stakeholder feedback requesting a longer period of time due to a concern that if a teacher does not meet the definition of inexperienced (e.g., if a teacher has taught for more than one year) then he or she would be considered to be experienced. DEED understands that

research suggests that teachers generally continue to increase their effectiveness in the first few years of teaching.

The definition of an out-of-field teacher was updated from "not highly qualified" to not holding an endorsement in the assigned subject area. The update was well received by stakeholders. Districts had been requesting a change to use the broader subject areas especially in the sciences and social studies. DEED will reduce the data burden on districts by having the data analysis done at the state level by matching teacher certification and certified staff accounting data collections.

Alaska is being proactive by recognizing teachers' efforts to become highly qualified. Many of the teachers will be able to apply for an endorsement in a content area with two years of experience in the content area in which they were highly qualified. Stakeholders remain concerned that in Alaska's one or two teacher schools it is very difficult if not impossible to find a teacher endorsed in multiple content areas at the secondary level. Moving forward, teachers will be able to obtain an endorsement in a content area by passing a state-approved content area exam and completing two years of teaching experience in that content area.

The definition of ineffective teacher generated the most stakeholder feedback as it was a new definition. In the fall, DEED started sharing the initial state-proposed definitions with the Educator Evaluation and Support Advisory Committee. The initial reaction was interest in a tiered definition that differentiated between tenured and non-tenured teachers. Over the winter, various draft definitions were provided to all districts for feedback. Overwhelmingly, district stakeholder feedback supported definitions based on educator evaluation and support system data. With only one year of collection of district level data, it is too early to have a strong degree of confidence in the data. Also, it is yet to be determined if data collected at the school level can provide the necessary distinctions in teacher effectiveness. If issues arise with data quality or the ability to differentiate, DEED will collaborate with districts to understand the causes of the issues and to address them.

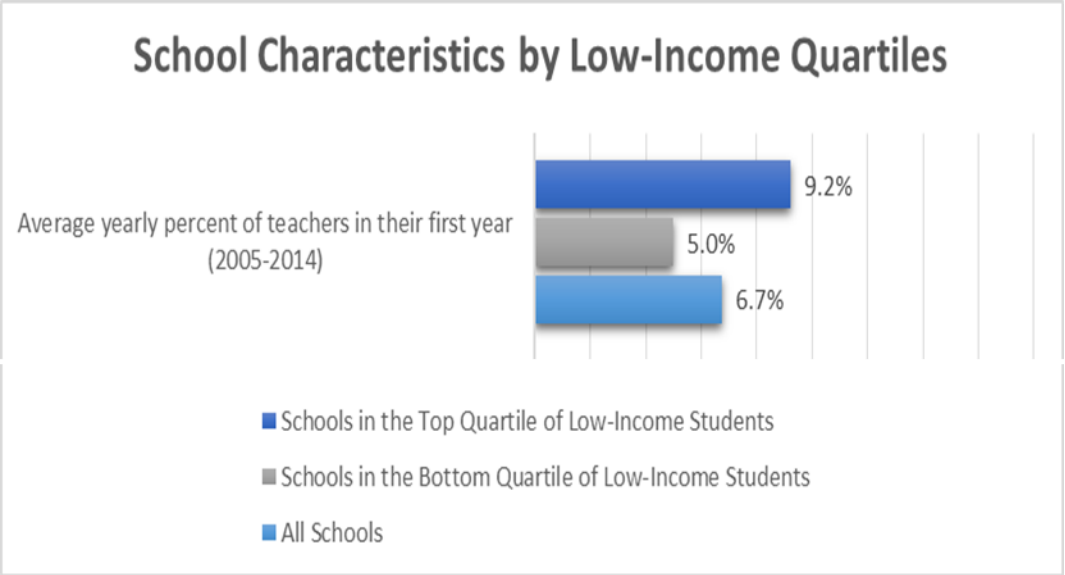
**Current Context**

In 2015, DEED developed the *Equitable Access to Excellent Educators Plan for Alaska (Alaska Equity Plan).* Alaska's Equity Plan is available at education.alaska.gov/TeacherCertification/aep.html. The following data from that plan paint a picture of Alaska's disproportionate rates of access to educators for low-income and minority children:

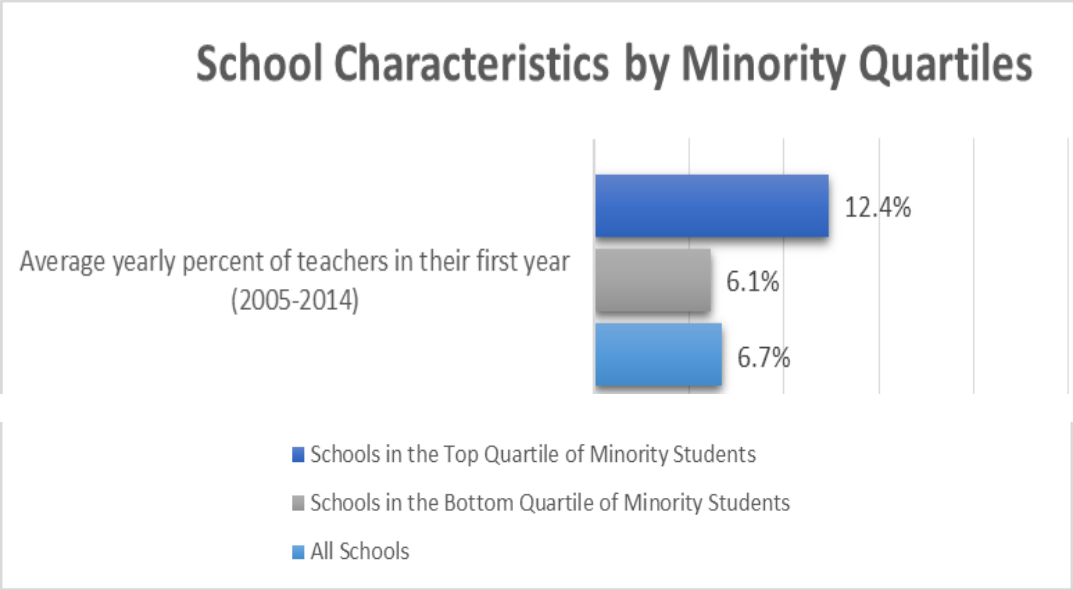
- **Economically Disadvantaged (Low-Income) Students are**
  *1.8 times more likely to be placed with first-year teachers*
- **Students of Color (Minority) are**
  *Two times more likely to be placed with first-year teachers*
- **Economically Disadvantaged (Low-Income) Students are**
  *Almost twice as likely to be taught a core content course by a teacher who is not highly qualified*
- **Students of Color (Minority) are**
  *Two times more likely to be taught a core content course by a teacher who is not highly qualified*

The disproportionate rates of access to educators are displayed in the graphs that follow.

**Economically Disadvantaged (Low Income) Students Disproportionate Rate of Access to Inexperienced Teachers (10 Year Average)**

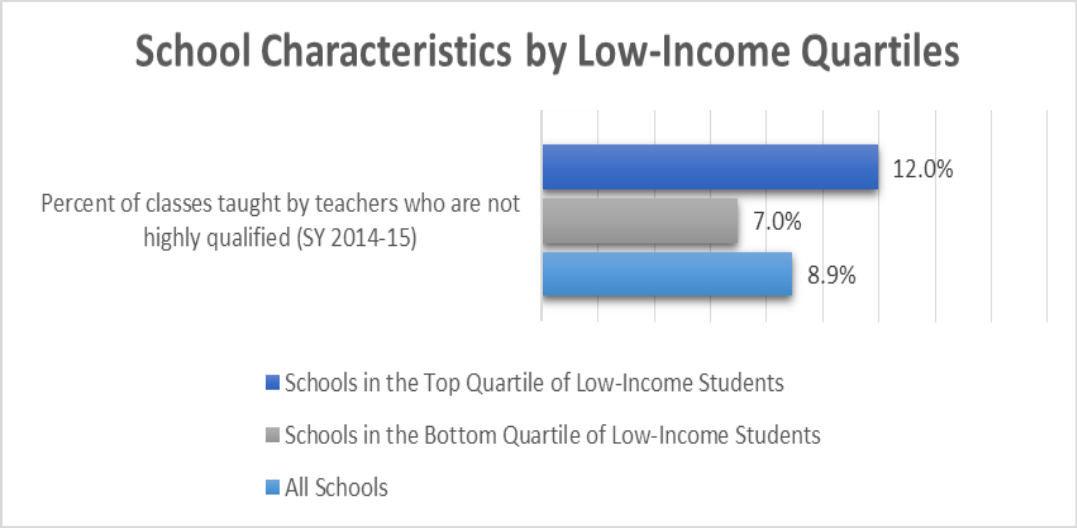



**Students of Color (Minority) Disproportionate Rate of Access to Inexperienced Teachers (10 Year Average)**

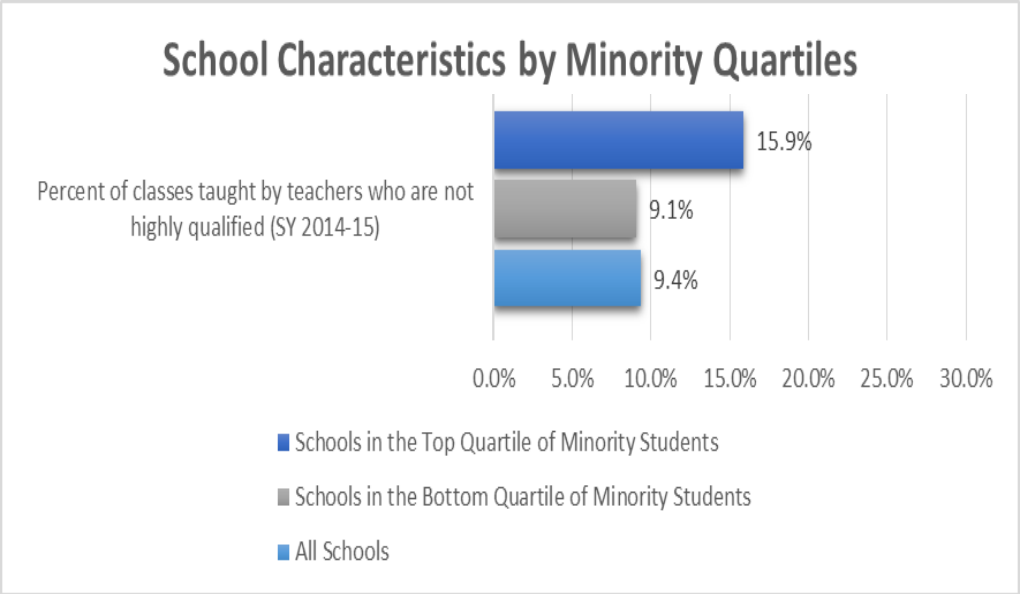


The disproportionate rates of access to out-of-field teachers shown below are based on the previous definition in the 2015 Alaska State Equity Plan and not the current proposed definition.

**Economically Disadvantaged (Low Income) Students Disproportionate Rate of Access to Out-Of-Field Teachers (10 Year Average)**

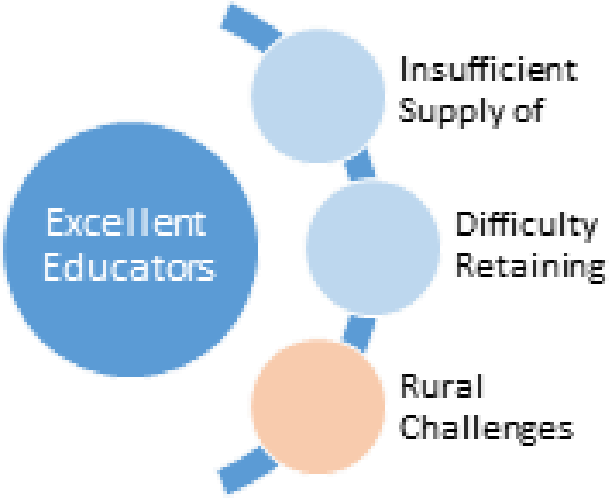



**Students of Color (Minority) Disproportionate Rate of Access to Out-of-Field Teachers (10 Year Average)**



**Background: Initial Root Cause Analysis**

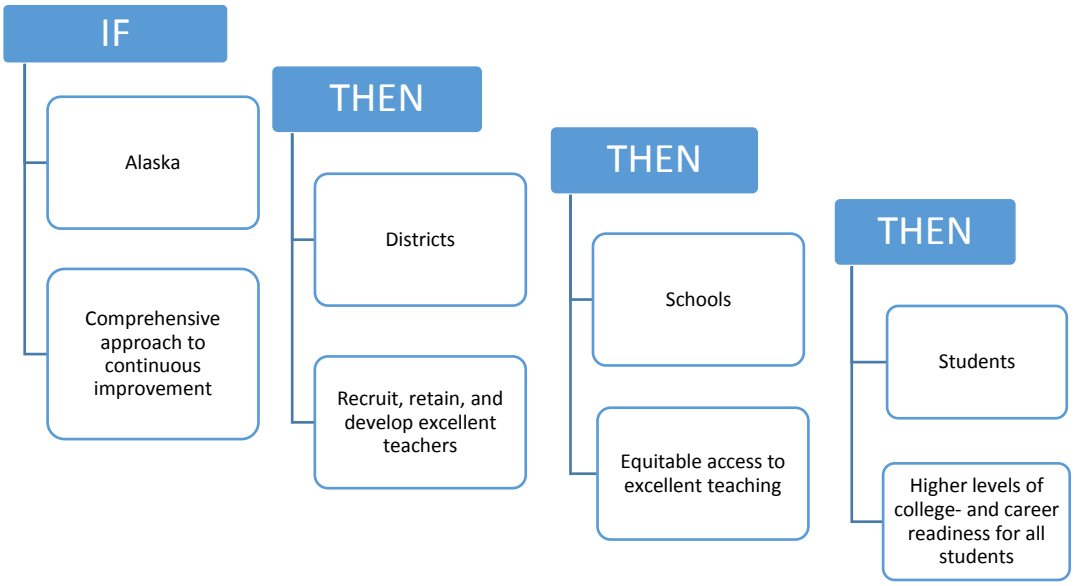
Stakeholder work in 2015 to develop the Alaska Equity Plan identified an initial picture of the challenges in Alaska. Through the analysis of data, information gathered from meetings, conversations with stakeholders, and various research studies, DEED identified root causes in three areas.




DEED will continue to work with districts and stakeholders to reassess root causes for disproportionate access to educators and will focus on strategies to address the causes identified in the blue areas that can be affected more directly by districts and schools.

**Strategies to Address Root Causes and Eliminate Equity Gaps**

Alaska recognizes that ensuring students' equitable access to excellent teachers is a long-term issue, and achieving teacher equity goals will require implementation of strategies in collaboration with Alaska's school districts. Alaska's plan, therefore, is built on the following theory of action.



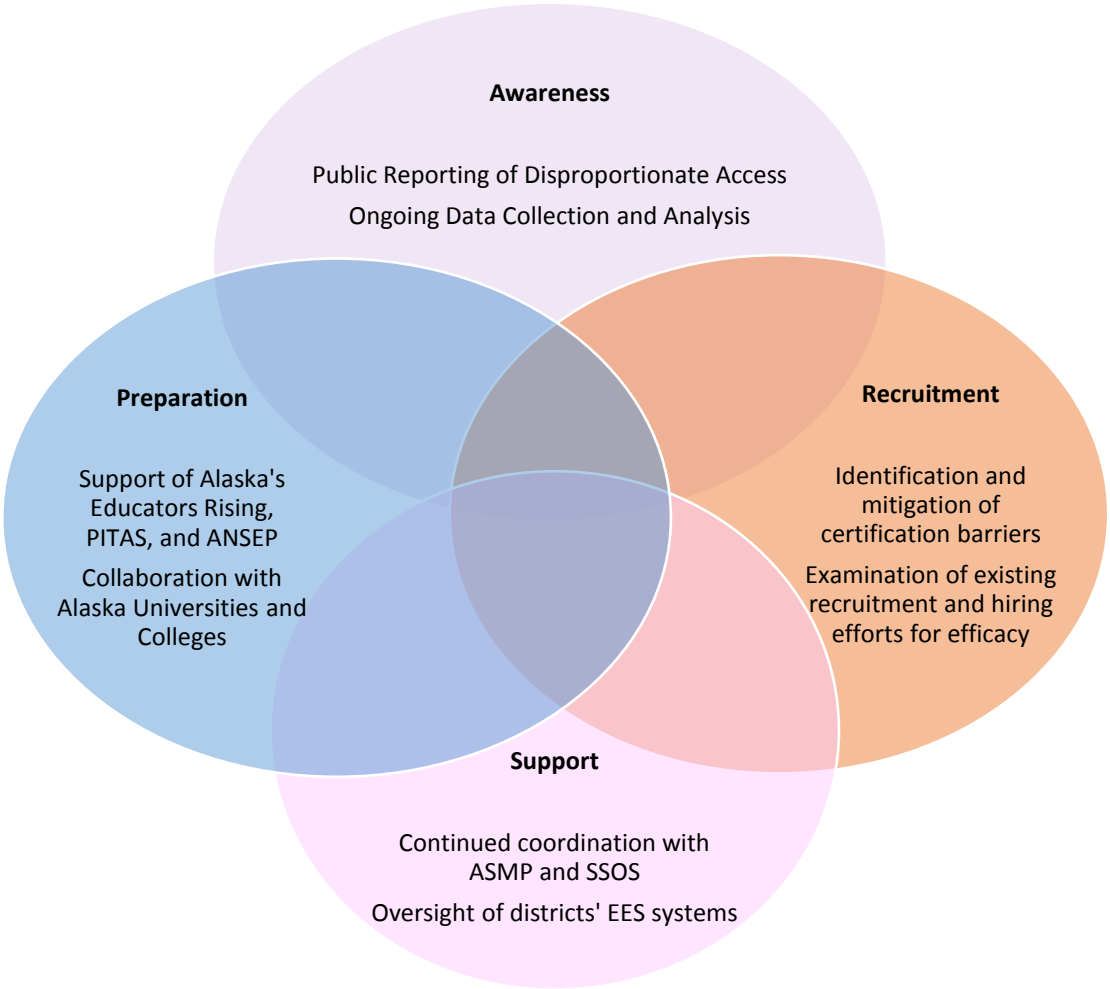

Alaska's theory of action is based on the following principles and key beliefs:

- Research shows that teachers have a greater impact on student achievement than any other in-school factor. Students in many of Alaska's high-needs schools and districts do not have the same access to excellent teaching as other students.
- There are a number of factors that impact a district's supply of excellent teachers and students' access to those teachers. To address these issues, DEED needs to continue working with districts to improve and tailor talent management, including identifying and addressing critical shortage areas. These are likely to include:
    - Ways to recruit and retain teachers of the science, technology, engineering, and math fields as well as teachers of students receiving special education services. DEED will leverage best practices from the research (e.g., recruiting math, science, and special education teachers), as well as, practices piloted in Alaska to support districts in those areas as needed.
    - Continuing technical assistance to improve talent management for all districts. Using resources such as *Increasing Equitable Access to Excellent Educators Opportunities: A Talent Management Guide for School Districts* produced by the Equitable Access Support Network. As part of this support, DEED will work with districts to train administrators on effective supervision and expectations.
    - Alaska has been garnering information from states that have started planning or implementing "Equity Labs." This is a collaborative process with select school districts to begin to address the inequitable distribution of teachers. DEED will be exploring the usefulness and feasibility of this approach in Alaska.
- Providing improved access to meaningful data will likely lead to improved district-level decisions making in the area of talent management. DEED will continue to provide data on rates of access to inexperienced and out-of-field teachers, and will provide data on rates of access to ineffective teachers in the future.

- Stakeholder engagement will continue to be a critical component of reviewing and revising Alaska's plan.

**Key Strategies: Awareness, Preparation, Recruitment and Support**

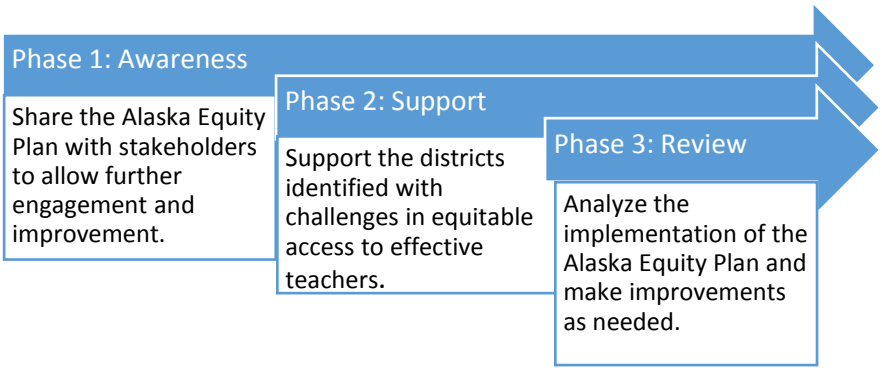
DEED has identified four strategic areas: awareness of access to excellent teachers, preparation of teachers, recruitment of teachers, and support of teachers and leaders (retention). Working collaboratively with Alaska's districts and other stakeholder groups, DEED will continue to seek out and share strategies that improve teacher retention rates. The following are key strategies and two sample activities that will be used to increase equity across Alaska:




## Approach to Address Disproportionality of Inexperienced and Out-of-Field Teachers

There have been disproportional rates of access to inexperienced and out-of-field teachers in Alaska. Alaska will continue to implement and refine the approaches outlined in Alaska's Equity Plan. After the data on ineffective teachers is available, Alaska will begin to address any disproportional rates of

access to ineffective teachers. In Title II, Part A, there are planned actions to improve equitable access to effective teachers in Title I, Part A Schools, as described below.




DEED will be using the multi-phase approach to address any of Alaska's disproportionate rates of access to educators for low-income and minority children enrolled in schools assisted under Title I, Part A.

- Phase 1: Awareness - Share Alaska's disproportionate rates of access to Educators for low-income and minority children enrolled in schools assisted under Title I, Part A.
- Phase 2: Support – Identify districts with challenges in disproportionate rates of access to educators for low-income and minority children and provide support. Identify areas where DEED can provide technical assistance and help districts access necessary resources.
- Phase 3: Review - Review the Alaska Equity Plan and make necessary adjustments, and engage stakeholders to review the initial root causes and strategies for improving Alaska's Disproportionate Rate of Access to Educators for low-income and minority children enrolled in schools assisted under Title I, Part A.

**Measuring and Reporting Progress on Rates of Disproportionality**

DEED will use the following tables to measure and report progress with respect to reducing disproportionate rates of access to educators for low-income and minority children enrolled in schools assisted under Title I, Part A. The rates will be calculated as the percentage of teachers in each category in all schools in the highest and lowest quartiles statewide for low-income and minority students. . The rates will also be calculated for teachers in Title I schools and in Non-Title I schools.

DEED will publicly report this information on the department's website at https://education.alaska.gov/data-center. As with all reporting done by DEED, extra care will be taken to protect educator privacy using data suppression rules similar to those used for reporting student data.

**Inexperienced Teachers**

Data from the 2016-2017 school year is available, and will be reported as shown in the following tables. There are duplicated counts in this table for teachers who were assigned to more than one school. Teachers were not reported who were assigned to schools with no enrollment (includes shared-time status schools where students are enrolled in their school of attendance) or assigned to the district office rather than a school.

**Economically Disadvantaged (Low Income) Students Disproportionate Rate of Access to Inexperienced Teachers (2016-17)**

| School type | Poverty quartile | | | | | | All schools | | |
|---|---|---|---|---|---|---|---|---|---|
| | High | | | Low | | | | | |
| | # inexperienced teachers | Total teachers | % inexperienced | # inexperienced teachers | Total teachers | % inexperienced | # inexperienced teachers | Total teachers | % inexperienced |
| Title I | 123 | 1,438 | 8.6% | 6 | 68 | 8.8% | 244 | 3,784 | 6.4% |
| Non-Title I | 3 | 85 | 3.5% | 75 | 2,418 | 3.1% | 142 | 4,583 | 3.1% |
| All schools | 126 | 1,523 | 8.3% | 81 | 2,486 | 3.3% | 386 | 8,367 | 4.6% |

**Students of Color (Minority) Disproportionate Rate of Access to Inexperienced Teachers (2016-2017)**

| School type | Minority quartile | | | | | | All schools | | |
|---|---|---|---|---|---|---|---|---|---|
| | High | | | Low | | | | | |
| | # inexperienced teachers | Total teachers | % inexperienced | # inexperienced teachers | Total teachers | % inexperienced | # inexperienced teachers | Total teachers | % inexperienced |
| Title I | 109 | 992 | 11.0% | 27 | 669 | 4.0% | 244 | 3,784 | 6.4% |
| Non-Title I | 8 | 92 | 8.7% | 49 | 1,537 | 3.2% | 142 | 4,583 | 3.1% |
| All schools | 117 | 1,084 | 10.8% | 76 | 2,206 | 3.4% | 386 | 8,367 | 4.6% |

**Out-of-Field Teachers**

Data for out-of-field teachers will be able to be reported for 2016-2017. Alaska is currently in the process of changing from the former definition of out-of-field (highly qualified) to the new definition of out-of-field teachers. DEED will finalize the business rules for determining which endorsements will be required for each of the 50 + teaching assignments available for reporting. Special rules are required for special education, specialist assignments (e.g. elementary mathematics specialist), and Career and Technical Education. These rules will be provided to stakeholders for consideration and feedback this spring. Stakeholder groups include the Title I Committee of Practitioners, District Human Resource Directors, and the Commissioner's advisory committees. DEED will calculate the preliminary rates of out-of-field teachers for 2016-17 school year. Districts will be provided a preliminary data review to provide any necessary corrections and/or updates. The final data for 2016-2017 will be reported in the charts below and will be submitted to the U.S. Department of Education no later than November 30, 2018 as supplemental information for Alaska's ESSA Consolidated State Plan.

**Economically Disadvantaged (Low Income) Students Disproportionate Rate of Access to Out-of-Field Teachers (2016-17)**

| School type | Poverty quartile | | | | | | All schools | | |
|---|---|---|---|---|---|---|---|---|---|
| | High | | | Low | | | | | |
| | # out-of-field teachers | Total teachers | % out-of-field | # out-of-field teachers | Total teachers | % out-of-field | # out-of-field teachers | Total teachers | % out-of-field |
| Title I | # | # | % | # | # | % | # | # | % |
| Non-Title I | # | # | % | # | # | % | # | # | % |
| All schools | # | # | % | # | # | % | # | # | % |

**Students of Color (Minority) Disproportionate Rate of Access to Out-of-Field Teachers (2016-2017)**

| School type | Minority quartile | | | | | | All schools | | |
|---|---|---|---|---|---|---|---|---|---|
| | High | | | Low | | | | | |
| | # out-of-field teachers | Total teachers | % out-of-field | # out-of-field teachers | Total teachers | % out-of-field | # out-of-field teachers | Total teachers | % out-of-field |
| Title I | # | # | % | # | # | % | # | # | % |
| Non-Title I | # | # | % | # | # | % | # | # | % |
| All schools | # | # | % | # | # | % | # | # | % |

**Ineffective Teachers**

As the definition for ineffective teachers is a new requirement under ESSA, Alaska does not have school-level data to report for the 2016-2017 school year. Alaska has collected only district-level data on the level of supports for tenured and non-tenured teachers, special service providers, and administrators. Ineffective teachers are determined from the level of support (e.g. plan of improvement) data as shown in the definition at the beginning of Section 5. DEED will only request data from Alaska's districts that are aggregated at the school and district level to ensure educator privacy. Educator evaluations are not public records, are not subject to disclosure, and will not be reported at the educator level. The new evaluation regulations reinforce this by requiring districts to adopt procedures to protect the confidentiality of evaluations. DEED will pay special attention to ensure that individual educators cannot be identified in any reporting by using data suppression rules similar to those used for reporting student data.

DEED will collect school-level data from all districts for 2017-18 school year. Districts will be provided preliminary data review to provide any necessary corrections and/or updates. The final data for 2017-2018 will be reported in the charts below and will be submitted to the U.S. Department of Education no later than November 30, 2018 as supplemental information for Alaska's ESSA Consolidated State Plan.

**Economically Disadvantaged (Low Income) Students Disproportionate Rate of Access to Ineffective Teachers (2017-18)**

| School type | Poverty quartile | | | | | | All schools | | |
|---|---|---|---|---|---|---|---|---|---|
| | High | | | Low | | | | | |
| | # ineffective teachers | Total teachers | % ineffective | # ineffective teachers | Total teachers | % ineffective | # ineffective teachers | Total teachers | % ineffective |
| Title I | # | # | % | # | # | % | # | # | % |
| Non-Title I | # | # | % | # | # | % | # | # | % |
| All schools | # | # | % | # | # | % | # | # | % |

**Students of Color (Minority) Disproportionate Rate of Access to Ineffective Teachers (2017-2018)**

| School type | Minority quartile | | | | | | All schools | | |
|---|---|---|---|---|---|---|---|---|---|
| | High | | | Low | | | | | |
| | # ineffective teachers | Total teachers | % ineffective | # ineffective teachers | Total teachers | % ineffective | # ineffective teachers | Total teachers | % ineffective |
| Title I | # | # | % | # | # | % | # | # | % |
| Non-Title I | # | # | % | # | # | % | # | # | % |
| All schools | # | # | % | # | # | % | # | # | % |

**Ensuring Excellent Educators**

Notably, this year, DEED launched the *Alaska's Education Challenge* to address Alaska's student achievement gaps and increase graduation rates by making sure that every student across the state has an equal opportunity to learn and succeed. Through a process of gathering public input, the State Board of Education and Early Development has already identified five priorities for Alaska's public education system: Amplify Student Learning, Ensure Excellent Educators, Modernize the Education System, Inspire Tribal and Community Ownership of Educational Excellence, and Promote Safety and Well-Being.

Ensuring excellent educators is critical both as an impact on student learning, but more importantly on success in meeting Alaska's mission and vision for public education.

> Mission: An excellent education for every student every day.
> Vision: All students can succeed in their education and work; shape worthwhile and satisfying lives for themselves; exemplify the best values of society; and, be effective in improving the character and quality of the world about them.

*6.* **School Conditions (*ESEA section 1111(g)(1)(C)*):**

Describe how the SEA will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

DEED supports districts in improving school conditions for student learning specifically in these areas as described below. DEED also supports positive behavioral interventions and supports and school climate evidence-based programs through the school improvement planning process.

(i) **Incidences of bullying and harassment:**

DEED assists districts in their efforts to reduce bullying, harassment, and intimidation by providing districts with technical assistance on Alaska's laws that promote positive school climate and address school discipline; through data collection and analysis; by providing training; and through support of the implementation of evidence-based programs and strategies that reduce bullying.

**Statutes:**

Alaska has a collection of complementary laws that explicitly prohibit the harassment, intimidation, and bullying of any student on school premises or on school transportation systems.

- AS 14.33.200 requires Alaska districts to have written policies on how they will promote positive character traits and address bullying when it occurs.
- AS 14.33.210 requires school personnel, volunteers, and students to report all suspected bullying to school officials.
- AS 14.33.230 protects reporters of school-based bullying, harassment, and intimidation from reprisals.
- AS 14.33.230 protects reporters of school-based bullying, harassment, and intimidation from suit.

**Data Collection and Analysis**

- Youth Risk Behavior Survey – DEED partners with the Alaska Department of Health and Social Services to administer and report out on this Center for Disease Control (CDC) survey that includes bullying and school climate measures.
- DEED collects and reports out on suspensions and expulsions for bullying, harassment, and intimidation annually.

**Training/Technical Assistance**

- DEED delivers distance-delivered training through eLearning modules to thousands of district personnel annually on bullying, harassment, and intimidation. These modules have been created in partnership with the Western Educational Equity Assistance Center within the Metropolitan State University of Denver. They have been provided at no-charge and are available to all educators in the state. There are currently over 18,500 users and the number is growing.
- In addition to eLearning, examples of evidence-based programs, activities, and trainings DEED supports are:
    - Schoolwide Positive Behavioral Supports
    - Fourth R
    - Mentoring Programs like Big Brothers/Big Sisters

- Restorative Justice
- Sources of Strength
- Suicide Prevention Program
- Project AWARE, Alternative School Initiative
- Youth Mental Health First Aid Mental Health Assessment and Referral
- Crisis Response, de-escalation training for staff
- Suicide Prevention Gatekeeper training
- Alaska Safe Children's Act training

**(ii) The overuse of discipline practices that remove students from the classroom:**

DEED continues to expand its efforts to support districts in reducing their utilization of discipline actions that remove students from the classroom through technical assistance on germane State laws, data collection and analysis, and through technical assistance and training on a host of relevant topics.

**Statutes:**

- AS 14.33.120 requires all districts to have (and regularly update) written school disciplinary and safety programs that were created through collaboration of both school and community stakeholders to ensure the programs reflect community values and norms. These disciplinary and safety policies must include standards for:
  - honesty and respect within schools
  - behavioral expectations
  - consequences for misbehavior
  - policies for student conflict resolution strategies
  - established discipline and safety programs addressing bullying, discipline practices, and behavioral interventions with students

**Data Collection and Analysis:**

- DEED recently constructed a new statewide discipline data collection system that captures data on all school suspensions and expulsions. The benefits are:
  - Improved data fidelity
  - Greater ease for the State and districts to organize and analyze disciplinary data
  - Improved district ability to unpack the data and better hypothecate underlying student needs that drive student behaviors resulting in suspension or expulsion
  - Data can be examined to determine if disproportionality in discipline is occurring in any student subpopulations.

**Training/Technical Assistance:**

- DEED cosponsors with the Department of Health and Social Service an annual statewide School Health and Wellness Institute that delivers information/training on positive school climate, school safety, classroom management, and prosocial evidence-based school programs.
- DEED delivers training to thousands of educators annually on Gender and Race Equity.
- DEED's Mandated Reporting of Child Abuse and Neglect course includes information on Adverse Childhood Experiences and Trauma Aware Schools.

- DEED is finalizing content for a more in-depth Trauma Sensitive Schools training. The Trauma Sensitive Schools model, with its focus on building educator understanding that students' challenging behaviors are often the expression of trauma and grief, is fostering a reduction in the removal of students from classrooms for disciplinary issues in schools that utilize trauma informed policies, practices, and strategies.
- Examples of evidence-based programs, activities, and trainings DEED supports listed above to address bullying also support decreased student removal from the classroom for discipline.

**(iii) The use of aversive behavioral interventions that compromise student health and safety:**

Alaska's public schools are not allowed to use behavioral interventions that are aversive or compromise students' health and safety. In 2014, Alaska enacted legislation dramatically limiting the use of student restraint and seclusion in Alaska's schools. This legislation requires essential safety protocols to be in place when these interventions are unavoidable, prohibits the use of chemical and/or mechanical restraints, requires all incidents of restraint or seclusion that do occur to be reported to DEED, and requires a sufficient number of staff from each school to receive periodic training in de-escalation and restraint techniques.
School staff trained in de-escalation, restraint, and seclusion are also required to be trained in First Aid and CPR. DEED maintains a list of evidence-based trainings for districts to select from that utilize techniques proven to keep students and staff safe, and delivers ongoing technical assistance to districts regarding training and reporting requirements.

**7. School Transitions *(ESEA section 1111(g)(1)(D))*:**
Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

DEED's support for all districts in meeting the needs of all students is driven by the State Board of Education's Vision and Mission for public education: to ensure all of Alaska's students have the opportunity to receive an excellent education every day; that all students can succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them. Alaska's goal is to have a comprehensive, robust educational system that provides all students the opportunity for a well-rounded and equitable education.

DEED's support for districts is provided across three divisions of the department: Student Learning, Educator and School Excellence, and Finance and Support Services. Each division provides direct support to districts in the specific areas represented by the division. Finance and Support Services provides state funding for schools and for school facilities, and child nutrition services. Student Learning provides support in the areas of standards and assessments, and student support through Title I- A, Title I-C Migrant Education, Title III-A English Learners, Special Education, Homeless Education, Career and Technical Education, 21st Century Learning Centers, and Early Childhood Education. Educator and School Excellence provides support in the areas of Teacher Certification, Professional Development, Title IV-A Health and Safety, and School Improvement. In addition, a Federal Programs Coordinator, an Education Technology Specialist, and the Data Management team in the commissioner's office provide support to all divisions.

Much of the support provided to all districts is through resources and guidance posted on the DEED website and through trainings delivered by WebEx or in-person. Significant emphasis over the last few years has been on supporting teachers in teaching to the more rigorous standards in English language arts and mathematics, and on school improvement.

In addition, support is provided to districts through their federal programs applications. Districts apply for funding through on online grants management system, and teams of program staff review and respond to the applications. Through information provided in the applications, and through individual district technical assistance, districts are supported in understanding the ability to use applicable federal funds to support a well-rounded education and the needs of all students as well as support for the students most at risk. The Federal Programs Coordinator will be working with teams across divisions to provide targeted support in areas needed by districts, including early childhood programs and transitions, and other transitions from elementary school to middle school and middle school to high school.

Beyond these foundational supports, additional levels of assistance for students in middle and high school, where the risk of dropping out is greatest, are also provided. Examples of these supports are:

- Alternative Schools: DEED concurrently administers two alternative high school initiatives, which provide innovative mental health supports, cohesive professional development, additional staffing, and funding for evidence-based curriculum, programs, and activities to the majority of Alaska's alternative schools. These specialized secondary schools serve thousands of Alaska's most at-risk students and are an excellent complement to traditional schools. Alaska's alternative schools constitute a safety net for students at-risk of dropping out and for students who have dropped out – reconnecting them to their education and the goal of graduation.
- Neglected and Delinquent: DEED couples state Youth In Detention funding with its federal Title I Part D Neglected and Delinquent funding to strengthen transitional supports to detained youth. Transition planning must include the following: personal, career, technical, and academic counseling; placement services designed to place the youth in a university, college, or junior college program; information concerning, and assistance in obtaining, available student financial aid; counseling services; and job placement services. Detained students are provided the opportunity to meet the same challenging State Standards as all other district student populations.
- Alaska Performance Scholarship: The Alaska Performance Scholarship provides an opportunity for Alaska high school students to earn a scholarship to help cover the cost of an Alaska postsecondary education. This program delivers financial support that makes postsecondary education a reality for some students that could not otherwise afford to attend. Alaska high school students who take a more rigorous curriculum, get good grades, and score well on college placement or work ready exams can earn an Alaska Performance Scholarship to qualified Alaska colleges, universities, or vocational/technical programs. http://acpe.alaska.gov/FINANCIAL_AID/Grants_Scholarships/Alaska_Performance_Scholarship

## B. Title I, Part C: Education of Migratory Children

1. **Supporting Needs of Migratory Children** *(ESEA section 1304(b)(1))*: Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:
    i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
    ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
    iii. The integration of services available under Title I, Part C with services provided by those other programs; and
    iv. Measurable program objectives and outcomes.

Since Title I, Part C, Education of Migratory Children funds are supplementary and cannot supplant state or local funds, it is necessary to ensure migratory children and youth are receiving access to services from all State and federal funds they are entitled to before being provided support with Title I, Part C funds. At DEED, the Migrant Education Program (MEP) is part of the Student Learning Division. The division works collaboratively to ensure there is an understanding of the services provided by each program. Additionally, the Migrant Education Program is a part of two sub-teams within the division: the ESEA Federal Programs Team and the Early Learning Team.

The ESEA Federal Programs Team meets regularly to discuss services and activities provided by their programs, and works collaboratively to review and approve ESEA Consolidated Applications and to monitor ESEA programs together.

- Districts that receive Title I-C funds complete their application process through the ESEA Consolidated Application annually. The ESEA Consolidated Application includes Title I-A, Title I-C, Title I-D, Title II-A, Title III-A, and Title IV-A grant planning. The application requires districts to describe how they coordinate their various ESEA funding sources. The Consolidated Application allows for DEED to check for efficiencies and to ensure funds are not supplanting one another. The ESEA Consolidated Application requires district program personnel to coordinate with one another when planning services, and for DEED ESEA Program Leads to meet regularly to review ESEA Consolidated Applications together. Additionally, if they meet all eligibility criteria, schools can apply to consolidate their Title I-C funds into the Title I-A Schoolwide Program using the Consolidated Application.

  In addition to the general questions asking districts to indicate which federal programs have been included in the coordination of the ESEA Consolidated Application, DEED requires each district to answer the following question in the Title I-C section of the application. DEED works with districts through the application review and monitoring processes to ensure that the full range of services available to migratory students are provided. All services are provided at the district level; the state does not provide any services directly.

  **"A.3. Coordination of Services:** Describe how the district will address the unique needs of migratory children and youth, including preschool migratory children and migratory children

who have dropped out of school, through a full range of services (not funded through Title I-C) that are available to migratory children from appropriate local, State, and Federal educational programs. Note: This field is for services available through other programs and/or funding sources with which the district coordinates to address the identified needs of migratory children and youth. Do not describe Title I-C funded services here as they are described in Section D. [Section 1306(a)(1)(E)]"

- Districts receiving ESEA funds are monitored. Title I-A, Title I-C, Title I-D, Title II-A, Title III-A, Title IV-A, and McKinney-Vento programs monitor districts for compliance together. Districts are required to gather evidence that all MEP children and youth, including preschool migratory children and migratory children who have dropped out of school, are receiving all the district, State, and federal services available to the district.

The Early Learning Team works together to ensure preschool migratory children are receiving local, State, and federal-funded preschool opportunities available to them. The Migrant Education Program is supervised by the Early Learning Administrator.

The Migrant Education Program provides districts with a Migrant Summative Data Report in the spring annually. This report is a tool for districts to use to evaluate the effectiveness of their program and to help guide their needs assessment for the following year.

DEED develops a statewide comprehensive needs assessment (CNA) that includes the identification and an assessment of:

- The unique educational needs of all migrant children, including preschool migratory children and migratory children who have dropped out of school, that result from the children's migrant lifestyle.
- Other needs of migrant students that must be met in order for them to participate effectively in school.

For the CNA process, DEED contracts with consultants to assist with the CNA update. DEED Migrant Education Program staff, with the assistance of the consultants, use various platforms to gather data on migrant children and youth achievement and outcomes, disseminate and collect surveys documenting the perception of migrant staff and parents related to migrant children and youth's needs, and identify relevant demographic and evaluation data. The data collected is used by the CNA committee, a group of migrant education stakeholders, to formulate a comprehensive understanding of the characteristics of the migrant children and youth population in Alaska. A profile of Alaska migrant children and youth, including preschool migratory children and migratory children who have dropped out of school, is developed based on the most recently available information. The CNA committee uses the profile and other collected data to develop concern statements, needs indicators, needs statements, and solutions strategies. The CNA guides the design of the Alaska Migrant Education Program.

Based on the most recent CNA, DEED, with the assistance of consultants and stakeholders, created a Service Delivery Plan (SDP). The SDP committee was composed of representatives who are parents and community members; MEP educators and administrators, recruiters, and DEED representatives. These individuals have expertise and/or experience in reading, mathematics, migrant children and youth graduation strategies, cohesive professional development, identification and recruitment

(ID&R), data management, inter-agency coordination, parent involvement, and/or early childhood education. Members of the SDP committee also served on the Alaska MEP CNA committee to provide continuity to the overall comprehensive process that was carried out in Alaska. This helped to ensure systems are aligned to meet the unique educational needs of all Alaska migrant children and youth, including preschool migratory children and migratory children who have dropped out of school. Through the State SDP process, DEED creates Measurable Program Objectives and Outcomes and evaluates the progress toward these outcomes.

Alaska has begun the process to update both the Comprehensive Needs Assessment (CNA) and the State Service Delivery Plan (SDP). The stakeholder process for the CNA begins in March 2018 and will end with an updated CNA Report finalized by 12/31/18. The SDP process will begin in fall 2018 and will end with an updated SDP Report finalized by 07/01/19. Alaska has contracted for a formal evaluation of the 2019-2020 school year (first year of new SDP implementation) that will be completed by 12/31/20.

The Measurable Program Objectives and Outcomes defined in the most recent State Service Delivery Plan have been modified to reflect changes in state assessments and regulations since they were adopted. Alaska administered the Standards Based Assessments, or SBAs, through the 2013-2014 school year. After one new assessment in 2014-2015 (Alaska Measures of Progress) and a cancelled assessment in 2015-2016, the state began administering the Performance Evaluation for Alaska's Schools (PEAKS) in 2016-2017. The requirement for a high school student to pass the High School Graduation Qualifying Exam (HSGQE) to earn a diploma was removed by the legislator, so those MPOs have been removed.

Current f Measurable Program Objectives and Outcomes:

- **Academic Support MPOs**
    - By the end of the 2013-14 school year and each year thereafter for the next six years, the gap between migrant and non-migrant students proficient on the English/language arts PEAKS assessment will be reduced by 2%.
    - By the end of the 2013-14 school year and each year thereafter for the next six years, the gap between migrant and non-migrant students proficient on the math PEAKS assessment will be reduced by 2%.
    - By the end of the 2013-14 school year and each year thereafter for the next six years, the gap between migrant English learner (EL) and non-migrant EL students proficient on the PEAKS English/language arts will be reduced by 1%.
    - By the end of the 2013-14 school year and each year thereafter for the next six years, the gap between migrant EL and non-migrant EL students proficient on the PEAKS math will be reduced by 1%.
    - By the end of the 2013-14 school year and each year thereafter, 80% of staff who receive MEP funded professional development will report on a staff survey that the training helped them implement research-based instructional, curricular, or assessment strategies in English/language arts or math.
    - By the end of the 2013-14 school year and each year thereafter for the next six years, the gap between migrant EL and non-migrant EL students proficient on the state approved ELP assessment will be reduced by 0.5%.
- **High School Graduation MPOs**

- By the end of the 2013-14 school year and each year thereafter over the next six years, the graduation rate for migrant high school students will increase by 3%.
- By the end of the 2013-14 school year and each year thereafter, 80% of migrant OSY who participated in migrant-funded outreach activities and have an OSY plan will make progress on the plan as indicated by teacher/instructional staff assessment of plan progress.

- **School Readiness MPOs**
  - By the end of the 2013-14 school year and each year thereafter, 80% of parents who receive the Early Learning Guidelines (ELGs) and attend migrant-sponsored parent education activities (or activities with substantial MEP involvement) regarding the ELGs will indicate on a parent survey that the training was useful in preparing their child for Kindergarten.
  - By the end of the 2013-14 school year and each year thereafter, 80% of migrant staff that receive training on implementing the ELGs will indicate on a staff survey that the training is beneficial in their instruction of migrant preschoolers.
  - By the end of the 2014-15 school year and each year thereafter, 55% of students attending migrant-operated and funded preschools that implement the ELGs will master 9 of the 13 skills on the Kindergarten Development Profile by the fall of their kindergarten year.
- **Support Services MPOs**
  - By the end of the 2013-14 school year and each year thereafter, 80% of migrant parents who received core academic homework/study support will report on a parent survey that the activities increased their ability to help their children with homework.
  - By the end of the 2013-14 school year and each year thereafter, 80% of migrant staff providing MEP support services will report on a staff survey that support services provided in their district (rated individually for each item provided in the list below) were effective in meeting student needs.
    - Support resources (books, school supplies, clothing, etc.)
    - Health, medical, dental, vision, and nutrition
    - Parent involvement
    - Referrals
    - Transportation
    - Counseling
    - Advocacy
  - By the end of the 2013-14 school year and each year thereafter, 80% of migrant parents who received information regarding MEP instruction and support services will report on a parent survey that the information helped them better advocate for their children in obtaining appropriate services.

During district level monitoring, DEED verifies that:

- The district has conducted a local needs assessment that:
  - is aligned with the State Comprehensive Needs Assessment, and
  - has identified the unique educational needs of migrant children and youth, including preschool migratory children and migratory children who have dropped out of school, that result from the migratory lifestyle and other needs of migratory children that must be met in order for them to participate effectively in school.
- The district has developed a local service delivery plan for migrant students that:

- addresses the unique educational needs of migrant children and youth including preschool migratory children and migratory children who have dropped out of school, as identified in the needs assessment;
- includes performance targets and measurable outcomes in order to meet the same challenging state academic content and achievement standards that all children are expected to meet;
- encompasses the full range of services that are available for migrant children and youth from appropriate local, state, and federal educational programs and provides for integration of services, as appropriate;
- is the product of joint planning among such local, state, and federal programs, including programs under Title I-A, early childhood programs, and language instruction educational programs under Title III; and
- aligns with the State Service Delivery Plan

In planning and carrying out programs funded with I-C funds, there has been, and will be, adequate provision for addressing the unmet needs of preschool migratory children and migratory children who have dropped out of school.

**2. Promote Coordination of Services** (*ESEA section 1304(b)(3)*): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

DEED participates in several multistate consortia that seek to improve the identification and recruitment, policies, pertinent record transfer, and educational services for migrant students:

- **The Interstate Migrant Education Council (IMEC)** – An independent organization established to advocate policies that ensure the highest quality education and other needed services for migrant children, and facilitate opportunities for members to examine policy issues at all levels of government related to coordination between public and private agencies to benefit migrant students and programs.
- **National Association of State Directors of Migrant Education (NASDME)** – This association provides the largest national conference for the migrant program. State directors meet to discuss issues affecting migrant students and families, and over 170 sessions are held to highlight best practices in migrant programs.
- **Title I-C Migrant Education Program Directors' Meeting** – Annual meeting for Title I-C State Directors that: 1) facilitates opportunities for Directors to network and share best practices and resources, 2) provides Directors with information pertinent to the State administration and operation of the Migrant Education Program (MEP), 3) promotes the understanding of, and coordination with, other ED initiatives and programs, and 4) provides Directors and Office of Migrant Education (OME) personnel with opportunities to coordinate on issues important to the successful design and implementation of programs and services that benefit migrant students.
- **MIS2000** – Alaska's Migrant Education Student Database created by Management Services for Education Data (MS/EdD). MIS2000 houses Alaska's migrant student information and connects to MSIX, the national student exchange system.

- **National Migrant Student Exchange System (MSIX)** – This database allows States to share educational and health information on migrant children who travel from state to state and who as a result, have student records in multiple States' information systems. MSIX works in concert with the Alaska Migrant Student Database, MIS2000, to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migrant children nationwide.

During district level monitoring, DEED verifies that the district promotes interstate and intrastate coordination of services for migrant students including:

- providing for the educational continuity of migrant students through the timely transfer of pertinent student records, including health records (whether or not the move occurs during the regular school year); and
- establishing a procedure to coordinate services and records transfers with surrounding districts or districts that migrant students move to/from, and meeting all deadlines for the submission of student records and data in MIS2000.

**3. Use of Funds** *(ESEA section 1304(b)(4))*: Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

Grants under Title I, Part C, Education of Migratory Children are issued to districts through an allocation, not through a competitive process. The allocation formula is largely based on the number of migrant eligible students, services provided to migratory children and youth, number of students identified as "priority for services", and academic needs according to a weighted formula.

District Title I-C grant planning is included in the ESEA Consolidated Application that districts submit to DEED annually. Districts submit their applications in the summer of each year, and after approval, they receive a grant award for operation of the program as outlined in their application.

DEED works with stakeholders to create a State CNA of the migratory children in Alaska. The CNA guides the design for the Alaska Migrant Education Program. Based on the State CNA, DEED, with the assistance of consultants and stakeholders, creates a Service Delivery Plan (SDP) to meet the identified needs from the CNA. Districts are required to create local needs assessments and service delivery plans that align to the State guiding documents.

Each district's sub-grant must be aligned with the State CNA and SDP. Districts provide services specified in the plan in communities where migrant families are living. Supplemental education and support services are provided to respond to the unique needs of migrant children and youth. These needs are not addressed through existing State, local, and federal educational programs. These supplemental services are designed to provide continuity of instruction for students who move from one school district or state to another.

The Title I, Part C grant application requires locally funded districts to describe how they give priority for service to children and youth identified as "priority for services", and how they provide services that address the unique needs of migratory children in accordance with the Alaska SDP.

## C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

**1. Transitions Between Correctional Facilities and Local Programs** *(ESEA section 1414(a)(1)(B))*: Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

DEED actively supports the provisions of a high-quality education to neglected, delinquent, or at-risk students in juvenile justice and correctional facilities. DEED understands that students who move between correctional facilities and locally operated programs face many challenges, including delayed academic record transfer and limited access to specific programs and services necessary to meet students' unique educational needs.

DEED will require all districts receiving Title I-D funds to:

- Designate a single point of contact responsible for issues relating to the transition of children and youth between the State-operated correctional facility and schools, alternative educational opportunities, and other locally operated programs. This person will be responsible for communicating with local detention and other treatment facilities regarding student placement, assisting in transitioning student records (including IEPs), transferring of credits, and serving as a liaison between the districts and the local juvenile court.

- Describe in the district application for Title I-D the supports the district has in place for youth that transition between the juvenile justice system and their home district. The description must include the following: personal, career, technical, and academic counseling; placement services designed to place the youth in a university, college, or junior college program; information concerning, and assistance in obtaining, available student financial aid; counseling services; and job placement services.

**2. Program Objectives and Outcomes** *(ESEA section 1414(a)(2)(A))*: Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

**Program Objectives**

The purpose of Title I, Part D is to support the operation of State facilities, correctional facilities, delinquent programs, neglected programs, or local educational agency programs that involve collaboration with locally operated correctional facilities:

- To carry out high-quality education programs to prepare youth for regular high school diploma, career and technical training, employment, or further education;
- To provide activities to facilitate the transition of such youth between districts and correctional programs to further education, provide career and technical education skills, or facilitate employment;
- To provide comparable services to neglected children or institutional delinquent children and neglected and delinquent children in community day-school and long-term programs;

- To prevent at-risk youth from dropping out of school and to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent youth, with a support system to ensure their continued education; and
- To provide transitional services between local schools and correctional facilities for at risk youth returning from correctional facilities and programs.

**Program Outcomes**

DEED administers the Title I, Part D program and utilizes a variety of elements to assess program effectiveness, including:

- Annual review of district application that contains assurances, narrative descriptive questions, and budget information. Upon receipt at DEED, applications are reviewed.
- Annual review of district end-of-year report that summarizes both budget and program information (to include transition activities, and activities to improve academic, career and technical skills) from the year, showing that students have been provided, to the extent feasible, the same opportunities to achieve as students in the other schools of the district.
- Periodic monitoring of districts on the required components to assure they are implementing correct programing to include transition activities, academic, and career and technical skills with the funds.
- Annual review of student outcomes on pre-and post-testing and state assessments in English language arts and mathematics, measuring students on the same academic standards as all students within Alaska.
- Annual review of the number of students receiving a regular high school diploma (as a priority), the number receiving a recognized equivalent of a high school diplomas, and the number making a successful transition to career and technical education, further education, or employment.

## D. Title II, Part A: Supporting Effective Instruction

1. **Use of Funds** *(ESEA section 2101(d)(2)(A) and (D))*: Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

Educator Growth and Development Systems has been the area of focus for DEED's use of Title II, Part A funds. Current activities focus primarily on the development of effective educators, recognition of excellent teachers, and the provision of technical assistance to districts in this area. DEED is considering activities in induction and advancement for teachers, principals, and other schools leaders.

**Continuing Activities**

DEED will use Title II, Part A funds this next year to support State-level activities that are in progress. These activities include an online cohesive professional development network; programs to recognize excellent teachers; guidance in using Educator Evaluation and Support System results and meeting educator qualifications; and technical assistance on Title II, Part A district applications and monitoring.

DEED is currently using Title II, Part A funds to support a project to develop an online professional development network that allows teacher teams to support personalized professional learning. Learning paths for both English language arts and mathematics have been developed using open-source videos with interactive and discussion activities. Using this online environment, the project partner has enhanced online courses and extended the learning from statewide conferences. Creating additional learning paths on effectively integrating technology, digital literacy, and identifying and meeting students' specific learning needs will be explored during the next year of this project.

DEED will continue to assist with the dissemination of the lessons learned from a state-funded initiative that focused on the delivery of high-quality, interactive blended learning models. Blended learning is generally the practice of using both online and in-person learning experiences when teaching students. In a blended-learning course, for example, students might attend a class taught by a teacher in a traditional classroom setting, while also independently completing online components of the course outside of the classroom. This project focused on removing barriers, providing specific technology enhancements, and strengthening current technology-based instructional programs.

DEED looks to learn from the work of Alaska districts' initiatives on how educators are embracing personalized learning and how it benefits their students and to share best practices with other districts. As defined by the U.S. Department of Education, personalized learning refers to instruction in which the pace of learning and the instructional approaches and instructional content (and its sequencing) all may vary based on learner needs. In addition, learning activities are meaningful and relevant to learners, driven by interests, and often self-initiated.

DEED has been collaborating with partners on considering micro credentials for recertification and university credit based on an inquiry from the University of Alaska. Partners have been gathering information from Digital Promise, BloomBoard, the Tennessee Department of Education, and Kettle Moraine School District in Wisconsin. Increasing knowledge and usage of the Professional Development definition and the Professional Learning Standards from Learning Forward will be

emphasized again this year. DEED will explore building awareness of the recently revised national library (http://www.ala.org/aasl/standards/learning) and technology (https://www.iste.org/standards/standards/for-students) standards; as well as, Alaska's new content standards for art.

**Activities Under Consideration**

DEED will be considering an Induction Initiative to help with high rates of teacher turnover in Alaska. *The Cost of Teacher Turnover in Alaska*, a study by the Center for Alaska Education Policy Research at the Institute of Social and Economic Research (http://www.iser.uaa.alaska.edu/Publications/2017-CostTeacher.pdf), estimates a cost of $20 million per year to school districts. DEED will begin with a review of other State guidelines (e.g., Hawaii, which has similar geographical challenges). The review will identify promising practices that can be adapted to Alaska. Additionally, DEED will examine Alaska districts' existing induction programs for practices that can be replicated throughout Alaska.

DEED will be exploring establishing a teacher leader program to allow opportunities for teachers to exercise leadership roles without leaving the classroom entirely. Sharing the Teacher Leader Model Standards with districts will be one of the first steps. DEED will also leverage promising practices in Alaska and recommendations from the research in this area, especially as DEED leadership provided input into this research (i.e., teacher career advancement initiatives).

DEED will be looking at initiatives to support principals and other schools leaders through partnerships. DEED will reserve the optional three percent funds of the allowable Title II, Part A funds in anticipation of these initiatives. DEED may consider reserving two percent of the Title II, Part A state level activities funds to explore the creation of teacher/leader academies in conjunction with funds mentioned above. By having academies specific to Alaska, the *Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools*, published by the Alaska Native Knowledge Network, revised as of February 2, 1999, can be embedded in the design.

DEED will be using Title II, Part A funds to address disproportionate rates of access to educators as outlined earlier under Title I and below in D.2. DEED uses teacher certification receipts to support the Certification and Licensure Systems and Educator Preparation Program Strategies as outlined below.

**Activities informed by Alaska's Education Challenge**

DEED has started the Alaska's Education Challenge to address our student achievement gaps and increase our graduation rates by making sure that every student across our state has equal opportunities to learn and succeed. Through a process of gathering public input, the State Board of Education has already identified five priorities for Alaska's public education system: Improve Student Learning, Ensure Excellent Educators, Modernize the Education System, Inspire Tribal and Community Ownership of Educational Excellence, and Promote Safety and Well-Being. Future Title II, Part A activities will be informed by the transformational ideas that are proposed by the Ensure Excellent Educators committee.

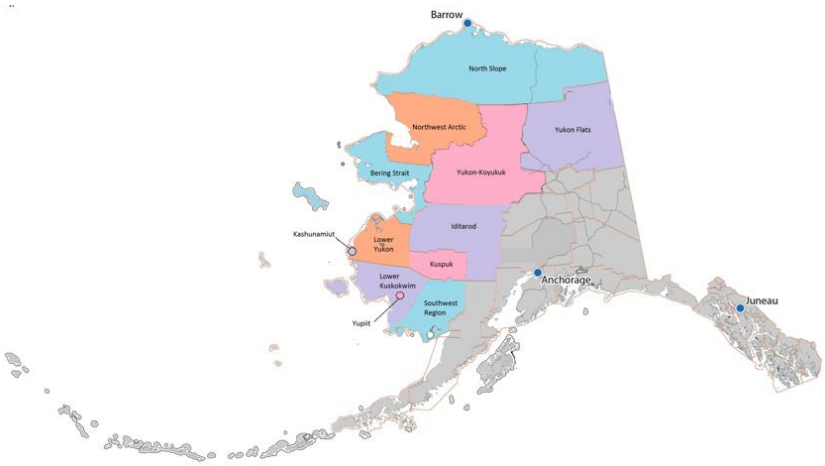
The responsibility of DEED is to identify appropriate federal funds to launch high-quality, cohesive professional development initiatives available to districts to support the implementation of college- and career-ready standards, school climate and culture, special populations, and school planning and

support. These activities may consist of foundational professional development opportunities that would be available to all educators and address key areas of policy and practice, and specialized, professional development opportunities anchored in communities of practice which focus on particular areas of practice. They may target classroom teachers, teacher leaders, school and/or district leaders, and community partners as appropriate. Training and programming would be informed by stakeholder input, student achievement data, and priority implementation areas.

**2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools** *(ESEA section 2101(d)(2)(E))*: If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

DEED will be using Title II, Part A funds to improve equitable access to effective teachers for low-income and minority students enrolled in schools assisted under Title I, Part A. The following activities will need to be conducted:

- DEED currently collects data at the district level on the levels of support that identify teachers as ineffective. Data will need to be collected at the school level and the earliest data collection would be for the 2018-2019 school year.
- DEED will continue to provide technical assistance to districts in understanding the definition of ineffective teacher and gathering the required data to determine disproportionate rates of access to educators.
- DEED will continue its multi-phase approach that was outlined in the plan to reduce disproportionate rates of access to educators (see section A.5). This approach will include increasing awareness of educator equity gaps, particularly focusing on the definition of ineffective teachers. DEED will support the districts below, which were shown to have the most disproportionate rates of access to excellent educators from Alaska's 2015 equity plan. Once data using the new definitions has been collected, Alaska will recalculate the disproportionate rates and determine which districts have the greatest need for support based on disproportionate rates of access to educators.



- DEED will provide technical assistance to all districts in using the results of their educator evaluation and support systems. This technical assistance will be using Title II, Part A funds to meet the following purposes of the Title II, Part A program:
  1) Improve the quality and effectiveness of teachers, principals, and other school leaders;
  2) Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
  3) Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

**3. System of Certification and Licensing** *(ESEA section 2101(d)(2)(B))*: Describe the State's system of certification and licensing of teachers, principals, or other school leaders.

DEED has the statutory authority to certify teachers, principals, superintendents, special service providers, and other school leaders. Alaska certification statutes and regulations ensure that students are served by quality educators who must meet high standards.

A teaching certificate can be earned with a bachelor's degree, fingerprint clearance, completion of four mandatory trainings, completion of an approved educator preparation program, passage of a basic competency examination and content knowledge exams. An administrative certificate with a principal endorsement requires a master's degree, three years of teaching experience, fingerprint clearance, completion of four mandatory trainings, and completion of an approved administrative preparation program. Alaska is a member of NASDTEC and accepts teacher and administrator preparation programs approved by other jurisdictions

To increase their understanding of Alaska's unique cultures and history, all teachers, administrators, and special service providers must complete six semester hours of coursework in Alaska Studies and Multicultural within two years of initial certification.

Due to Alaska's shortage of teachers, an alternate route to certification is available. The alternate route provides a pathway for career changers with at least a bachelor's degree to complete a teacher preparation program leading to full state certification while teaching full time. Alaska may revisit establishing additional alternate routes to certification based on the successful experience of the former Alaska Transition to Teaching (AKT2) program. Additionally, Alaska statutes allow teachers who are fully certified out of state and in good standing in their state to qualify for an Initial Teaching Certificate valid for up to three years. This limited reciprocity rule help districts recruit qualified educators from other states.

As one of the equity strategies, DEED is continuing to reduce barriers in certification. This past year, DEED has migrated more services online, including acceptance of electronic transcripts and online payments. DEED is investigating the transition to a complete online application system. With approximately 75 percent of teachers being prepared outside of Alaska, special attention has been given to simplifying information for out-of-state applicants.

**4. Improving Skills of Educators** *(ESEA section 2101(d)(2)(J))*: Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students

with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

DEED will work to improve the skills of educators to meet the needs of students with specific learning needs by providing technical assistance, services, and support as aligned to local school and district system needs. As part of the Title II, Part A of the ESEA Consolidated Application, districts are specifically asked how they are helping their educators to improve their skills. Districts' practices that use culturally relevant instructional practices and resources, especially in meeting the needs of minority students who are also English learners, will be shared. For example: As a successful retention activity, many districts provide culturally enhanced professional development at the beginning of the school year to better prepare new educators to Alaska.

DEED is able to provide technical assistance, services, and supports through a combination of face-to-face (conferences, workshops, meetings) and virtual opportunities (webinars, online courses, phone conferences). Support at any level may also be provided in conjunction with other Alaska educational organizations and partners (e.g. the 2017 Alaska RTI/MTSS Conference - Elevating Effective Instruction).

Here are some available offerings that help educators serve diverse groups of students:

- DEED has multiple courses in its distance-delivered eLearning program to boost educators' skills in working with students with specific learning needs. Example courses include Identifying Learning Theory, Strategies for Accommodating Individual Needs, and Supporting Student Learning Styles.
- DEED also has two reading foundational webinars available online to help teachers improve their skills in working with students with low literacy levels.
- Professional development opportunities through WIDA are available to teachers and districts to provide training on instructional strategies that specifically address the needs of English learners and intentionally support Alaska's English Language Proficiency Standards.
- DEED assists districts in meeting the needs of their gifted and talented students, which are identified in districts' plans of service for gifted students.
- DEED will support district efforts to include educators of young learners in district professional learning opportunities.

Specifically DEED has a special education section of Student Learning that works closely with district special education directors. Guidance for Special Education Personnel (Handbook) is updated annually to provide guidance for special education directors working in Alaska. The special education section provides a special education directors training each year to highlight this guidance for districts. The guidance provides information on child find that special education directors provide training to their special education and regular education teachers to enable them to identify students with specific learning needs.

Many schools and districts are implementing Response to Intervention (RTI) programs; the goal of many such programs is to provide early detection of students who struggle and early intervention to improve student learning. Contact and program information about RTI in Alaska is available here: http://education.alaska.gov/nclb/RTI.html.

DEED works collaboratively with Alaska organizations on the Alaska Statewide Special Education Conference. The Alaska Statewide Special Education Conference (ASSEC) is committed to providing high quality professional development relevant to the cultural, rural, and remote characteristics of our great state. ASSEC has provided ongoing professional development to Alaskan special educators, administrators, paraprofessionals, and families for more than 20 years.

The special education section has developed a full complement of e-learning courses that are provided for teachers and paraprofessionals. These courses include an introduction to Early Childhood Transitions, Early Childhood Outcomes, Eligibility Categories, Evaluation Summary and Eligibility Review, Identifying Learning Theory, Individualized Education Program, Monitoring Student Progress, Post-Secondary Transition Planning in the IEP, Roles and Responsibility, Strategies for Accommodating Individual Need, and Supporting Student Learning Styles.

DEED will create a collaborative team consisting of Special Education, Migrant Education, English Learner Education, State Systems of Support, Early Childhood Education, and McKinney-Vento staff to design guidance on the use of district funds to support the improvement of the skills teachers, principals, and other school leaders need to meet specific student learning needs. This collaboration will also create guidance on how to leverage federal and State funds to fully support all students' learning needs through the braiding and blending of funds.

**5. Data and Consultation** *(ESEA section 2101(d)(2)(K))*: Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

DEED will continue to use existing advisory councils and committees to meaningfully consult on the activities supported under Title II, Part A. The advisory committees described below are the Commissioner's Teacher Advisory Committee and Educational Leadership Council, Educator Quality Advisory Committee, and Educator Evaluation and Support Advisory Committee. In addition, DEED collaborates with other organizations and partners with relevant and demonstrated expertise in cohesive professional development and learning (such as the Alaska Staff Development Network, Southeast Regional Resource Center, and Professional and Continuing Education at the University of Alaska Anchorage (UAA)). DEED will continue to consult with and seek feedback from a broad range of stakeholders including educators, parents, and community and tribal representatives on activities supported under Title II, Part A and other programs under ESSA.

**Commissioner's Teacher Advisory Council**
The Commissioner's Teacher Advisory Committee is a stakeholder group that provides a teacher perspective on DEED's initiatives and programs. The committee consists of the past and present Alaska Teachers of the Year; Alaskan Milken Educators; the National Education Association Alaska (NEA-AK) President, and teacher representatives from all regions of the state.

**Commissioner's Education Leadership Council**
The Commissioner's Education Leadership Council is a stakeholder group that provides an outside perspective on DEED's initiatives and policies. The committee consists of the current president and executive director of the Alaska Association of School Boards (AASB), Alaska Council of School Administrators (ACSA), Alaska Superintendent's Association (ASA), Alaska Association of Elementary Principals (AAEP), Alaska Association of Secondary Principals (AASP), the Alaska Association of School Business Officials (ALASBO), and Alaska's Parent and Teacher Association (PTA).

**Educator Quality Advisory Committee**
The Educator Quality Advisory Committee is a stakeholder group that focuses on improving educator quality in Alaska. It primarily advises DEED on changes to teacher certification and preparation, and also considers teacher development, evaluation, and other teacher quality related issues. This committee consists of the deans and professors from all four of the state's institutes of higher education, the director of K-12 Outreach for the University of Alaska, National Education Association Alaska (NEA-AK) representatives, other teacher representatives, State Board of Education members, and representatives from districts, including human resources and instruction personnel.

**Educator Evaluation and Support Advisory Committee**
The Educator Evaluation Advisory Committee has been a key stakeholder group formed to assist DEED in providing guidance and resources for districts in the redesign and implementation of their Educator Evaluation and Support systems. Representatives include human resources, curriculum and instruction, and educational association leaders from across the state.

DEED shares data relevant to the purpose of the advisory committee or other organizations and partners. Examples of data would include educator evaluation and support data, educator qualification data, passing rates and scores on basic and content area exams for educators, and

student academic achievement data. The various advisory committees meet on a monthly, quarterly, or yearly basis depending on the need.

**6. Teacher Preparation** *(ESEA section 2101(d)(2)(M))*: Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

Collaboration with Alaska universities and colleges is another strategy to improve programs, strengthen support, and promote equity. The three University of Alaska teacher preparation programs that were run separately at each campus are merging into one program. As an example of DEED-university collaboration, DEED is serving in an advisory capacity in the merger of the programs.

DEED's program review and approval process requires educator preparation programs to adhere to state regulations for approval of in-state educator preparation programs (4 AAC 12.308) and the Alaska's Beginning Teacher Standards (4 AAC 04.200). These regulations include the requirement that new educators are adequately prepared to meet the needs of low income and minority students. Alaska has *Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools*, published by the Alaska Native Knowledge Network, to help prepare new educators to meet the specific needs of Alaska Native students. Both initial program approval and the accreditation process require educator preparation programs to show evidence that pre-service educators have ample opportunities for structured practice in a range of settings with diverse learners.

Alaska will continue to examine the internship component in Alaska's teacher preparation programs. Recently, state regulations were updated to require a minimum of 600 internship hours over a 15 week period. Alaska's universities have both traditional and post-baccalaureate routes. Many of these programs exceed the requirement with a year-long internship fully based in the school. Alaska is specifically interested in the expansion of internships in remote, rural schools. Rural districts indicate that this rural internship helps both the district and teacher candidates make more informed decisions when offering or accepting a job, which increases retention.

## E. Title III, Part A, Subpart 1, English Language Acquisition and Language Enhancement

**1. Entrance and Exit Procedures** *(ESEA section 3113(b)(2)):* Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

The Alaska Department of Education & Early Development (DEED) established, through timely and meaningful consultation with Alaska LEAs representing the geographic diversity of the state, the standardized statewide entrance and exit procedures for identified English learners in the state. Before Alaska completed its first draft of the ESSA Consolidated State Plan, DEED met with the Title I Committee of Practitioners at DEED's annual ESEA Federal Programs Workshop on April 18, 2017. The Committee of Practitioners (COP) acts in an advisory capacity to DEED in carrying out their responsibilities under Title I. Membership of this Committee includes representatives from local school districts, administrators, teachers, principals, parents, members of local school boards, private schools, and specialized instructional support personnel and paraprofessionals, and is structured to represent the geographic diversity of the state. In addition to the COP members, a number of other district representatives were present at the meeting. The COP discussed topics including, but not limited to, statewide entrance and exit procedures for English learners. The COP was supportive of the changes proposed in the exit criteria.

In addition to the consultation with the COP, DEED gathered stakeholder input through each draft of Alaska's Consolidated State Plan. DEED created ESSA feedback forms and encouraged stakeholders to comment on proposed revisions to statewide entrance and exit procedures at the time each draft was open for public comment. The feedback received indicated that the majority of the respondents were in favor of the proposal, and no changes were made to the proposed entrance and exit criteria as a result of stakeholder feedback.

**Entrance Procedures**

- Determine which students might be identified as an English learner (EL) as defined in Alaska Regulation 4 AAC 34.090 (2) and ESEA as amended by ESSA section 8101(20).
- Before a student is screened for English language proficiency (ELP), the district must determine if the student is included in one of the categories of students eligible to be identified as an English learner as defined as:
    - Student who is not born in the United States or whose native language is a language other than English.
    - American Indian, Alaska Native, or resident of the outlying areas where a language other than English has had a significant impact on the individual's level of English language proficiency.
- Parents of students who are eligible to be identified as an English learner complete a Home Language Survey to determine if a language other than English has a significant impact on the student's level of English language proficiency.
- Teacher observations should be taken into consideration in the identification process. The Language Observation Checklist may be used if the home language survey indicates that

English is spoken at home but the student meets the criteria for which a language other than English may have impacted the student's level of English language proficiency.

- Before a student is screened for English language proficiency, the district must determine if the student is included in one of the categories of students eligible to be identified as an English learner and the Home Language Survey or teacher observations indicate that the student's level of English may not yet be proficient.
    - Should a student fall into one of the above categories, the district must administer one of the State-approved ELP screening assessments (either the W-APT, WIDA Screener or the WIDA MODEL) to determine if the second part of the definition of an English learner student is met.
        - Students who fall below the minimum score are identified as an English learner, are eligible for EL services, and must take the annual ELP assessment (ACCESS for ELLs 2.0) during the current school year.
            - Students entering school March 1 or later that have not been identified may be screened, but are not required to take the ACCESS for ELLs 2.0 until the following spring.
        - Students who score **at or above** the minimum score for English language proficiency are not identified as EL and are not required to be assessed further.
- Incoming kindergartners and older students new to the district from another state or country who are potentially English learners must be screened and identified as soon as possible after enrolling in school, and within 30 days after the beginning of the school year if enrolled at the beginning of the school year.

**Exit Procedures**

- A student will be exited from EL status at the end of the school year in which the student meets the exit criteria based on scores earned on the ELP assessment taken in the spring of that school year.
- Alaska's exit criteria on the ACCESS for ELLs has been a minimum of 5.0 overall composite proficiency level score for all domains, and a minimum score of 4.0 for each domain (reading, writing, listening, and speaking). This exit criteria will remain in place for the 2016-2017 school year.
- Due to the change in scoring for the new ACCESS for ELLs 2.0 ELP assessment, Alaska will propose new exit criteria in state regulation to take effect for the 2017-2018 school year. The exit criteria under consideration are:
    - Minimum overall composite score of 4.5
    - Minimum domain scores
        - Reading 4.0
        - Writing 3.8
        - Speaking 4.0
        - Listening 4.0
- After meeting exit criteria, a former EL student will be in monitoring status for four years.
- During the monitoring period of a former EL student, if the student continues to struggle academically after one semester of exit from EL status, the school may consider whether the student should be re-identified as an English learner. Before re-identifying the student as an EL, the school must administer a state-approved screener. If the results of the screener

indicate that the student is not fully proficient in English, the student may be re-identified as an English learner.

**2. SEA Support for English Learner Progress** *(ESEA section 3113(b)(6))*: Describe how the SEA will assist eligible entities in meeting:

i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and

ii. The challenging State academic standards.

To help districts and schools meet State-designed long-term goals and challenging academic standards, DEED provides technical assistance and support on English language proficiency standards and professional development support for instruction of English learners both in learning English and in achieving academically. Alaska adopted the WIDA English Language Development Standards as the state's English language proficiency standards in 2011, and uses the WIDA ACCESS for ELLs as its English Language Proficiency assessment. Alaska also has access to professional development resources through the WIDA Consortium. The WIDA English Language Development Standards and materials provide a research-based framework for English language instruction. This framework also aligns to Alaska's challenging academic standards by integrating language development with the appropriate academic content matter.

DEED offers training opportunities to Title III districts annually. These are most often WIDA-sponsored or other professional development opportunities that focus on instructional strategies that specifically address the needs of ELs and intentionally support the WIDA English Language Development Standards. Districts may choose to participate in specific opportunities based on their needs. DEED also works with Title III districts to co-sponsor professional development or encourages Title III districts to offer the opportunity for staff from other Title III districts to participate in their EL training.

DEED provides guidance to schools regarding English learners for the administration of the Alaska Developmental Profile (ADP), Alaska's Kindergarten Readiness tool. DEED also provides guidance in the use of the results of the ADP for EL students.

DEED will develop strategies to provide guidance to LEAs on how to target and provide inclusive family involvement to meet the needs of EL students. Strategies could include building family engagement in screening and assessment tools, and development of activities that are geared towards meeting the needs of families.

**3. Monitoring and Technical Assistance** *(ESEA section 3113(b)(8))*: Describe:

i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and

ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

The DEED Title III-A program specialist is responsible for monitoring the progress of districts receiving a Title III-A subgrant. Monitoring and technical assistance strategies include:

- Review of Title III-A grant applications as part of the consolidated online federal grants application.
- Review of district data and school level data on the percentage of ELs that are making progress and attaining proficiency.
- Monitoring Title III-A with other federally-funded programs and providing technical assistance that address outcomes and accountability.
    - DEED formally monitors districts on a five-year cycle. Desk audits are performed as needed and are determined by a risk assessment process.
- Recommends policies that promote best practices for meeting the needs of English learners.
    - Districts with more than eight English learners are required to submit a Plan of Service outlining the identification and exit procedures for ELs as well as details regarding how the district determines the needs of their EL population and services provided. This is a five-year plan that is updated when the needs of the students or services change. A current copy of the Plan of Service is also included in the district Consolidated Application.
    - A DEED team that includes the ACCESS for ELLs 2.0 assessment program manager, Title III-A program manager, and data management staff meet on a regular basis to discuss EL related topics that include assessment scores and district programs. This team strives to gain insight into the overall progress of English learners.
- The Title III-A program manager provides support to Title III-A districts, as well as other districts with schools with more than eight English learners. Support includes:
    - Updates and information regarding English learners in a weekly newsletter
    - Support and technical assistance in creating Plans of Service
    - Connecting districts with similar programs and/or challenges
    - Focused technical assistance during monitoring visits or desk audits
    - Updates on any policy or procedural requirements
    - Creating guidance to support districts and schools
    - Scheduled informational webinars
    - Providing information regarding WIDA materials and trainings
    - Acting as a liaison between other Title programs and the assessment team
- Technical Assistance for Supporting Early Learners that are ELs
    - Alaska will coordinate technical assistance and other related activities with the Early Childhood team and Head Start Collaboration Office.

If the strategies funded with Title III-A are not found to be effective, the Title III-A program manager will provided targeted technical assistance, and may require changes to the district's Plan of Service and/or activities funded with Title III-A in order to increase the effectiveness of the support for ELs.

## F. Title IV, Part A: Student Support and Academic Enrichment Grants

**1. Use of Funds** *(ESEA section 4103(c)(2)(A)):* Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

Initially, DEED will utilize its Title IV Part A State funding for state-level activities to support school health and safety. Alaska is disproportionately affected by behavioral health and social challenges that negatively impact student health, behavior in the classroom, and learning. Examples of these Alaska challenges include: the highest known incidence of Fetal Alcohol Spectrum Disorders in the nation, one of the highest rates of child abuse and neglect, the highest rates of domestic violence and sexual assault, high rates of substance abuse, and the highest rate of suicide in the nation. The impact these issues/adverse childhood experiences have on Alaska's students is significant, and DEED will initially use the State's portion of Title IV Part A funding (approximately $80,000) to expand the training and cohesive professional development it provides to districts on critical health and safety topics. DEED will deliver both face-to-face training and state-of-the-art asynchronous distance delivered eLearning training to district personnel.

(A) Utilizing existing partnerships, DEED will expand its delivery of face-to-face health and safety training to school and community members statewide. Mental health issues, which are often either created or exacerbated by adverse childhood experiences, present a formidable barrier to student learning/safety, and addressing the classroom behaviors that arise from unaddressed mental health concerns is daunting for teachers. DEED will offer statewide evidence-based training that increases knowledge of mental illnesses, increases first aid delivered to youth, and reduces stigmas associated with mental illness with Title IV Part A State funds. The training will provide the tools community members and school personnel need to intervene when youth may be experiencing suicidal thoughts/behaviors, self-injury, panic attacks, reactions to trauma, psychosis, substance abuse, and aggressive behaviors. Additionally, the training will assist schools in becoming trauma sensitive and build statewide capacity to address a broad spectrum of emergent health and safety priorities affecting school-aged youth—such as the state's current opioid epidemic.

(B) DEED will expand its distance-delivered eLearning Program. This program currently offers 50 online courses to more than 18,500 users and employs state-of-the-art technology to deliver timely and cost effective asynchronous educational training to teachers, other district personnel, school service providers, and parents. This system offers educators and other education stakeholders training on many health, safety, and educational topics that play a vital role in improving academic achievement. District feedback on this system has been positive—indicating it provides high quality training, limits the loss of teacher instructional time often incurred by training, and saves them significant funding they would otherwise spend on acquiring/delivering the training. These courses have been offered at no cost to districts, and DEED will work to continue offering these at no cost as resources allow.

The eLearning Program delivers many courses on student health related topics like suicide prevention, alcohol and drug related disabilities, child abuse and neglect prevention, domestic violence and sexual assault prevention, and dating violence prevention that all contribute to achieving trauma sensitive schools. DEED will expand its offerings to include new courses on critical topics like adverse childhood experiences, trauma informed schools,

and opioid abuse prevention/intervention. DEED will also update existing courses to keep them current on best practices and emerging educational research. For example, DEED will partner with its regional equity support center, the Western Educational Equity Assistance Center within the Metropolitan State University of Denver, to update its eLearning training materials on bullying, harassment, and intimidation prevention.

In addition to growing its health and safety course offerings, DEED envisions expanding its utilization of the eLearning system to support districts both in understanding and implementing ESSA.

(C) In summary, DEED will retain 1 percent of Title IV Part A funding to cover statewide program administrative costs and will utilize 4 percent of the program funding to support the following SEA level activities: LEA training as indicated in sections A and B, LEA technical assistance, LEA capacity building, and LEA monitoring. The remaining 95 percent of Title IV Part A funding will be allocated to LEAs.

**2. Awarding Subgrants** *(ESEA section 4103(c)(2)(B))*: Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

DEED's Division of Finance and Support Services, Administrative Finance Unit will be responsible for calculating district Title IV Part A allocations. These calculations will be determined in accordance with this ESEA section's minimum local education agency allocation requirement that no district receive less than $10,000.

## G. Title IV, Part B: 21st Century Community Learning Centers

**1. Use of Funds** *(ESEA section 4203(a)(2))*: Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

In any given year, DEED will utilize up to the full seven percent of funds allowable for State usage to complete some or all of the following activities:

- Write a Request for Application (RFA) that solicits grant proposals that will create or expand community learning centers that support students' academic and non-academic needs and satisfy all 21st CCLC statutory requirements.
- Conduct the competitive application process that adheres to all 21st CCLC statutory requirements.
- Provide a list of potential external organizations sub-grantees might partner with.
- Collect and submit all federally required 21st CCLC data and reporting.
- Provide technical assistance and capacity building through online and in-person directors meetings, a 21st CCLC dedicated website, email messages, and individual calls and web-conferencing.
- Collaborate to provide cohesive professional development on best practices through a state conference on afterschool programs.
- Collaborate with and support a network of afterschool providers.
- Provide a state mentor as well as peer-level site visits.
- Monitor for compliance with state and federal statutes and regulations in accordance with the Uniform Grant Guidance requirement to distinguish between low-risk and high-risk grantees.
- Work with an external evaluator to conduct evaluation processes and reports that lead to continuous improvement cycles.

The focus of professional development and technical assistance will be guided by current needs of the grantees, but has recently included STEM, inclusive programming, working with partners, structured physical activity, hands-on math, project based learning, culturally-relevant programming, positive youth development, and behavior management. In the future, professional development for grantees will also be available in the areas of trauma-informed instruction and the use of technology to support individualized student learning, based on current needs.

**2. Awarding Subgrants** *(ESEA section 4203(a)(4)):* Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

DEED issues competitive grant awards as outlined in the Request for Applications (RFA). Each cycle, the 21st CCLC State Director meets with their Division Director's office and aligns any relevant state and national priorities for serving the target populations within the grant application. The RFA includes priorities mandated in federal 21st CCLC statute. Additionally, determinations are made regarding whether to offer additional priority points to boost applications to serve areas or

populations that are underserved among the existing 21st CCLC grantees (e.g. high school programs, rural programs) or to encourage applications that will support relevant State initiatives.

Overall, the RFA is designed to promote the academic achievement of the students served through the intentionality of the services outlined. In order to be funded, programs have to primarily target academic improvement and be based upon a current needs assessment. Measures, such as improvement of grades or standardized test scores and improved classroom academic and/or social-emotional behaviors, are typically required performance measures for funded proposals.

Although the process may be adjusted or revised for a given year as DEED determines necessary, in general, the RFA review cycle proceeds in the following manner to ensure the quality of funded projects:

- The release of the RFA is announced through several different methods (e.g. email, website, newspaper). Applicants typically have six to ten weeks to submit applications. During that time the 21st CCLC Program Manager offers technical assistance, primarily via webinar.

- With approval of DEED's Commissioner of Education, the Program Manager assembles a balanced review team that will ideally have strong knowledge of best practices in education and afterschool, positive youth development, and grant management, as well as awareness of the unique challenges faced in rural Alaska. All reviewers must be free from conflict of interest, as defined by Alaska Statute.

- Reviewers are gathered initially to go through the RFA and receive training on topics such as the scoring rubric and eligible point values, applicants and potential conflicts of interest, all written comments becoming public property, and guidance about DEED priority points for that RFA.

- The 21st CCLC Program Manager verifies the applications meet the eligibility criteria expressed in the competitive RFA, such as the page limitations, deadline date for submission, and priority points. Reviewers are given all eligible grant applications and are generally given two to four weeks to review and initially score/rank all proposals. (While we prefer all reviewers to review and score all applications, if DEED receives an overwhelming number of applications, the scoring process will be revised to use a two-tier scoring process.) Prior to the date of the final review, all reviewers provide their initial scores on each application to the Program Manager. These scores are loaded into a spreadsheet so that the sum totals can be viewed during the review.

- Reviewers gather and the Program Manager facilitates the conversation around each application, providing an opportunity to have reviewers provide feedback for improvement or questions regarding each section. These comments may be provided to the applicants along with their scores. Where there are significant scoring differences, the program manager facilitates a conversation around the scores, and reviewers are given an opportunity to change their scores based on the discovery of information or lack thereof. Once the scores are adjusted based on the conversation, the spreadsheet is revised for the new values, displaying the applicants based on the total number of scoring points high to low. The reviewers then look at the eligible applicants and their request for funding, deducting each fiscal request until there are no more funds available. Reviewers may eliminate budgetary items that are beyond the scope of the project or

recommend reductions to the funding levels of individual applicants to reflect the total funding amount available for the top scoring applicant(s).

- The process and recommendations of the review team are reviewed with the Director of Student Learning. The final recommendations are forwarded through the Director's Office to the Commissioner of Education and Early Development for final approval of release.

- All applicants are notified of the funding decisions and scores are provided. Successful applicants are sent a Notice of Intent to award. If applicable, the Program Manager may request a revised budget that addresses items such as unallowable or excessive costs that may have been identified during the review process. Within the RFA, all applicants are made aware of Alaska's funding appeals process that is set by Alaska Administrative Code. No final awards are issued until after 30 days have passed without any applicant filing an official appeal.

Through the process described above, Alaska is able to select entities that are best able to operate community learning centers that help participating students meet the challenging State academic standards, as well as local academic standards.

## H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

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|---|
| **1. Outcomes and Objectives** *(ESSA Section 5223(b)(1)):* Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State standards. |
| Alaska is not applying to receive and administer Rural and Low-Income School Program (RLIS) funds to eligible districts, and therefore, will not set State-level program objectives and outcomes for RLIS-funded activities. Instead, as provided in ESSA section 5221, (a)(3)(A) and (C), Alaska will allow US ED to distribute these funds directly to Alaska's eligible districts beginning in the 2017-18 school year. This will enable each eligible district the opportunity to set relevant and individual district-specific objectives and outcomes when describing how the RLIS funds will help their students meet the challenging State standards. DEED believes this will also help districts to better use this small amount of funding by making it easier to blend and coordinate it with other district-specific funding and initiatives.<br><br>Due to changes brought about by ESSA, approximately 25 of 54 Alaska districts will have the option and necessity to *choose* between receiving the US ED-administered Small, Rural School Achievement (SRSA) grant or the RLIS grant. Because of eligibility for RLIS being *dependent* upon whether a district applied to US ED for SRSA funding, it seems more logical for Alaska districts to simply apply to US ED for RLIS funds, too, instead of to DEED. |
| **2. Technical Assistance** *(ESEA section 5223(b)(3)):* Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222. |
| Alaska is not applying to receive and administer RLIS funds to eligible districts and instead will allow US ED to distribute the funds directly to Alaska's eligible districts beginning in the 2017-18 school year. DEED will provide information to Alaska districts to help them understand their eligibility. |

# I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

**1. Student Identification** *(722(g)(1)(B) of the McKinney-Vento Act)*: Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

DEED will provide technical assistance and guidance to districts and schools on the identification of homeless students.

**Identification**

In Alaska, the identification of homeless children and youth is the responsibility of the district. A district-appointed Homeless Liaison, who will serve as the key contact for the school district will be responsible for:

- Identification of homeless children and youth
  - Providing the definition of homelessness to all school employees
  - Implementing the appropriate processes and procedures for keeping track of and reporting information regarding homeless students in the district to district and school staff.
- Ensuring that the homeless student is able to enroll immediately and participate fully in school.
- Informing parents and guardians of the rights of the student.
- Ensuring the public posting of educational rights throughout the school district and community.

The liaison is responsible for training **all** school and district personnel on how to identify homeless students using McKinney-Vento Eligibility Guidelines and ensuring that they have adequate transportation to attend the school of origin and that all barriers to registration are eliminated. Other duties of the liaison include:

- Determining the situation of the family and youth regarding the youth's living arrangements.
- Using the definition of homelessness in the McKinney-Vento Act, to determine what services the student is eligible for.
- Gathering additional information about the student from other agencies to assist with the identification of homeless students and the determination of services to provide.

**Needs Assessment**

The primary responsibility for assessing the needs of homeless students and youth lies with the district and school. The district's needs assessment will identify the needs of the students and organize the services that the students will receive.

**2. Dispute Resolution** *(722(g)(1)(C) of the McKinney-Vento Act)*: Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

DEED requires each local district to have a dispute resolution process. DEED provided guidance and sample templates for this process. The guidelines include immediate enrollment of the homeless student pending resolution of the dispute. Within five business days, the district Homeless Liaison is to provide the family or unaccompanied youth with a written determination of the school division's placement decision, including the ability to appeal the decision at the state level by contacting the State Homeless Education Coordinator.

DEED has established a state-level dispute resolution procedure process outlined in regulation 4 AAC 06.888. The regulation requires the individual to first file a complaint with the district. If the complaint is not resolved by the district, the individual may file a complaint with DEED according to the procedures outlined in the regulation. Within five days of receiving a complaint, the department will assign an investigator to conduct an informal review of the complaint. Within 60 days of receiving the complaint, the investigator shall submit the findings to the commissioner and the complainant. The commissioner may take corrective action if the district was found to be in violation of the law. While the regulation allows 60 days for the investigation, the department is aware of the need to reach resolutions in disputes regarding homeless students as expeditiously as possible.

3. **Support for School Personnel** *(722(g)(1)(D) of the McKinney-Vento Act)*: Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

When applying for ESEA funds, districts must provide a description of the:

- Training/professional development that was or will be provided to district staff on identifying and serving homeless children and youth, including runaway homeless children and youth. They must also include the dates or timeframe and the types of staff that received training.
- Procedure used by the homeless liaison to identify homeless students, including runaway homeless children. Districts must also include any community agencies, organizations, and other resources regularly contacted to assist with the identification of homeless children and youth, including runaway homeless children and youth.

During ESEA Monitoring, DEED verifies that the district has identified a homeless liaison and the homeless liaison ensures that

- Homeless children and youths, including runaway homeless children and youth, are identified by school personnel through outreach and coordination activities.
- School personnel providing services to homeless and runaway children and youth receive professional development and other support.

DEED will provide ongoing technical assistance and guidance as needed to all school personnel on the requirements of the McKinney-Vento Homeless Education Program. District Homeless Liaisons will be provided with training guidelines and training updates as they become available. Training opportunities include face-to-face training at the Annual Technical Assistance Workshop (Federal Programs), weekly newsletter updates, updated information as it becomes available via email, and webinars.

DEED will also conduct monitoring visits to all districts during scheduled ESEA monitoring visits. During these visits, DEED program managers will review district and school procedures and provide individualized technical assistance to Homeless Liaisons to ensure all processes and procedures meet the requirements outlined in the McKinney-Vento Education Act.

The State Homeless Coordinator is creating new links between the State Dept. of Educations Homeless, School Safety, and Suicide Prevention divisions. These links will fold LEA personnel who are in contact with homeless students into more of the training appropriate for them offered by School Safety and Suicide Prevention, and allow for increased awareness among counselors and other LEA personnel focused on School Safety and Suicide Prevention that homeless students may have unique needs in these areas. In addition, the State Homeless Coordinator will utilize NCHE materials on a regular basis to inform LEA Homeless Liaisons and other district personnel on a variety of topics connected to the specific needs of homeless children and youth through face-to-face annual meetings and additional support methods listed below.

Additional support includes:

- Weekly ESEA Federal Program Newsletter – Provide guidance and additional training opportunities to district staff including, but not limited to, homeless liaisons, superintendents, federal programs coordinators, grants managers, and all other federal program staff.
- Webinar Trainings – Provide guidance on the McKinney-Vento Education for Homeless Children and Youth requirements. Topics include, but are not limited to, identification of homeless and runaway children, identifying and addressing the needs of homeless and runaway children, coordination with other agencies, dispute resolution, and using Title I-A set-aside funds.
- Resources for district homeless training sessions – Annually provide the homeless liaisons resources for them to effectively provide trainings to district and school personnel regarding homeless and runaway children and youths.

**4. Access to Services** *(722(g)(1)(F) of the McKinney-Vento Act)*: Describe procedures that ensure that:

i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;

ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and

iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

DEED has procedures in place to ensure that homeless children and youth have access to all public school programs and services that are appropriate to their age/grade level:

- DEED provides guidance to district staff and district homeless liaisons on the need to have policies and procedures and the need to reduce barriers to ensure equal access to any public school programs as applicable. This guidance is provided on the website, and also in the Consolidated ESEA Application Handbook, the companion document updated annually for the district ESEA Consolidated Grant Application.

- DEED requires districts to sign assurances that they will adopt policies and procedures that ensure that each homeless child or youth has equal access to the same free, appropriate public education, including preschool education, as provided to other children and youths.
- DEED requires districts to describe in their annual ESEA Consolidated Grant application how Title I-A funding is used to provide comparable services to homeless children and youth, including providing educationally related support to children in shelters or other locations where children may live. This set-aside funding may also be used to provide homeless children and youth with services not ordinarily provided under Title I-A, including funding for the homeless liaison position, or to defray the excess cost of transportation to the school of origin [Section 1113(c)(3)].
- DEED requires all districts to answer the following question in their annual ESEA Consolidated Grant application, regardless of whether Title I-A funds are used to provide the services.

  **"D.4 Homeless Children & Youth – Access to Services**

  Describe procedures that ensure that:

  - Homeless children have access to public preschool programs as provided to other children in the district;
  - Homeless children and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
  - Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels. [Section 722(g)(1)(F)]"
- During district level ESEA Monitoring, DEED verifies that the procedures described in the application are, in fact, being implemented. DEED staff also reviews district policies to ensure adherence to the requirements of the federal and state law.

To support access to services in all districts statewide, the state coordinator for homeless education will focus on the three areas required.

i. The state does not administer public preschool programs directly. DEED ensures preschool-aged children experiencing homelessness have the same access to early childhood and preschool programs as all other students. To ensure that homeless children have access to public school preschool programs administered within the districts, the state coordinator will collaborate and coordinate efforts with the DEED Early Learning Specialist. They will collaborate with Alaska's Best Beginnings Advisory Council and offer input to member agencies regarding the need to provide services to preschool children identified as homeless. The state coordinator will work with the DEED Head Start Collaboration Coordinator to ensure that children identified as homeless are prioritized for services within Head Start and Tribal Head

Start programs. The state coordinator will provide information to the federal, state, and locally funded preschool programs to prioritize services to children identified as homeless who live in communities offering such programs. Upon request the state coordinator will provide training and technical assistance to Head Start and other state or federally funded preschool programs.

ii. Information gathered from a Student Residency Questionnaire will help district liaisons connect homeless, unaccompanied youth with service providers who will advocate on behalf of the children and youth to ensure they have the opportunity to return to school and participate in these programs. The State homeless coordinator works with district liaisons and school counselors at the secondary level to make sure homeless youth are receiving appropriate credit for full or partial coursework in accordance with State, local, and school policies. The state coordinator will collaborate with the Alaska Alternative School Coalition to increase awareness of the need to provide outreach and drop-out recovery programs to youth identified as homeless, including youth identified as runaways. These efforts will include credit recovery and alternative methods of meeting graduation requirements.

iii. The state does not provide academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs directly. Charter schools in Alaska are chartered within a district as a public school. Districts are responsible for providing programs listed above, and the program options will vary by district. The State Homeless Education Coordinator will work with districts that need assistance in finding ways of eliminating barriers for homeless students to participate fully in such services.

The state coordinator collaborates with the Alaska Career and Technical Education section to ensure access to career-based programs and Career and Technical Student Organizations (CTSO) such as FFA, FCCLA, HOSA, SkillsUSA, ProStart, dual-credit, and industry certifications. District homeless liaisons will coordinate with CTE advisors to provide students with items required to participate, including fees, equipment, tools, uniforms, or other clothing items. The state coordinator encourages districts to provide opportunities for students identified as homeless to enroll in Advanced Placement Courses, International Baccalaureate Programs, Dual Enrollment Programs, Gifted and Talented Programs, and other academic programs. Through collaborative efforts with nonprofits and other community agencies, district homeless liaisons are encouraged to reach out to the local community to provide items needed for participation in extra-curricular activities, including athletic gear, participation fees, musical instruments, and other tools or equipment as necessary. Districts will provide students identified as homeless with access to credit recovery and other alternative opportunities to obtain credit, including summer school, before and after school learning opportunities, and online credit recovery and learning options. Every effort will be made by the districts and schools to remove barriers to homeless children and youth participating in all academic and extracurricular activities. DEED will work with state athletic associations to ensure access and opportunity is available for all students.

**5. Strategies to Address Other Problems** *(722(g)(1)H) of the McKinney-Vento Act)*: Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by:

i. Requirements of immunization and other required health records;

ii. Residency requirements;
iii. Lack of birth certificates, school records, or other documents;
iv. Guardianship issues; or
v. Uniform or dress code requirements

Processes and procedures in Alaska allow any homeless student or youth to enroll immediately. Verification of these policies will occur during scheduled ESEA monitoring visits.

Immunization and other required health records:
Homeless students may provisionally enroll in a public school for a period of up to 30 days while proof of immunization records are obtained. Upon enrollment, the Homeless Liaison is contacted to help facilitate obtaining immunization records or immunizations for the students as necessary. The Alaska Division of Public Health works with the district to ensure the proper services are provided so the student can attend school immediately.

Residency requirements:
The district will have a Student Residency Questionnaire (nighttime living status of every homeless student). This form will ask questions about the family, where the family is staying, and siblings. The district liaison can coordinate with various agencies and service providers who work with homeless youth.

Lack of birth certificates, school records, or other documents:
DEED verifies that district policies provide for time-line waivers for producing medical, school, and other records so that homeless students can immediately be enrolled in school.

Guardianship issues:
DEED verifies that districts have developed a caregiver form establishing responsibilities of caregivers that requests their contact information in lieu of traditional proof of guardianship. This form should not create further barriers or delay school enrollment.

Uniform or dress code requirements:
DEED verifies that district policies provide waivers for uniform fees or other strategies to ensure that uniform or dress code requirements do not delay school enrollment for homeless students and to allow them to fully participate in all aspects of school immediately.

**6. Policies to Remove Barriers** *(722(g)(1)(I) of McKinney-Vento Act)* Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

The state coordinator will periodically review and recommend revisions to state-level policies or procedures that may create barriers to the identification, enrollment, and retention of students identified as homeless, including barriers to enrollment and retention due to outstanding fees or fines, or absences. This review will be conducted in collaboration and coordination with other state and federally funded programs, including Title I, Title III, Migrant Education, IDEA, and Indian Education. Such review will be conducted with input from districts receiving subgrant funds as well as representatives from districts representing urban and rural communities. DEED will continue to

provide written guidance documents regarding the need to enroll and retain children and youth who are homeless, including the unique needs of various at-risk and diverse subgroups of students. The state coordinator will collaborate with other divisions within DEED that provide specific support, such as Migrant Education, Indian Education, Special Education, Gifted and Talented Education, Preschool Programs, Career and Technical Education, and other programs and initiatives relevant to the needs of children and youth identified as homeless.

DEED requires districts to answer the following question in their annual ESEA Consolidated Grant application. Responses to the question are reviewed during application review, and are required to be revised if the district policies do not meet the requirement of reducing barriers. DEED verifies through monitoring that district liaisons and district policies and practices do not act as barriers to enrolling homeless students, including public notices of rights, enrollment assistance, waivers for producing medical records, school records, or other potential obstacles to enrollment. The state will continue to provide technical assistance on policies to remove all barriers, and will work with districts through the application review and monitoring processes to review and revise those policies as needed.

> **"D.6 Homeless Children & Youth – Policies to Remove Barriers**
> Demonstrate that the district has developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, including barriers to enrollment and retention due to outstanding fees or fines, or absences. [Section 722(g)(1)(I)]"

**7. Assistance for Counselors** *(722(g)(2)(K)):* A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

The state coordinator will work with the DEED School Counselor and the Alaska School Counselors Association to increase awareness among school counselors of the need to assist high school students identified as homeless in receiving appropriate credit for full or partial coursework. The state coordinator will also work with the AKSCA to provide all school counselors in the state with training regarding the need to assist students identified as homeless in preparing for college, careers, or community across the K-12 continuum. It is recommended that all school counselors participate in professional development to increase awareness of the unique needs of children and youth experiencing homelessness. Webinars are available through the federal technical assistance provider and the American School Counseling Association.

A multi-program approach is used to support counselors assisting homeless students.

- DEED's School Health and Safety Team provides school counselors with information and support on:
  - Trauma-informed schools
  - Suicide prevention
  - Partnerships with State agencies that provide health and safety related services
- The Federal Programs team provides support and guidance about funding available through Title I-A to support homeless students.

To support homeless students and youth prepare for college and career readiness, DEED will provide support and resources for school counselors to assist these students, as well as provide information regarding resources for:

- Credit Recovery
- Tutoring

- ACT/SAT fee assistance
- FAFSA application assistance for special circumstances
- Alaska Performance Scholarship requirements

DEED requires districts to answer the following question in their annual ESEA Consolidated Grant application. DEED works with districts through the application review and monitoring processes to ensure that the districts have described the type of assistance that homeless children and youth will receive from counselors to ensure that it is at least equivalent to the assistance that is provided to all students in the school and includes such assistance as regular meetings with a counselor to plan for an appropriate high school course sequence, tools to learn about college and career pathways, and information about financial aid opportunities. Counselors should also work with them on addressing their social and emotional needs.

> **"D.7 Homeless Children & Youth – Assistances for Counselors**
> Describe how homeless children and youth will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths in college. [Section 722(g)(2)(K)]"

# Appendix A: Measures of interim progress

*Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.*

## A. Academic Achievement

| English Language Arts: Grades 3-9 FAY students only | Baseline | Measures of Interim Progress | | | | | | | | | Long-Term Goal | Annual Increment Needed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | |
| | **2016-2017** | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 | **2026-2027** | |
| All students | **39.4%** | 42.4% | 45.5% | 48.5% | 51.5% | 54.6% | 57.6% | 60.6% | 63.6% | 66.7% | **69.7%** | **3.0%** |
| African American | **26.7%** | 30.3% | 34.0% | 37.7% | 41.3% | 45.0% | 48.7% | 52.3% | 56.0% | 59.7% | **63.3%** | **3.7%** |
| Alaska Native/American Indian | **16.4%** | 20.6% | 24.8% | 29.0% | 33.1% | 37.3% | 41.5% | 45.7% | 49.9% | 54.0% | **58.2%** | **4.2%** |
| Asian/Pacific Islander | **30.2%** | 33.7% | 37.2% | 40.7% | 44.2% | 47.7% | 51.2% | 54.7% | 58.1% | 61.6% | **65.1%** | **3.5%** |
| Caucasian | **54.0%** | 56.3% | 58.6% | 60.9% | 63.2% | 65.5% | 67.8% | 70.1% | 72.4% | 74.7% | **77.0%** | **2.3%** |
| Hispanic | **35.4%** | 38.6% | 41.9% | 45.1% | 48.3% | 51.6% | 54.8% | 58.0% | 61.3% | 64.5% | **67.7%** | **3.2%** |
| Two or More Races | **39.2%** | 42.2% | 45.2% | 48.3% | 51.3% | 54.4% | 57.4% | 60.5% | 63.5% | 66.5% | **69.6%** | **3.0%** |
| Students with Disabilities | **11.3%** | 15.8% | 20.2% | 24.6% | 29.1% | 33.5% | 37.9% | 42.4% | 46.8% | 51.2% | **55.7%** | **4.4%** |
| English Learners | **5.1%** | 9.8% | 14.6% | 19.3% | 24.1% | 28.8% | 33.5% | 38.3% | 43.0% | 47.8% | **52.5%** | **4.7%** |
| Economically Disadvantaged | **25.6%** | 29.3% | 33.0% | 36.8% | 40.5% | 44.2% | 47.9% | 51.6% | 55.4% | 59.1% | **62.8%** | **3.7%** |

| Mathematics: Grades 3-8 FAY students only | Baseline | Measures of Interim Progress | | | | | | | | | Long-Term Goal | Annual Increment Needed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | |
| | **2016-2017** | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 | **2026-2027** | |
| All students | **35.4%** | 38.7% | 41.9% | 45.1% | 48.4% | 51.6% | 54.8% | 58.0% | 61.3% | 64.5% | **67.7%** | **3.2%** |
| African American | **19.5%** | 23.5% | 27.6% | 31.6% | 35.6% | 39.6% | 43.7% | 47.7% | 51.7% | 55.7% | **59.8%** | **4.0%** |
| Alaska Native/American Indian | **15.8%** | 20.0% | 24.2% | 28.5% | 32.7% | 36.9% | 41.1% | 45.3% | 49.5% | 53.7% | **57.9%** | **4.2%** |
| Asian/Pacific Islander | **29.1%** | 32.6% | 36.2% | 39.7% | 43.3% | 46.8% | 50.4% | 53.9% | 57.5% | 61.0% | **64.5%** | **3.5%** |
| Caucasian | **47.6%** | 50.2% | 52.8% | 55.4% | 58.1% | 60.7% | 63.3% | 65.9% | 68.5% | 71.2% | **73.8%** | **2.6%** |
| Hispanic | **31.0%** | 34.4% | 37.9% | 41.3% | 44.8% | 48.2% | 51.7% | 55.1% | 58.6% | 62.0% | **65.5%** | **3.5%** |
| Two or More Races | **37.1%** | 40.2% | 43.4% | 46.5% | 49.7% | 52.8% | 56.0% | 59.1% | 62.2% | 65.4% | **68.5%** | **3.1%** |
| Students with Disabilities | **10.2%** | 14.7% | 19.1% | 23.6% | 28.1% | 32.6% | 37.1% | 41.6% | 46.1% | 50.6% | **55.1%** | **4.5%** |
| English Learners | **8.4%** | 12.9% | 17.5% | 22.1% | 26.7% | 31.3% | 35.9% | 40.4% | 45.0% | 49.6% | **54.2%** | **4.6%** |
| Economically Disadvantaged | **22.9%** | 26.8% | 30.6% | 34.5% | 38.3% | 42.2% | 46.0% | 49.9% | 53.7% | 57.6% | **61.4%** | **3.9%** |

## B. Graduation Rates

# Appendix A: Measures of interim progress

| Four-Year Graduation Rate | Baseline | Measures of Interim Progress | | | | | | | | | Long-Term Goal | Annual Increment Needed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | |
| | **2016-2017** | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 | **2026-2027** | |
| All students | **78.2%** | 79.4% | 80.6% | 81.8% | 82.9% | 84.1% | 85.3% | 86.5% | 87.6% | 88.8% | **90.0%** | **1.2%** |
| African American | **73.9%** | 75.5% | 77.1% | 78.7% | 80.3% | 81.9% | 83.5% | 85.2% | 86.8% | 88.4% | **90.0%** | **1.6%** |
| Alaska Native/American Indian | **68.9%** | 71.0% | 73.1% | 75.2% | 77.3% | 79.4% | 81.6% | 83.7% | 85.8% | 87.9% | **90.0%** | **2.1%** |
| Asian/Pacific Islander | **84.4%** | 85.0% | 85.5% | 86.1% | 86.6% | 87.2% | 87.8% | 88.3% | 88.9% | 89.4% | **90.0%** | **0.6%** |
| Caucasian | **82.2%** | 82.9% | 83.7% | 84.5% | 85.3% | 86.1% | 86.9% | 87.6% | 88.4% | 89.2% | **90.0%** | **0.8%** |
| Hispanic | **77.3%** | 78.6% | 79.9% | 81.1% | 82.4% | 83.7% | 84.9% | 86.2% | 87.5% | 88.7% | **90.0%** | **1.3%** |
| Two or More Races | **75.1%** | 76.6% | 78.0% | 79.5% | 81.0% | 82.5% | 84.0% | 85.5% | 87.0% | 88.5% | **90.0%** | **1.5%** |
| Students with Disabilities | **58.7%** | 61.9% | 65.0% | 68.1% | 71.2% | 74.4% | 77.5% | 80.6% | 83.7% | 86.9% | **90.0%** | **3.1%** |
| English Learners | **57.7%** | 60.9% | 64.2% | 67.4% | 70.6% | 73.9% | 77.1% | 80.3% | 83.5% | 86.8% | **90.0%** | **3.2%** |
| Economically Disadvantaged | **72.0%** | 73.8% | 75.6% | 77.4% | 79.2% | 81.0% | 82.8% | 84.6% | 86.4% | 88.2% | **90.0%** | **1.8%** |

| Five-Year Graduation Rate | Baseline | Measures of Interim Progress | | | | | | | | | Long-Term Goal | Annual Increment Needed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | |
| | **2016-2017** | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 | **2026-2027** | |
| All students | **81.3%** | 82.5% | 83.7% | 84.8% | 86.0% | 87.2% | 88.3% | 89.5% | 90.7% | 91.8% | **93.0%** | **1.2%** |
| African American | **81.5%** | 82.7% | 83.8% | 85.0% | 86.1% | 87.3% | 88.4% | 89.6% | 90.7% | 91.9% | **93.0%** | **1.1%** |
| Alaska Native/American Indian | **72.5%** | 74.5% | 76.6% | 78.6% | 80.7% | 82.7% | 84.8% | 86.8% | 88.9% | 90.9% | **93.0%** | **2.1%** |
| Asian/Pacific Islander | **85.6%** | 86.3% | 87.1% | 87.8% | 88.6% | 89.3% | 90.0% | 90.8% | 91.5% | 92.3% | **93.0%** | **0.7%** |
| Caucasian | **84.5%** | 85.4% | 86.2% | 87.1% | 87.9% | 88.8% | 89.6% | 90.5% | 91.3% | 92.2% | **93.0%** | **0.8%** |
| Hispanic | **81.4%** | 82.6% | 83.7% | 84.9% | 86.1% | 87.2% | 88.4% | 89.5% | 90.7% | 91.8% | **93.0%** | **1.2%** |
| Two or More Races | **80.7%** | 81.9% | 83.2% | 84.4% | 85.6% | 86.8% | 88.1% | 89.3% | 90.5% | 91.8% | **93.0%** | **1.2%** |
| Students with Disabilities | **64.6%** | 67.4% | 70.2% | 73.1% | 75.9% | 78.8% | 81.6% | 84.5% | 87.3% | 90.2% | **93.0%** | **2.8%** |
| English Learners | **65.5%** | 68.2% | 71.0% | 73.7% | 76.5% | 79.2% | 82.0% | 84.7% | 87.5% | 90.2% | **93.0%** | **2.8%** |
| Economically Disadvantaged | **77.4%** | 79.0% | 80.6% | 82.1% | 83.7% | 85.2% | 86.8% | 88.3% | 89.9% | 91.4% | **93.0%** | **1.6%** |

## C. Progress in Achieving English Language Proficiency

| English Learner progress toward English Language Proficiency | Baseline | Measures of Interim Progress | | | | | | | | | Long-Term Goal | Annual Increment Needed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | |
| | **2016-2017** | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 | **2026-2027** | |
| All English learners | **41.9%** | 44.7% | 47.5% | 50.3% | 53.1% | 56.0% | 58.8% | 61.6% | 64.4% | 67.2% | **70.0%** | **2.8%** |

# Appendix B: Section 427 of the General Education Provisions Act (GEPA)

OMB Control No. 1894-0005 (Exp. 03/31/2017)

*Instructions: In the text box below, describe the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs provide the information to meet the requirements of Section 427 of the General Education Provisions Act (GEPA), consistent with the following instructions.*

The Alaska Department of Education & Early Development (DEED) ensures equitable access to and participation in its federally-assisted programs for students, teachers, and other program beneficiaries with special needs or special considerations. The following six types of barriers, as highlighted by the statute, have been considered in the development of DEED projects.

1. Gender. Programs are available and open to all participants regardless of their gender or sex.

2. Race. Programs are available and open to all participants regardless of their race.

3. National Origin. Programs are open and available to all participants regardless of their country of origin.

4. Color. Programs are open and available to all participants regardless of their skin color.

5. Disability. All programs are open and available to all participants, regardless of disabilities. Project materials are available on digital recordings for students and staff with qualifying special needs. Alaska complies voluntarily with the participation in National Instructional Materials Access Standards/Center (NIMAS/NIMAC). Participants identified as having special needs will receive special education and related services in accordance with the Individuals with Disabilities Education Act (IDEA) and state and federal laws. Participants with physical handicaps are provided access to facilities in compliance with Section 504, the Americans with Disabilities Act (ADA) and federal and state laws.

6. Age. Programs are open and available to all participants regardless of their age, as provided for under state and federal regulations.

The Alaska Department of Education and Early Development (DEED) will ensure that districts sign an assurance upon application for ESEA Consolidated Grants that they will provide equitable access and participation for students, teachers and program beneficiaries with special needs to educational programs and opportunities included in Alaska's consolidated state plan. DEED will also provide information regarding these requirements in the Application Handbook and will provide technical assistance, in collaboration with the DEED Special Education staff and stakeholder groups, to develop strategies that address barriers unique to programs the during technical assistance.