

**State Board of Education & Early Development  
Tentative Agenda  
Audio-conference Meeting  
January 27, 2017  
State Board Room  
Department of Education & Early Development  
801 West 10<sup>th</sup> Street  
Juneau, AK 99801**

**Mission Statement:** An excellent education for every student every day.

January 27, 2017

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**12:00 PM**

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

**12:10 PM**

Public Comment

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

**Public comment can be made for this meeting, during this time only, by calling 1-844-586-9085 if you are outside of Juneau. For participation from Juneau, call 586-9085.** This meeting will be streamed through the Legislative Information Office over <http://www.alaskalegislature.tv/> beginning at noon on January 27, 2017, (audio only). Click on the meeting name to listen to the proceedings. When public comment is over, the meeting will continue to be broadcast at the above web site.

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

**Work Session**

**12:40 PM**

- 1. Department’s FY2018 operating and capital budgets ..... Dr. Michael Johnson, Commissioner  
 ..... Heidi Teshner, Administrative Services Director

**1:00 PM**

- 2. Legislative Report ..... Dr. Michael Johnson, Commissioner  
 ..... Marcy Herman, Legislative Liaison

**1:30 PM**

- 3. Strategic Goals defining documents..... Dr. Michael Johnson Commissioner  
 ..... Dr. Susan McCauley, Education Policy Coordinator

**Business Meeting**

**3:30 PM**

- 4. Proposed change to the March 2017 Meeting Dates..... Dr. Michael Johnson, Commissioner

**3:45 PM**

- 5. Monthly State Board of Education & Early Development Updates .....  
 .....Dr. Michael Johnson, Commissioner

**4:00 PM**

- 6. Consent Agenda ..... James Fields, Chair
  - 6A. Approve the department’s FY2018 operating and capital budgets
  - 6B. Approve the December 8, 2016 minutes
  - 6C. Approve the board’s January 2017 report to the legislature

**4:15 PM** Board Comments

**4:45 PM** Adjourn

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

**January 27, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 1**

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**◆ ISSUE**

The board is being asked to approve the department's FY2018 Governor's proposed operating and capital budgets.

**◆ BACKGROUND**

- AS 14.07.150 gives the Commissioner of Education and Early Development the responsibility and authority for preparing and executing the budget, subject to the approval of the State Board. The development of the education budget is part of the annual executive budget process.
- The Governor's Office of Management and Budget prepares annual budget requests, issues instructions to all state agencies for budget development, and worked with the department on the FY2018 Governor's proposed operating and capital budgets.
- The budgets were released on December 15, 2016.
- The FY2018 Governor's proposed operating and capital budgets can be found behind this cover memo.
- Heidi Teshner, Director of Administrative Services, will be present to brief the board.

**◆ OPTIONS**

This is a work session item. Action will take place under Agenda Item 6A.



## **FY2018 Governor's Operating Budget**

*December 15, 2016 – Agency Budget*

**Department of Education & Early Development**  
**FY2018 Governor Operating Budget \***

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

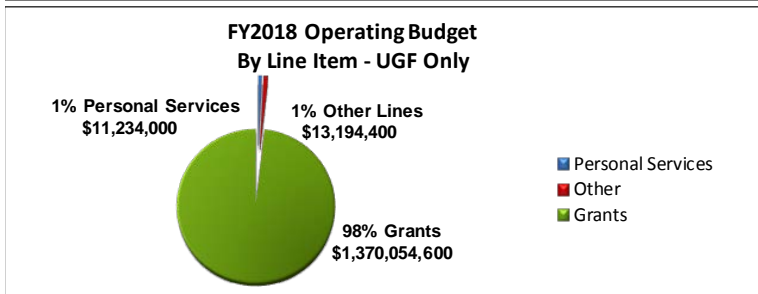
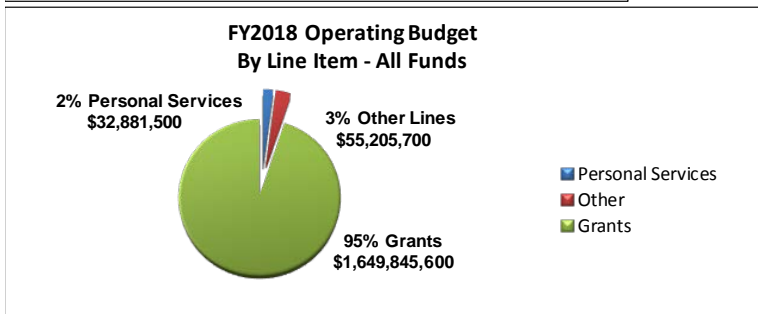
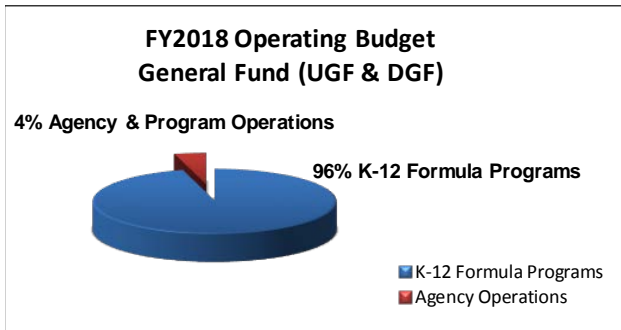
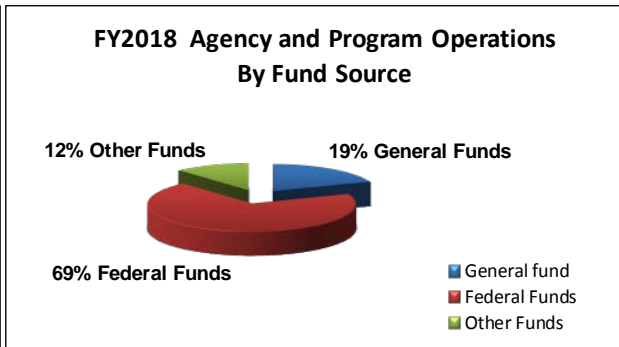
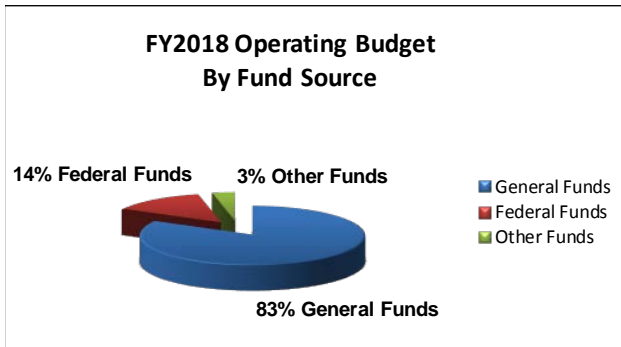
	Designated General Funds	Unrestricted General Funds	Federal Funds	Other Funds	Total
<b>K-12 Formula Programs</b>	18,600.0	1,358,660.1	20,791.0	20,000.0	<b>1,418,051.1</b>
<b>Agency and Program Operations</b>	26,071.5	35,822.9	220,366.5	37,620.8	<b>319,881.7</b>
<b>Total</b>	<b>44,671.5</b>	<b>1,394,483.0</b>	<b>241,157.5</b>	<b>57,620.8</b>	<b>1,737,932.8</b>

**Position Count:**

Full-time 279

Part-time 15

Non-perm 4



**Department of Education & Early Development  
FY2018 Governor's Budget**

	<b>Designated General Funds</b>	<b>Unrestricted General Funds</b>	<b>Federal Funds</b>	<b>Other Funds</b>	<b>Total</b>
<b>K-12 Formula Programs:</b>					
Foundation Program	0	1,176,466,600	20,791,000	20,000,000	1,217,257,600
Pupil Transportation	0	72,619,800	0	0	72,619,800
Boarding Home Grants	0	7,553,200	0	0	7,553,200
Youth in Detention	0	1,100,000	0	0	1,100,000
Special Schools	0	3,563,900	0	0	3,563,900
School Debt Reimbursement	18,600,000	97,356,600	0	0	115,956,600
<b>Subtotal K- 12 Formula Programs</b>	<b>18,600,000</b>	<b>1,358,660,100</b>	<b>20,791,000</b>	<b>20,000,000</b>	<b>1,418,051,100</b>

	<b>Positions</b>			<b>Designated General Funds</b>	<b>Unrestricted General Funds</b>	<b>Federal Funds</b>	<b>Other Funds</b>	<b>Total</b>
	<b>PFT</b>	<b>PPT</b>	<b>NP</b>					
<b>Agency and Program Operations:</b>								
Executive Administration	5			0	1,014,600	0	22,400	1,037,000
Administrative Services	10			0	842,700	145,000	683,600	1,671,300
Information Services	5			0	271,100	0	650,800	921,900
School Finance & Facilities	11			0	1,307,600	0	895,800	2,203,400
Student and School Achievement	46			531,600	5,562,900	153,924,400	447,500	160,466,400
State System of Support	3			0	1,847,700	0	0	1,847,700
Teacher Certification	5			916,300	0	0	16,400	932,700
Child Nutrition	9			0	86,500	63,709,600	0	63,796,100
Early Learning Coordination	2			0	8,285,800	280,900	0	8,566,700
Pre-Kindergarten Grants	0			0	2,000,000	0	0	2,000,000
Professional Teaching Practices Commission	2			303,000	0	0	0	303,000
Alaska State Council on the Arts	5			10,900	692,800	806,300	1,258,500	2,768,500
Mt. Edgecumbe Boarding School	37	12		57,400	4,758,800	0	6,197,800	11,014,000
State Facilities Maintenance	7			0	0	0	2,322,700	2,322,700
State Facilities Rent	0			0	1,068,200	0	0	1,068,200
Library Operations	25		1	2,780,300	5,217,000	1,300,300	258,300	9,555,900
Archives	10			0	1,061,100	40,000	160,600	1,261,700
Museum Operations	13	3		504,300	1,144,300	60,000	0	1,708,600
Online With Libraries (OWL)	1			0	661,800	0	0	661,800
Live Homework Help	0			138,200	0	0	0	138,200
ACPE - Program Admin & Operations	83		3	6,008,700	0	100,000	12,759,700	18,868,400
WWAMI Medical Education	0			3,070,800	0	0	0	3,070,800
Alaska Performance Scholarship Awards	0			11,750,000	0	0	0	11,750,000
ASLC - Loan Servicing	0			0	0	0	11,946,700	11,946,700
<b>Subtotal Agency and Program Operations</b>	<b>279</b>	<b>15</b>	<b>4</b>	<b>26,071,500</b>	<b>35,822,900</b>	<b>220,366,500</b>	<b>37,620,800</b>	<b>319,881,700</b>
<b>Total</b>	<b>279</b>	<b>15</b>	<b>4</b>	<b>44,671,500</b>	<b>1,394,483,000</b>	<b>241,157,500</b>	<b>57,620,800</b>	<b>1,737,932,800</b>

Department of Education & Early Development  
 Operating Budget Comparison - **General Funds (Designated & Unrestricted)**  
 FY2017 Management Plan to FY2018 Governor's Budget

	FY2017 Management Plan	FY2018 Governor	Management Plan to FY18 Governor	% Change
<b>K-12 Formula Programs:</b>				
Foundation Program	1,170,334.5	1,176,466.6	6,132.1	0.5%
Pupil Transportation	72,619.8	72,619.8	0.0	0.0%
Boarding Home Grants	7,553.2	7,553.2	0.0	0.0%
Youth in Detention	1,100.0	1,100.0	0.0	0.0%
Special Schools	3,532.4	3,563.9	31.5	0.9%
School Debt Reimbursement	91,498.0	115,956.6	24,458.6	26.7%
<b>Subtotal Formula Programs</b>	<b>1,346,637.9</b>	<b>1,377,260.1</b>	<b>30,622.2</b>	<b>2.3%</b>

	FY2017 Management Plan	FY2018 Governor	Management Plan to FY18 Governor	% Change
<b>Agency and Program Operations:</b>				
Executive Administration	1,304.1	1,014.6	-289.5	-22.2%
Administrative Services	837.3	842.7	5.4	0.6%
Information Services	270.9	271.1	0.2	0.1%
School Finance & Facilities	1,301.2	1,307.6	6.4	0.5%
Student and School Achievement	6,075.1	6,094.5	19.4	0.3%
State System of Support	1,594.3	1,847.7	253.4	15.9%
Teacher Certification	912.3	916.3	4.0	0.4%
Child Nutrition	85.7	86.5	0.8	0.9%
Early Learning Coordination	8,284.8	8,285.8	1.0	0.0%
Pre-Kindergarten Grants	2,000.0	2,000.0	0.0	0.0%
Professional Teaching Practices Commission	300.1	303.0	2.9	1.0%
Alaska State Council on the Arts	706.6	703.7	-2.9	-0.4%
Mt. Edgecumbe Boarding School	4,705.3	4,816.2	110.9	2.4%
State Facilities Maintenance	0.0	0.0	0.0	0.0%
State Facilities Rent	2,098.2	1,068.2	-1,030.0	-49.1%
Library Operations	6,964.2	7,997.3	1,033.1	14.8%
Archives	1,049.2	1,061.1	11.9	1.1%
Museum Operations	1,635.0	1,648.6	13.6	0.8%
Online With Libraries (OWL)	661.8	661.8	0.0	0.0%
Live Homework Help	138.2	138.2	0.0	0.0%
ACPE - Program Admin & Operations	5,882.8	6,008.7	125.9	2.1%
WWAMI Medical Education	2,964.8	3,070.8	106.0	3.6%
Alaska Performance Scholarship Awards	11,500.0	11,750.0	250.0	2.2%
ASLC - Loan Servicing	0.0	0.0	0.0	0.0%
<b>Subtotal Agency and Program Operations</b>	<b>61,271.9</b>	<b>61,894.4</b>	<b>622.5</b>	<b>1.0%</b>
<b>Total Education</b>	<b>1,407,909.8</b>	<b>1,439,154.5</b>	<b>31,244.7</b>	<b>2.219%</b>

Department of Education & Early Development  
 Operating Budget Comparison - **Total Funds**  
 FY2017 Management Plan to FY2018 Governor's Budget

	FY2017 Management Plan	FY2018 Governor	Management Plan to FY18 Gov	% Change
<b>K-12 Formula Programs:</b>				
Foundation Program	1,214,775.5	1,217,257.6	2,482.1	0.2%
Pupil Transportation	72,619.8	72,619.8	0.0	0.0%
Boarding Home Grants	7,553.2	7,553.2	0.0	0.0%
Youth in Detention	1,100.0	1,100.0	0.0	0.0%
Special Schools	3,532.4	3,563.9	31.5	0.9%
School Debt Reimbursement	91,498.0	115,956.6	24,458.6	26.7%
<b>Subtotal Formula Programs</b>	<b>1,391,078.9</b>	<b>1,418,051.1</b>	<b>26,972.2</b>	<b>1.94%</b>

	FY2017 Management Plan	FY2018 Governor	Management Plan to FY18 Gov	% Change
<b>Agency and Program Operations:</b>				
Executive Administration	1,326.5	1,037.0	-289.5	-21.8%
Administrative Services	1,729.5	1,671.3	-58.2	-3.4%
Information Services	1,028.0	921.9	-106.1	-10.3%
School Finance & Facilities	2,120.7	2,203.4	82.7	3.9%
Student & School Achievement	160,653.1	160,466.4	-186.7	-0.1%
State System of Support	1,594.3	1,847.7	253.4	15.9%
Teacher Certification	928.9	932.7	3.8	0.4%
Child Nutrition	63,788.5	63,796.1	7.6	0.0%
Early Learning Coordination	8,564.0	8,566.7	2.7	0.0%
Pre-Kindergarten Grants	2,000.0	2,000.0	0.0	0.0%
Professional Teaching Practices Commission	300.1	303.0	2.9	1.0%
Alaska State Council on the Arts	2,770.1	2,768.5	-1.6	-0.1%
Mt. Edgecumbe Boarding School	10,828.0	11,014.0	186.0	1.7%
State Facilities Maintenance	1,185.8	2,322.7	1,136.9	95.9%
State Facilities Rent	2,124.2	1,068.2	-1,056.0	-49.7%
Library Operations	8,622.5	9,555.9	933.4	10.8%
Archives	1,249.6	1,261.7	12.1	1.0%
Museum Operations	1,695.0	1,708.6	13.6	0.8%
Online With Libraries (OWL)	661.8	661.8	0.0	0.0%
Live Homework Help	138.2	138.2	0.0	0.0%
ACPE - Program Admin & Operations	20,971.6	18,868.4	-2,103.2	-10.0%
WWAMI Medical Education	2,964.8	3,070.8	106.0	3.6%
Alaska Performance Scholarship Awards	11,500.0	11,750.0	250.0	2.2%
ASLC - Loan Servicing	12,233.0	11,946.7	-286.3	-2.3%
<b>Subtotal Agency and Program Operations</b>	<b>320,978.2</b>	<b>319,881.7</b>	<b>-1,096.5</b>	<b>-0.3%</b>
<b>Total Education</b>	<b>1,712,057.1</b>	<b>1,737,932.8</b>	<b>25,875.7</b>	<b>1.5%</b>

**Positions:**

Full-time	294.0	279.0	-15
Part-time	14.0	15.0	1
Non-Perm	7.0	4.0	-3
<b>Total</b>	<b>315</b>	<b>298</b>	<b>-17</b>



**Department of Education & Early Development**

**Operating Budget - Changes from FY2017 Management Plan to  
FY2018 Governor's Budget**

FY2017 Management Plan						
294	14	7	1,407,910.0	241,925.9	62,221.2	1,712,057.1

Component	Description	PFT	PPT	NP	General Funds	Federal Funds	Other Funds	Total
1	Personal Services				121.6	33.7	292.8	448.1
2	Foundation Program				-1,170,334.5			-1,170,334.5
3	Foundation Program				1,176,466.6			1,176,466.6
4	Foundation Program						-3,650.0	-3,650.0
6	Pupil Transportation				-72,619.8			-72,619.8
7	Pupil Transportation				72,619.8			72,619.8
8	Special Schools				31.5			31.5
9	School Debt Reimbursement				-91,498.0			-91,498.0
10	School Debt Reimbursement				115,956.6			115,956.6
11	Executive Administration				-300.0			-300.0
12	Executive Administration				-200.0			-200.0
13	Executive Administration				200.0			200.0
14	Administrative Services						-60.0	-60.0
15	Administrative Services	-1					-9.5	-9.5
16	Information Services	-1						0.0
17	Information Services		-1				-110.0	-110.0
18	School Finance and Facilities						73.0	73.0
19	Student & School Achievement						-75.0	-75.0
20	Student & School Achievement						50.0	50.0
21	Student & School Achievement						-202.8	-202.8
22	Student & School Achievement	-2						0.0
23	State System of Support				250.0			250.0
24	Teacher Certification				-0.2			-0.2
25	Early Learning Coordination				-820.0			-820.0
26	Early Learning Coordination				820.0			820.0
27	Pre-Kindergarten				-2,000.0			-2,000.0
28	Pre-Kindergarten				2,000.0			2,000.0
29	Alaska State Council on the Arts	-1			-4.5	-2.1		-6.6
30	Mt. Edgecumbe High School				100.0			100.0
31	Mt. Edgecumbe High School	-1	1					
32	State Facilities Maintenance						100.0	100.0
33	State Facilities Maintenance						1,030.0	1,030.0
34	State Facilities Rent				-1,030.0			-1,030.0
35	State Facilities Rent						-26.0	-26.0
36	Library Operations				1,030.0			1,030.0
37	Library Operations						-100.0	-100.0
38	Library Operations	-2			-25.6			-25.6
39	Library Operations			-2				0.0
40	Museum Operations	-1						0.0
41	Online With Libraries (OWL)				-661.8			-661.8
42	Online With Libraries (OWL)				661.8			661.8
43	ACPE - Program Admin & Ops	-4		-3			-625.1	-625.1
44	ACPE - Program Admin & Ops					-800.0	-993.7	-1,793.7
45	ACPE - Program Admin & Ops			2				0.0
46	ACPE - Program Admin & Ops				125.0			125.0
47	ACPE - Program Admin & Ops	-1					-7.8	-7.8
48	WWAMI				106.0			106.0
49	Alaska Performance Scholarship Awards (APS)				250.0			250.0
50	ASLC - Loan Servicing						-286.3	-286.3
<b>Total Proposed Operating Changes</b>		<b>-15.0</b>	<b>1.0</b>	<b>-3.0</b>	<b>31,244.5</b>	<b>-768.4</b>	<b>-4,600.4</b>	<b>25,875.7</b>

<b>Total FY2018 Governor's Budget</b>	<b>279</b>	<b>15</b>	<b>4</b>	<b>1,439,154.5</b>	<b>241,157.5</b>	<b>57,620.8</b>	<b>1,737,932.8</b>
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**Alaska Department of Education & Early Development**

Public School Funding Program

FY2017 Authorized vs FY2018 Projected

Prepared 11/14/2016

	FY2017 <i>Authorized</i>	FY2018 <i>Projected</i>	Difference
Regular ADM	118,474.42	118,181.65	(292.77)
Correspondence ADM	11,358.83	12,021.55	662.72
<b>Total ADM</b>	<b>129,833.25</b>	<b>130,203.20</b>	<b>369.95</b>
<b>Adjusted ADM</b>	<b>254,032.54</b>	<b>255,081.57</b>	<b>1,049.03</b>
Basic Need	\$1,506,293.8	\$1,512,633.7	\$6,339.9
Required Local Effort	(241,477.4)	(251,962.1)	(10,484.7)
Deductible Impact Aid	(80,179.9)	(73,559.9)	6,620.0
Supplemental Funding Floor	47.2	37.3	(9.9)
Quality Schools Grant	4,064.5	4,081.3	16.8
Military Flow Through and Other	26,027.3	26,027.3	0.0
<b>Total</b>	<b>\$1,214,775.5</b>	<b>\$1,217,257.6</b>	<b>\$2,482.1</b>
<b>Funding Sources</b>			
1004 General fund: Public Education Fund/formula	1,170,334.5	1,176,466.6	6,132.1
1043 P/L 81-874	20,791.0	20,791.0	-
1066 Public School	23,650.0	20,000.0	(3,650.0)
<b>Total</b>	<b>\$1,214,775.5</b>	<b>\$1,217,257.6</b>	<b>\$2,482.1</b>

**The Department of Education and Early Development**  
**FY2018 Projected State Program Allocations based on Legislative Appropriations**  
*Allocations are subject to adjustment based on individual program requirements*  
 Updated 12/08/2016

	FY2018 Projected ADM	Projected Total Foundation @ \$5,930	Projected Boarding Home	Residential Boarding Program	Youth in Detention	Projected Special Schools	Projected Pupil Transportation	Projected Municipal Debt Retirement	PROJECTED FY2018 TOTALS
ALASKA GATEWAY	353	\$ 7,505,401					\$ 640,099		\$ 8,145,853
ALEUTIAN REGION	24	1,273,008					0		1,273,032
ALEUTIANS EAST	213	4,579,995					67,133	714,038	5,361,379
ANCHORAGE	47,547	324,592,613		45,600	546,578	1,131,400	20,559,960	43,736,375	390,660,073
ANNETTE ISLANDS	307	3,020,314					56,702		3,077,323
BERING STRAIT	1,748	36,704,118		431,184			86,736		37,223,786
BRISTOL BAY	121	1,188,286					314,659		1,503,066
CHATHAM	173	3,563,595					47,286		3,611,054
CHUGACH	371	3,247,611		273,600			0		3,521,582
COPPER RIVER	440	6,145,791					592,782		6,739,013
CORDOVA	320	3,960,740					107,727	963,338	5,032,125
CRAIG	522	4,586,175					119,725		4,706,422
DELTA/GREELY	810	9,691,613					1,247,730		10,940,153
DENALI	866	6,346,588					396,367		6,743,821
DILLINGHAM	487	6,324,272	34,310				598,182	824,978	7,782,229
FAIRBANKS	13,700	115,971,672			120,356		11,114,779	11,643,825	138,864,332
GALENA	3,993	23,736,463		3,517,074			75,655		27,333,185
HAINES	252	2,276,640					149,431	903,280	3,329,603
HOONAH	106	2,102,422					32,143	21,500	2,156,171
HYDABURG	92	1,798,763					0		1,798,855
IDITAROD	310	6,411,444	21,300				44,079		6,477,133
JUNEAU	4,745	38,168,531			95,746		2,879,382	11,064,402	52,212,806
KAKE	97	1,710,521					26,740		1,737,358
KASHUNAMIUT	331	5,524,840					1,521		5,526,692
KENAI	8,781	79,477,105	20,254		73,776		7,463,602	2,861,582	89,905,100
KETCHIKAN	2,285	23,513,317					1,638,076	2,696,316	27,849,994
KLAWOCK	129	1,993,158					76,457		2,069,744
KODIAK	2,436	27,252,415					1,857,257	5,834,655	34,946,763
KUSPUK	355	6,548,454	7,540				235,522		6,791,871
LAKE AND PENINSULA	336	9,587,732					127,403	995,365	10,710,836
LOWER KUSKOKWIM	4,122	65,321,664		1,060,616	104,772		1,159,031		67,650,205
LOWER YUKON	1,973	28,461,228					1,813		28,465,014
MAT-SU	19,100	170,183,684	4,920		67,414		15,670,679	22,788,609	208,734,406
NENANA	1,100	8,051,273		1,382,572			107,345		9,542,290
NOME	700	8,391,092			91,358		431,798	334,376	9,249,324
NORTH SLOPE	1,902	18,170,027					2,162,234	75,272	20,409,435
NORTHWEST ARCTIC	2,011	36,904,642	17,120	663,360			49,099	4,118,853	41,755,085
PELICAN	7	394,021					0		394,028
PETERSBURG	479	6,163,350					182,222	470,462	6,816,513
PRIBILOF	60	1,265,201					0		1,265,261
SAINT MARY'S	190	3,555,849					37,188		3,593,227
SITKA	1,253	12,854,558					530,670	2,488,806	15,875,287
SKAGWAY	105	1,034,507					3,859		1,038,471
SOUTHEAST	196	5,807,815					229,812		6,037,823
SOUTHWEST	578	8,961,507	68,630				350,813		9,381,528
TANANA	37	988,436					17,918		1,006,391
UNALASKA	420	4,277,321					276,330	672,831	5,226,902
VALDEZ	638	4,536,848					448,984	1,686,709	6,673,179
WRANGELL	273	3,373,598					194,164	166,915	3,734,950
YAKUTAT	84	1,054,300					44,565		1,098,949
YUKON FLATS	257	6,863,580					68,957		6,932,794
YUKON/KOYUKUK	1,560	14,709,665	5,120				94,288		14,810,633
YUPIIT	488	7,765,170					897		7,766,555
Mt. EDGE CUMBE	420	3,337,343							3,337,763
OTHER	\1	26,027,300				2,432,475		894,100	29,353,875
Sub Totals	130,203	1,217,257,576	179,194	7,374,006	1,100,000	3,563,875	72,619,801	115,956,587	1,418,051,039

\1 OTHER INCLUDES SESA, OTHER ADJUSTMENTS.

SCHOOL CONSTRUCTION DEBT RETIREMENT AS 14.11.100 - FY2018 ESTIMATED STATE AID  
for October 15 Reporting

10/15/2016 9:23	90% BOND SALES 7/1/77 TO 1/1/82	80% ESTIMATED CASH PAYMENTS 2YR LAG	80% BOND SALES 7/1/83 TO 3/31/90	70% BOND SALES 4/1/90 TO PRESENT	60% BOND SALES 6/30/99 TO PRESENT	90% BOND SALES 6/30/99 TO 10/31/2006	60%-70% ESTIMATED NEW BONDS CURRENT PAY	SCHOOL DIST.	ESTIMATED TOTAL DEBT RETIREMENT BY DISTRICT FOR FY2018
ALEUTIANS EAST				88,193	625,845		0	ALEUTIANS EAST	714,038
ANCHORAGE			106,926	26,414,930	16,723,770		490,749	ANCHORAGE	43,736,375
CORDOVA				928,613	34,725		0	CORDOVA	963,338
DILLINGHAM				824,978			0	DILLINGHAM	824,978
FAIRBANKS		266		10,248,957	1,394,602		0	FAIRBANKS	11,643,825
HAINES				903,280			0	HAINES	903,280
HOONAH				21,500			0	HOONAH	21,500
JUNEAU				10,553,164	511,238		0	JUNEAU	11,064,402
KENAI				2,861,582			0	KENAI	2,861,582
KETCHIKAN				2,696,316			0	KETCHIKAN	2,696,316
KODIAK				4,336,625	973,030		525,000	KODIAK	5,834,655
LAKE & PEN				995,365			0	LAKE & PEN	995,365
MAT-SU				18,623,014	4,165,595		0	MAT-SU	22,788,609
NOME				237,850	96,526		0	NOME	334,376
NORTH SLOPE					75,272		0	NORTH SLOPE	75,272
NORTHWEST ARCTIC				3,458,971	259,296	400,586	0	NORTHWEST ARCTIC	4,118,853
PETERSBURG				177,730	292,732		0	PETERSBURG	470,462
SITKA				1,994,496	494,310		0	SITKA	2,488,806
UNALASKA				672,831			0	UNALASKA	672,831
VALDEZ				63,551	1,623,158		0	VALDEZ	1,686,709
WRANGELL				166,915			0	WRANGELL	166,915
<b>TOTALS</b>	<b>0</b>	<b>266</b>	<b>106,926</b>	<b>86,268,861</b>	<b>27,270,099</b>	<b>400,586</b>	<b>1,015,749</b>		<b>115,062,488</b>

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

BOND ENTITLEMENT	\$114,046,472
CASH ENTITLEMENT	266
<b>SUB TOTAL</b>	<b>114,046,738</b>
ESTIMATED NEW DEBT	1,015,749
<b>EST. STATE AID-FY2018</b>	<b>115,062,487</b>
EED OVERHEAD	894,100
<b>TOTAL FY2018 STATE AID</b>	<b>115,956,587</b>

FY2018 Division of Teaching & Learning Support Component / Program Funding

Component / Program	Federal	Federal ESEA	General Fund	GF / Mental Health	GF/ Match	GF/Program Receipts	Inter Agency Receipts	MHTAAR	Statutory Designated	TVEP	Total	Positions by Program		
												PFT	PPT	
<b>Student and School Achievement</b>														
ESEA Title 1 Grants to LEAs		40,032.0									40,032.0	4		
ESEA Title I-Part A 1003(g) School Improvement Grants (SIG)		1,436.0									1,436.0	1		
ESEA Title I-Part C Migrant Education		6,895.0									6,895.0	3		
ESEA Title I-Part D Neglected & Delinquent		250.0									250.0			
ESEA TII A Improving Teacher Quality		10,516.0									10,516.0	1		
ESEA TIIB Math and Science Partnerships		838.0									838.0	1		
ESEA TIII English Language Acquisition		1,213.0									1,213.0	1		
ESEA Title IVB 21st Century Community Learning		5,640.0									5,640.0	1		
ESEA Title VI Part A State Assessments		3,508.0	1,811.2								5,319.2	11		
ESEA Title VI, part B, subpart 1 Small rural School Achievement		11.4									11.4			
ESEA Title VI, part B, subpart 2 Rural & Low Income	87.1										87.1			
ESEA Title X Part C Education for Homeless Children & Youth		165.0									165.0	1		
IDEA Title VI B 611 Special Education	37,788.0										37,788.0	6		
IDEA Title VI 619 Special Education - Preschool	1,339.0										1,339.0	1		
Carl Perkins Vocational Education Career & Tech PL 109-270	4,215.0					263.4					4,478.4	4		
Charter School Start up Grant			168.8								168.8	0		
Counseling (suicide prevention & at risk)				39.8							39.8	1		
School Health and Safety			265.0				347.5				612.5	1		
Alaska Longitudinal Data System			450.0								450.0	2		
Rural Transition Services				150.0							150.0			
Autism Resource Center				188.0				50.0			238.0			
Senate Youth									1.0		1.0			
Accountability and Oversight			2,213.3								2,213.3	7		
Galena TVEP Grant										531.6	531.6			
Project AWARE	1,800.0										1,800.0			
Unallocated/Carryforward	10,475.8	27,704.9							49.0		38,229.7			
<b>Total</b>	<b>55,704.9</b>	<b>98,209.3</b>	<b>4,908.3</b>	<b>377.8</b>	<b>263.4</b>	<b>0.0</b>	<b>347.5</b>	<b>50.0</b>	<b>50.0</b>	<b>531.6</b>	<b>160,442.8</b>	<b>46</b>	<b>0</b>	

Division of Teaching & Learning Support (continued)

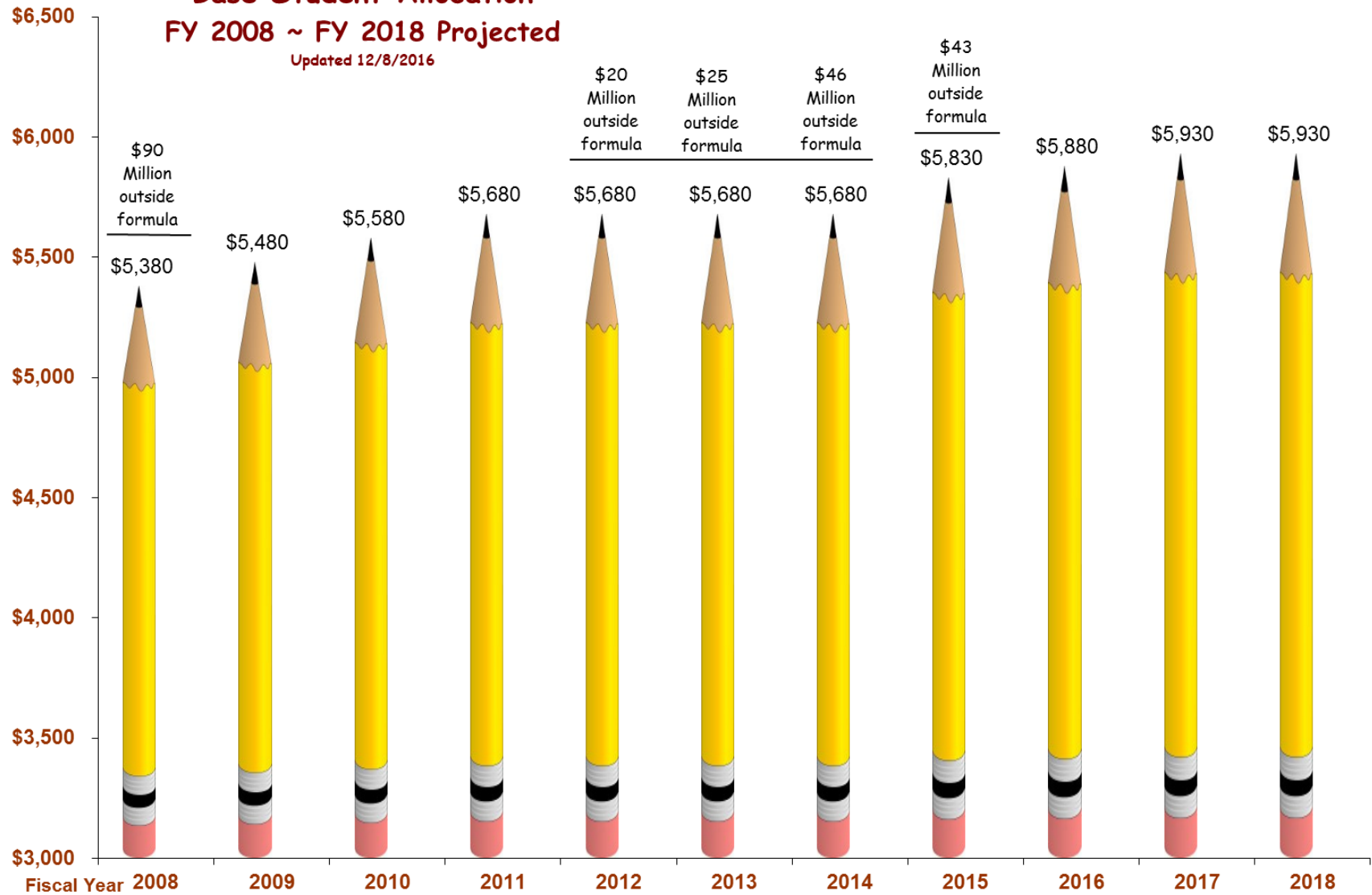
Component	Federal	Federal NCLB	General Fund	GF / Mental Health	GF/ Match	GF/Program Receipts	Inter Agency Receipts	MHTAAR	Statutory Designated	TVEP	Donated Commodities	Total	Positions by Program	
													PFT	PPT
<b>State System of Support</b>			1,845.3									1,845.3		
Total	0.0		1,845.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,845.3	3	0
<b>Teacher Certification</b>						914.4	16.4					930.8		
Total	0.0	0.0	0.0	0.0	0.0	914.4	16.4	0.0	0.0	0.0	0.0	930.8	5	0
<b>Child Nutrition</b>	63,325.5		15.2		70.7						380.7	63,792.1	9	
Total	63,325.5	0.0	15.2	0.0	70.7	0.0	0.0	0.0	0.0	0.0	380.7	63,792.1	9	0
<b>Early Learning Coordination</b>												0.0		
<i>Headstart</i>	279.5		6,853.0											1
<i>EL component</i>			1,432.0											1
Total	279.5	0.0	8,285.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8,564.5	2	0
<b>Pre-Kindergarten Program</b>			2,000.0									2,000.0		
Total	0.0	0.0	2,000.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2,000.0	0	0
<b>Teaching and Learning Support RDU Totals</b>												<b>Total</b>		
Student & School Achievement	55,704.9	98,209.3	4,908.3	377.8	263.4	-	347.5	50.0	50.0	531.6	-	160,442.8	46	0
State System of Support	-	-	1,845.3	-	-	-	-	-	-	-	-	1,845.3	3	0
Teacher Certification	-	-	-	-	-	914.4	16.4	-	-	-	-	930.8	5	0
Child Nutrition	63,325.5	-	15.2	-	70.7	-	-	-	-	-	380.7	63,792.1	9	0
Early Learning Coordination	279.5	-	8,285.0	-	-	-	-	-	-	-	-	8,564.5	2	0
Pre-Kindergarten Programs	-	-	2,000.0	-	-	-	-	-	-	-	-	2,000.0	0	0
<b>Total</b>	<b>119,309.9</b>	<b>98,209.3</b>	<b>17,053.8</b>	<b>377.8</b>	<b>334.1</b>	<b>914.4</b>	<b>363.9</b>	<b>50.0</b>	<b>50.0</b>	<b>531.6</b>	<b>380.7</b>	<b>237,575.5</b>	<b>65</b>	<b>0</b>

# Alaska K-12 Funding

## Base Student Allocation

FY 2008 ~ FY 2018 Projected

Updated 12/8/2016



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

**January 27, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 2**

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◆ **ISSUE**

This is a discussion regarding proposed legislation for the First Session of the 30<sup>th</sup> Alaska State Legislature that would impact the department and the board.

◆ **BACKGROUND**

- This agenda item is to review pre-filed legislation pertaining to education in the 30<sup>th</sup> Alaska State Legislature. On the date of this packet, these bills were not yet known.
- Marcy Herman, Legislative Liaison, will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is required.



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

**January 27, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 3**

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◆ **ISSUE**

- The board will continue work on its strategic plan, focusing on clarifying compelling data and conceptual definitions for each of the five strategic objectives.

◆ **BACKGROUND**

- At its meeting in September, the board revised its strategic objectives to include five specific areas: 1) Amplify student learning; 2) Inspire community ownership of educational excellence; 3) Modernize the educational system; 4) Ensure excellent educators; and 5) Promote safety and well-being.
- Behind this cover memo are documents providing compelling data and conceptual definitions for each of the strategic objectives. Once finalized, these will aid in the development of specific goals for each objective.
- Dr. Susan McCauley and Mr. Jerry Covey will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is required.

**State Board of Education**  
**Strategic Objective #1: Improve student learning**

Compelling Data

There is ample evidence that Alaska must increase student achievement. Alaska has ranked in the bottom tier of our country in student achievement and graduation rate for far too many years. In the latest statewide assessment results for Alaska (from spring 2015), 35% of tested students (grades 3-10) met the English language arts standards and 31% met the math standards. White students were three times as likely as Native students to meet the standards.

Alaska's 2015-2016 graduation rate for all students is 76%, well below the national average of 83%. For Alaska Native/American Indian students, our graduation rate is 64% while the national average is 72%.

Alaska performs poorly on the National Assessment of Educational Progress, which tests 4<sup>th</sup>-graders and 8<sup>th</sup>-graders in reading and math. About 30% of Alaska students scored proficient in reading; 32-35% in math. In the highest-scoring states, about 50% of students score proficient. Further, Alaska has a large achievement gap between white and Native students on the NAEP assessment. Another assessment of Alaska's K-12 achievement comes from Education Week's Quality Counts Report, which in 2017 ranks Alaska 40<sup>th</sup> in the nation on 18 distinct achievement measures.

A review of preliminary data by University of Alaska showed that between 2006 and 2015 on average 60 percent of the state's high school graduates enrolled at the University of Alaska system required some kind of developmental or introductory coursework before earning credits toward their majors.

Conceptual Definition

An Excellent Education For Every Student Every Day

The above mission statement, established by the State Board of Education in September 2016, is clear, direct, and sends a strong message. Student achievement must be the focus of Alaska's education system. Ensuring students are prepared to succeed in a rapidly changing world respects the public funds invested and secures Alaska's future. The fundamental goal of public education is to graduate well-educated students who are able to succeed in the next step of their chosen path, whether it is family life, an immediate job, the military, a union apprenticeship, a technical certificate, an associate degree, or a bachelor's degree or higher.

**State Board of Education**  
**Strategic Objective #2: Inspire community ownership of education**

Compelling Data

Public schools realize their potential when communities take ownership of them. Data from the 2015 Alaska School Climate and Connectedness Survey shows a strong relationship between the percentage of students meeting academic standards on the Alaska Measures of Progress (AMP) and staff ratings for respectful climate, school safety, and parent/community Involvement.

Despite Alaska's strong stance through statutes and regulation on local control of education, there is significant room for improvement in the degree to which Alaska's communities feel and accept ownership for educational excellence. A 2013 study by Northern Economics found that the top-ranked education priority issues for grades K-6 in Alaska included drugs and alcohol in the community, home environment, and chronic absence. The top issues in grades 7-8 included bullying, community health, home environment, and chronic absence. The top issues in grades 9-12 included drugs and alcohol in the community, chronic absence, and student preparation in earlier grades.

The 2016 Alaska School Climate and Connectedness Survey cites that between 2010 and 2015, there were significant declines in student ratings for school safety, parent and community involvement, school leadership, and student involvement.

Conceptual Definition

Alaska's statutes and regulations strongly support that the majority of decisions regarding public education be made at the local district and community levels. Alaska Statute 14.03.015 sets high expectations for public education in Alaska, maintaining that its purpose is that "all students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them." Achieving this outcome requires strong partnership among tribes, communities, and their local schools whereby parents, Elders, community leaders, organizations, and educators engage in meaningful dialogue and action to honor local commitment to providing an excellent education.

**State Board of Education**  
**Strategic Objective #3: Modernize the education system**

Compelling Data

To prepare students for a rapidly evolving world, education must transform from its 19<sup>th</sup> century industrial model to the realities of a 21<sup>st</sup> century economy. Despite the fact that we are no longer preparing students for the industrial age, by and large, our current system has not changed in a manner that reflects our dramatically changing world. Demand for change is being driven by at least three categories of need: 1) the changing world of work, 2) the potential of today's technology tools and 3) student disengagement and unmet needs.

1. The changing world of work – Business leaders report that too many graduates lack the knowledge and skills to be successful in the future. No longer will academic knowledge be sufficient for students to succeed in a world where communication, creativity, critical thinking and collaboration are hallmark skills of the modern workplace and information is readily available on demand. Today's organizations are more cognitively complex, team-based, and agile. Global competition will force our economy to create new value and constructs, while enhancing human connection. Only a few years ago, the world's largest taxi company (Uber), the world's largest popular media owner (Facebook), and the world's largest accommodation provider (Airbnb) did not exist. Schools must educate students for a workplace that can only be imagined. Many traditional occupations will undergo significant change or be eliminated entirely as our world becomes more globalized and tasks become more automated.

2. The potential of today's technology tools – With advancement in technology, learning need no longer be confined to classrooms, textbooks, and single-source instruction. It is possible for students in any community--even isolated, remote locations--to have access to world-class course content. Learning can adapt to individual student abilities, interests, and future plans as never before. Real time data enables policy makers, parents, teachers, and students to know almost instantaneously students' progression toward expectations. Conscientious use of digital tools unlocks a world of possibilities. Technology can and must play an important role in transforming education, addressing some of Alaska's unique variables, and engaging students. Already, Alaska's schools districts are innovating to provide a more flexible and adaptable education to students, adjusting seat-time requirements, removing scheduling barriers, and creatively breaking down geographical challenges. Districts are collaborating across traditional boundaries to extend the benefits of great teachers to more and more students in more efficient ways. By connecting educators and students through technology, an excellent education for Alaska's students can be made accessible, equitable, and more personalized. Technology can also help us provide educational opportunities to students more efficiently using the resources we have. A teacher in one village or community can teach students in a number of other locations. Districts can share

course offerings, instructional resources, and professional development to increase efficiency and quality while also maximizing Alaska's substantial investment in public education.

3. Student disengagement and unmet needs – A modernized education system must also fully engage students as learners. The Center on Education Policy at George Washington University indicates that as many as 40% of high school students are chronically disengaged from school. Alaska's graduation rate falls well below the national average while our rate of chronic absenteeism is the second highest in the nation. Brain research shows that learning accelerates when learning is interactive and meaningful. Too often students are bored, frustrated, and lacking purpose and relevance in their studies. Adapting the learning environment to meet the needs of every student must be top priority.

### Conceptual Definition

Young people learn best when the school system adapts to each student instead of the student adapting to the system. A modernized education system empowers educators to personalize instruction for each unique student by recognizing each student's strengths, interests, needs, and learning style. Educators can structure each student's learning experience for maximum engagement while holding all students to the same high academic standards.

Four innovative practices help students achieve the knowledge, skills, and characteristics necessary for success in a changing world.

1. **Real-World Learning.** Real-world learning integrates traditional subjects (math, English/language arts, science, social studies, etc.) similar to the way content knowledge is applied in the modern workplace. Students are engaged in project-based and place-based content relevant and of interest to them, while also learning skills and characteristics such as problem solving, critical thinking and teamwork.
2. **Anytime, Anywhere Instruction.** Instruction can occur anytime, anywhere. Blending classroom instruction with digital content and experiences outside the classroom allows teachers the flexibility to design instruction for individual students, empowers student ownership of learning, and enables students to receive more individual attention.
3. **Real-Time Information.** With full integration of technology in the classroom, teachers, parents, and students have the ability to continuously assess student progress. Parents no longer have to wait on report cards or parent-teacher conferences to understand how their child is progressing, and teachers can use frequent feedback to continually monitor and adapt instruction.
4. **Advance When Ready.** The combination of real-time information and the flexibility of digital content means students can progress based on competency. If students struggle, they are given more time and support. If students learn

quickly, they are allowed to advance. Students in the same classroom may move at different paces based on their level of learning.

**State Board of Education**  
**Strategic Objective #4: Ensure excellent educators**

**Compelling Data**

The recruitment, retention, and continuous improvement of teachers and administrators are an ongoing challenge for Alaska's public schools. Disproportionately, Alaska's students who most struggle academically, low-income students, and minority students are taught by first-year teachers, newly recruited teachers, teachers who are not yet fully credentialed, or teachers who are teaching outside their content areas (Equitable Access to Excellent Educators Plan for Alaska 2016).

Teacher turnover in general, whether of new or experienced teachers, also correlates to lower levels of student achievement. A 2013 study by the Center for Alaska Education Policy Research (CAEPR) found that in the five districts with the lowest teacher turnover, nearly twice as many students were proficient in reading as compared to students in the five districts with the highest teacher turnover.<sup>1</sup> These students are also more likely to experience higher rates of administrative turn-over.

There is evidence, however, that teachers trained in Alaska stay longer than those trained Outside. A 2013 study by CAEPR on teacher turnover, supply, and demand showed that among teachers with fewer than 10 years of experience, those who completed their teacher preparation in Alaska had much lower turnover rates than those who completed training elsewhere. Yet, on average from 2008-2012, about 64% of teachers hired by districts statewide were from outside Alaska. While many believe that increasing the number of Alaska Native educators would reduce teacher turnover, particularly in rural Alaska, currently Alaska Native teachers compose only 5% of the teacher workforce in Alaska.

**Conceptual Definition**

Teachers and school leaders are two of the most important in-school contributors to student achievement. Every student deserves to be taught by skillful, effective teachers, and every teacher deserves the support of skillful, dedicated administrators. Efforts toward ensuring high-quality educators for Alaska students must include building awareness of the challenges, effective preparation, effective recruitment, and increased retention. We must also ensure that our hard working and dedicated teachers, administrators, and schools staff are engaged in high-quality, ongoing professional learning that equips them to provide a personalized, education that maximizes each student's strengths, interests, needs, and learning style.

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**State Board of Education**  
**Strategic Objective #5: Promote safety and well-being**

Compelling Data

Significant need for improvement in the areas of student safety and well-being is evidenced by Alaska data related to suicide, substance abuse, and violence. Alaska's overall suicide rate is almost twice the national average and currently the second highest in the nation. Depression for an extended period of time was reported by 33.6% of high school students who took the Youth Risk Behavior Survey (YRBS) in 2015. Alcohol consumption rates for Alaskans are consistently higher than the national average. In 2014, Alaska ranked 9<sup>th</sup> in the nation for child maltreatment. 9.5% of high school students reported experiencing dating violence one or more times in the twelve months before they took the YRBS survey in 2015. Alaska has the highest rate of rape in the nation, at three times the national average.

These data result in trauma for many of Alaska's students who are disproportionately affected by Adverse Childhood Experiences (ACES). A 2013 report by the Alaska Department of Health and Social Services titled *Adverse Childhood Experiences: Overcoming ACEs in Alaska* shows that in comparison to five other states, Alaska leads in the following ACES categories: verbal/emotional abuse, physical abuse, and sexual abuse. It also leads comparison states in mental illness in the home, incarcerated family members, substance abuse in the home, separation or divorce, and witnessed domestic violence. These traumatic childhood experiences have a tremendous impact on future violence victimization and perpetration, as well as on lifelong health and opportunity.

Conceptual Definition

School safety and student well-being consist of policies, programs, and practices that keep children safe, healthy, and ready to learn. In order for students in Alaska to be successful in school, it is important that they feel healthy, both physically and emotionally, as well as safe in school. It is difficult for students to learn if they are hungry, lack sleep, are homeless, chronically ill or depressed, or are experiencing abuse or trauma.

Alaska statute and regulation clearly recognizes the importance of safety and well-being for our students. Alaska regulation 4 AAC 04.020 establishes as a goal graduating students who are healthy, responsible, and ethical citizens and community members. Alaska's Health Education Standards identify four content standards that specifically highlight the importance of safety and well-being for students. The preponderance of Alaska laws mandating training for district personnel focus on school safety and health topics, highlighting the central role student health plays in learning, as well as acknowledging the serious barriers to student learning represented by Alaska's social and behavioral challenges.



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

**January 27, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 4**

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**◆ ISSUE**

The board has asked to reconsider the dates of its regular spring meeting, which will be held in-person in Juneau.

**◆ BACKGROUND**

- The board previously set the dates of March 20-22, 2017.
- Alternate dates to consider are March 29-31, 2017, and April 5-7, 2017.
- Behind this cover memo is a calendar for 2017.

**◆ OPTIONS**

Retain the original dates of March 20-22, 2017 (requiring no action).

Adopt specific alternate dates.

Request further information.

**◆ ADMINISTRATION'S RECOMMENDATION**

Adopt the dates that best meet the board's goal of having the fullest participation.

**◆ SUGGESTED MOTION**

I move the State Board of Education and Early Development adopt the dates of \_\_\_\_\_ for its regular spring meeting in 2017.

# STATE OF ALASKA

# 2017 HOLIDAY CALENDAR

## State Holidays

Date	Holiday
01/01	New Year's Day (observed 01/02)
01/16	MLK Jr.'s Birthday
02/20	Presidents' Day
03/27	Seward's Day
05/29	Memorial Day
07/04	Independence Day
09/04	Labor Day
10/18	Alaska Day
11/11	Veterans' Day (observed 11/10)
11/23	Thanksgiving Day
12/25	Christmas Day

Biweekly employees please refer to appropriate collective bargaining unit agreement for more information regarding holidays.

Holiday

### JANUARY

S	M	T	W	T	F	S
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**To: Members of the State Board of  
Education and Early Development**

**January 27, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 5**

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**◆ ISSUE**

Commissioner Johnson will discuss holding further scheduled audio conference and WebEx meetings of the board.

**◆ BACKGROUND**

- Commissioner Johnson will be present to brief the board and suggest meeting dates.

**◆ OPTIONS**

Approve the meeting dates.  
Seek further information.

**◆ ADMINISTRATION'S RECOMMENDATION**

Approve the meeting dates.

**◆ SUGGESTED MOTION**

I move to add \_\_\_\_\_ as dates of meetings of the State Board of Education and Early Development.



## Commissioner Johnson and State Board of Education Monthly Meeting Schedule via WebEx

**JANUARY: Friday, January 27<sup>th</sup>**

*Previously scheduled SBOE Audio Board Meeting*

**MARCH: Wednesday, March 1<sup>st</sup> 2:00-3:00pm**

[Join WebEx meeting](#)

Meeting Number/Access Code: 805 337 941  
Audio Connection: 1-855-244-8681 Call-in toll-free number

**APRIL: TBD**

**MAY: Wednesday, May 3<sup>rd</sup> 11:00am – 12:00pm**

[Join WebEx meeting](#)

Meeting Number/Access Code: 807 533 275  
Audio Connection: 1-855-244-8681 Call-in toll-free number

**MAY: Wednesday, May 24<sup>th</sup> 2:00-3:00pm**

[Join WebEx meeting](#)

Meeting Number/Access Code: 809 381 270  
Audio Connection: 1-855-244-8681 Call-in toll-free number

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

**January 27, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 6**

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**◆ ISSUE**

The board is being asked to approve its consent agenda.

**◆ BACKGROUND**

- There are three items on the consent agenda.
- Behind this cover memo are items 6A, approve the department's FY2018 Governor's proposed operating and capital budgets; 6B, approve the minutes of the December 8, 2016, meeting; and 6C, approve the annual report to the legislature.

**◆ OPTIONS**

Approve the consent agenda.  
Remove an item and address it.  
Seek additional information.

**◆ ADMINISTRATION'S RECOMMENDATION**

Approve the consent agenda.

**◆ SUGGESTED MOTION**

I move the State Board of Education and Early Development approve the consent agenda consisting of approval of the department's FY2018 Governor's proposed operating and capital budgets; approval of the minutes of the December 8, 2016, meeting; and approval of the annual report to the legislature.

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

**January 27, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 6A**

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**◆ ISSUE**

The board is being asked to approve the department's FY2018 Governor's proposed operating and capital budgets.

**◆ BACKGROUND**

- AS 14.07.150 gives the Commissioner of Education and Early Development the responsibility and authority for preparing and executing the budget, subject to the approval of the State Board. The development of the education budget is part of the annual executive budget process.
- The Governor's Office of Management and Budget prepares annual budget requests, issues instructions to all state agencies for budget development, and worked with the department on the FY2018 operating and capital budgets.
- The budgets were released on December 15, 2016.
- The FY2018 operating and capital budgets can be found behind Cover Memo 1.
- Heidi Teshner, Director of Administrative Services, will be present to brief the board.

**◆ OPTIONS**

Approve the FY2018 Governor's proposed operating and capital budgets.  
Seek further information.

**◆ ADMINISTRATION'S RECOMMENDATION**

Approve the FY2018 Governor's proposed operating and capital budgets.

**◆ SUGGESTED MOTION**

I move the State Board of Education and Early Development approve the Department of Education and Early Development's fiscal year 2018 Governor's proposed operating and capital budgets.

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

**January 27, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 6B**

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**◆ ISSUE**

The board is being asked to approve the minutes of its December 8, 2016, meeting.

**◆ BACKGROUND**

- Behind this cover memo are the unapproved minutes of the December 8, 2016, meeting.

**◆ OPTIONS**

Approve the minutes of the December 8, 2016, meeting.

Amend the unapproved minutes and approve the amended minutes of the December 8, 2016, meeting.

Seek additional information.

**◆ ADMINISTRATION'S RECOMMENDATION**

Approve the minutes of the meeting as presented.

**◆ SUGGESTED MOTION**

I move the State Board of Education and Early Development approve the minutes of the December 8, 2016, meeting.

**Alaska State Board of Education & Early Development**  
**Unapproved Minutes**  
**December 8, 2016**  
**Audioconference**

*Thursday, December 8*

Chair Fields called the meeting to order at 9 a.m. All members were present by audio. The board, staff, and public recited the Pledge of Allegiance. The board approved the agenda. The board declared no conflicts of interest.

**Public Comment**

David Kohler, chair of the education committee of the Governor's Council on Disabilities and Special Education, expressed appreciation for the council's inclusion on the advisory council for the Every Student Succeeds Act and the stakeholder group that reviewed prospective assessment vendors.

Rep. Lora Reinbold said the Common Core in Alaska drives curriculum. She said the department should change its student standards before using a new assessment. She asked the department to keep costs down; protect student privacy; and not, in conflict with state law, require assessments.

Rick Smith, a retired teacher, said modernizing the education system should not throw money to classrooms without finding out if it helps. He noted the need for training teachers to use technology. He cited the usefulness of technology in connecting homeschool students to teachers.

Tim Parker, president of NEA-Alaska, thanked the board and department for their outreach to stakeholders in developing a state plan for the federal Every Student Succeeds Act. He said he appreciated moving ahead with a new statewide assessment but noted that there are other important indicators of student success. He said safety and well-being must exist before learning can happen.

Donna Levesque, a member of the Boreal Sun Charter School, described the Waldorf approach to education, which the school will use.

Dr. Lisa Parady, executive director of the Alaska Council of School Administrators, said she supports the goals of the board and department; her organization's resolutions are a good fit with those goals. She thanked the department for its process of choosing an assessment vendor and developing a state plan for the Every Student Succeeds Act.

**Work Session**

**Agenda Item 1. The Every Student Succeeds Act.** Dr. Susan McCauley, education policy coordinator, reviewed the process of laying the foundation for a state plan by gathering input



from stakeholders since March. The department is seeking advice from tribal leaders on how to engage the tribes. The plan will be consistent with the board's mission, vision, and strategic objectives. Sondra Meredith, administrator of teacher certification and education, said the department has received the U.S. Department of Education's final regulations for the act; the state has until September 15, 2017, to submit a plan. The board and staff discussed the various allowable ways of rating schools. The board expressed a desire to see a draft state plan in March 2017.

**Agenda Item 2. Assessment selection.** Commissioner Johnson said he is confident about the process of selecting an assessment vendor and about the vendor, Data Recognition Corp. (DRC). Margaret McKinnon, director of assessment and accountability, reviewed the selection process and the positive aspects of DRC. To prepare school districts, the department will present webinars and meet in person with district test coordinators.

**Agenda Item 3. Report to the legislature.** Eric Fry, information officer, reviewed the draft report and noted board revisions.

**Agenda Item 4. House Bill 278.** The board discussed the need for a process to periodically review state standards. Dr. Keith Hamilton asked for a timeline to develop a process.

**Agenda Item 5. Legislative and budget report.** Marcy Herman, legislative liaison, reviewed legislative committee assignments.

**Agenda Item 7A. Museum rental fees regulation.** Rebecca Hattan, assistant attorney general, reviewed the proposed regulation, noting that it added specific fees for rental of facilities at the Andrew P. Kashevaroff building in Juneau.

**Agenda Item 8A. Minimum expenditure on instruction.** Elwin Blackwell, acting director of school finance, reviewed the proposed regulation, which was made necessary by the legislature's repeal of an enabling statute. Wilfried Zibell said he would abstain from voting because, with repeal, there won't be enough responsibility to ensure that districts' operating funds go toward student instruction.

**Agenda Item 8B. Highly qualified teachers.** Rebecca Hattan, assistant attorney general, reviewed the proposed regulation, noting that it removes all references in regulation to highly qualified teachers, an outdated term of art.

**Agenda Item 6 taken out of order. Boreal Sun Charter School.** Tal Harlan, chair of the school's academic policy committee, said the school is ready to open in August and has the support of its local school district. The board discussed open lotteries and whether state law allows charter schools to give preference to neighborhood students. Rebecca Himschoot asked the department to prepare a report on Alaska's charter schools.

## **Business Meeting**

**Agenda Item 9A.** Museum rental fees regulation. John Harmon moved and Sue Hull seconded the following motion: I move the State Board of Education & Early Development open a period of public comment on 4 AAC 58.010 Fees. The motion passed unanimously in a roll call vote.

**Agenda Item 10A. Minimum expenditure on instruction.** Sue Hull moved and Rebecca Himschoot seconded the following motion: After considering all public comment, I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 09.115 Minimum expenditure for instruction and 4 AAC 09.120 Budget review. The motion passed 8-0 in a roll call vote, with Wilfried Zibell abstaining.

**Agenda Item 10B. Highly qualified teachers.** Rebecca Himschoot moved and John Harmon seconded the following motion: After considering all public comment, I move the State Board of Education and Early Development adopt the proposed amendments to 4 AAC 04.210 Highly qualified teachers; 4 AAC 04.212 Objective uniform standards; 4 AAC 12.380 Retired certificate (Type R); 4 AAC 18.021 Employment of substitute teachers; 4 AAC 06.895 Report Card to the Public; 4 AAC 06.899 Definitions; and 4 AAC 12.305 Teacher certificate (initial, professional, master). The motion passed unanimously in a roll call vote.

**Agenda Items 11A-11E. Written reports to the board.** The board asked to see the Commissioner's responses to concerns that are communicated directly to board members. The board discussed its duties as the board of education for Mt. Edgecumbe High School. John Harmon requested a document that defines the board's role. Sue Hull expressed concern that the board doesn't provide the same oversight to Mt. Edgecumbe as does a school district's board for its schools.

**Agenda Item 12. Commissioner's report.** Commissioner Johnson welcomed Sana Efird, the new deputy commissioner, and thanked Betty Walters, the outgoing acting deputy commissioner. The Commissioner said the department has done a lot of groundwork laying the foundation for the state plan to implement the Every Student Succeeds Act.

**Agenda Item 13. Appointment of Sana Efird as deputy commissioner.** Ms. Efird said she was excited about the opportunity and reviewed her background in education. Sue Hull moved and John Harmon seconded the following motion: I move the State Board of Education and Early Development approve the Commissioner's appointment of Sana Efird as Deputy Commissioner, to commence on December 1. The motion passed unanimously in a roll call vote, with LTC Toole absent.

**Agenda Item 14. Consent agenda.** The board removed Item 14B, approval of the report to the legislature. Barbra Thompson moved and John Harmon seconded the following motion: I move the State Board of Education and Early Development approve the consent agenda consisting of approval of the minutes of the September 13, 2016, meeting, the initial charter of the Boreal Sun Charter School, and the appointment of Elwin Blackwell as the department's federal impact aid representative. The motion passed unanimously in a roll call vote, with LTC Toole absent.

**Agenda Item 15. Student advisor-elect.** The board went into executive session, under AS 44.62.310 (c)(2), to interview candidates Kyle Hasse, Charlie Michael, and Shyanne Massie. In open session, Rebecca Himschoot moved and John Harmon seconded the following motion: I move the State Board of Education and Early Development select Charlie Michael as its Student Advisor-Elect for the remainder of the school year 2016-2017. On July 1, 2017, Charlie Michael's one-year term will begin as the student advisor to the board and continue through June 30, 2018. The motion passed unanimously in a roll call vote, with LTC Toole absent.

### **Board comments**

Rebecca Himschoot said it was difficult to conduct the board's business by audioconference. She asked whether the board could join the National Association of State School Boards.

Wilfried Zibell thanked the student candidates and welcomed Charlie Michaels.

John Harmon said he is encouraged by the direction the board is moving.

Kenny Gallahorn said simple is better and welcomed Charlie Michaels.

Sue Hull said the board should consider professional development.

Dr. Keith Hamilton said the board's work is difficult by phone.

The board adjourned at 4:25 p.m.

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

**January 27, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 6C**

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◆ **ISSUE**

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

◆ **BACKGROUND**

- A state statute signed in 2011 requires the State Board of Education and Early Development to provide an annual report to the legislature.
- The statute sets out requirements for a report to the legislature to be made no later than the 30<sup>th</sup> legislative day of each regular session and it must be presented in person.
- The statute further set out that the report must describe efforts of the board to develop, maintain, and continuously improve a comprehensive quality public education system, as provided for under the bylaws of the board.
- The legislature later added intent language that requested inclusion of the most recent National Assessment of Educational Progress data in the written report.
- The report behind this cover memo represents edits by the board from the December 8, 2016, meeting and updated information about assessments and the state plan for the Every Student Succeeds Act.
- Behind this cover memo are: 1) the text of the statute, and 2) the report.
- Eric Fry, Public Information Officer, will be present to brief the board.

◆ **OPTIONS**

Approve the report to the legislature.

Amend the report and approve the amended report.

Seek further information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Approve the report to the legislature.

◆ **SUGGESTED MOTION**

I move the State Board of Education and Early Development approve the 2017 report to the legislature.

# State Board of Education and Early Development

## Report to the Alaska Legislature

January 2017



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

James Fields, Chair

Sue Hull, First Vice-Chair

John Harmon, Second Vice-Chair

Barbara Thompson

Kenny Gallahorn

Dr. Keith Hamilton

Rebecca Himschoot

Wilfried Zibell, student advisor

LTC Jason Toole, military advisor

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## **Alaska State Constitution education clause**

### Section 7.1 - Public Education.

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

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

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

# **STRATEGIC PRIORITIES**

In September, the State Board developed a vision statement, a mission statement, and five strategic objectives for public education.

Through staff and a consultant, the State Board sought comment in October and November from organizations of stakeholders, such as NEA-Alaska, the Alaska Principals Association, the Association of Alaska School Boards, and the Alaska Superintendents Association.

Additional engagement of educational stakeholders will occur in order to develop draft goals for each strategic objective by March. The State Board will consider these draft goals at its meetings in March and June.

## **Mission Statement for Public Education in Alaska**

An excellent education for every student every day.

## **Vision Statement for Public Education in Alaska**

All students will succeed in their education and work, shape meaningful lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.

## **Strategic Objectives of the State Board of Education and Early Development**

Amplify student learning

Inspire community ownership of educational excellence

Modernize the education system

Ensure excellent educators

Promote safety and well-being

## RESOLUTIONS

In June, the State Board adopted a resolution in support of the Alaska Postsecondary Completion & Access Network and its goal that 65 percent of Alaska high school graduates be prepared for college by 2025. The resolution is in Appendix A.

## REGULATIONS AND OTHER BOARD ACTIONS

In January, the State Board approved the Secondary Education Graduate Certificate Program at the University of Alaska Southeast, to provide a shorter and less expensive route to credentials for secondary teachers. The program meets the same rigorous standards as the original Secondary Master of Arts in Teaching Program; allows students to use previous educational and life experiences to satisfy the admissions criteria; and decreases the course load from 36 credits to 24 credits.

In March, the State Board approved revised arts content standards, which are voluntary. The Alaska Arts Education Consortium wrote the new standards. The consortium, the Alaska State Council on the Arts, and others will develop a guide for applying the standards to the five arts disciplines and for integrating the standards with Alaska's English language arts and mathematics standards.

In March, the State Board repealed a requirement that school districts pilot ways to incorporate data about student performance in educator evaluations in the 2015-2016 school year. The repeal anticipated that the State Board might repeal the requirement that school districts incorporate data about student performance in educator evaluations.

In June, the State Board repealed the requirement that all school districts incorporate data about student performance in educator evaluations. The requirement was a condition of Alaska's waiver under the federal No Child Left Behind Act, which expired in 2016. The new federal K-12 law, the Every Student Succeeds Act, does not require the use of student data in educator evaluations, except when a district uses federal funds to design or implement educator evaluation systems. The department worked with its Educator Evaluation & Support System Advisory Committee and multiple teacher and administrator focus groups to determine what regulatory changes should be considered by the board.

In June, the State Board adopted a regulation to incorporate the latest version of the SAT assessment in the Alaska Performance Scholarship program. The SAT is one of three assessments that students may use to qualify for the scholarship.

In September, the State Board repealed regulations related to "highly qualified teachers," a term of art in the federal No Child Left Behind Act, which expired in 2016. The new federal K-12 law, the Every Student Succeeds Act, removed the highly qualified requirements from federal

law. Beginning in the 2017-2018 school year, school districts will report information concerning teachers' certifications and endorsements instead of their highly qualified status.

In September, the State Board adopted regulations to require applicants for a retired teacher certificate to have at least three years' experience in their area of endorsement. The regulation also extends the period, from 20 days to 120 days, in which holders of Alaska retired teacher certificates may work as long-term substitutes, and it allows them to be employed as long-term substitutes for any position in a school.

In September, the State Board adopted regulations to require school districts to employ as long-term substitute teachers only individuals with an Alaska regular or retired certificate; if the district cannot employ such a person to fill a vacancy at the beginning of the school year, it must notify the department. The regulations make it easier for districts to employ long-term substitute teachers; at the same time, the regulations reinforce the expectation that students be taught by certificated teachers.

In December, the State Board repealed regulations related to the required minimum expenditure for instruction, in keeping with the legislature's repeal of the related statute.

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

Governor Walker appointed Rebecca Himschoot to the First Judicial District seat on the State Board. Her term ends March 1, 2021. Ms. Himschoot is a science teacher from Sitka who has won prestigious awards and fellowships. She holds a master's degree.

In March, the State Board approved the appointment of Janelle Vanasse as superintendent and director of Mt. Edgecumbe High School. Ms. Vanasse, who holds a master's degree, had served as a secondary education administrator in the Lower Kuskokwim School District for 15-plus years.

In March, the State Board approved the appointment of Betty Walters as Interim Deputy Commissioner. An educator since 1964, Ms. Walters was a principal in Alaska for four years, an assistant superintendent in the Kodiak Island Borough School District for five years, and the superintendent there for eleven years. She holds a master's degree and a postgraduate certificate.

In March, the State Board approved the appointment of Patience Frederiksen as Director of the Division of Libraries, Archives and Museums. Ms. Frederiksen, who holds a master's degree, has worked for the Alaska State Library since 1989.

In March, the State Board appointed Dr. Susan McCauley as Interim Commissioner. Dr. McCauley had served as a division director at the department and a principal and administrator in the Mat-Su Borough School District.

In June, the State Board appointed Dr. Michael Johnson as Commissioner; Governor Walker approved the appointment. Commissioner Johnson began his service on July 5. He had served in the Copper River School District as superintendent, school principal, district curriculum and staff development director, elementary teacher, and special education program assistant. During his tenure as its principal, Glennallen Elementary School was named a Blue Ribbon School by the U.S. Department of Education. Dr. Johnson is a recipient of the prestigious Milken Educator Award. He holds a bachelor of arts degree and a master of arts in teaching degree in elementary education from Columbia International University, and a doctorate of philosophy in education and intercultural studies from the University of Alaska Fairbanks.

In July, Wilfried Zibell of Noorvik began his one-year term as student advisor. The board chooses student advisors from several students nominated by the Alaska Association of Student Government. In June, LTC Jason Toole began his term as military advisor. The Alaska military command chooses the military advisor.

In June, State Board members named James Fields as Chair, Sue Hull as First Vice-Chair, and John Harmon as Second Vice-Chair.

In December, the Commissioner appointed, with State Board approval, Sana Efird as DEED's sole Deputy Commissioner. Ms. Efird was serving as an Assistant Commissioner in the Department of Health and Social Services. She has a background in education, serving as executive director of a community college foundation, director of development for a private school, and teacher and staff development trainer in the public schools. Ms. Efird holds a bachelor of arts degree in education from the University of South Carolina and a master of arts degree in philanthropy and development from Saint Mary's University in Minnesota.

# SIGNIFICANT STEPS

## Assessments

### Alaska received a federal waiver after canceling statewide assessments

In November, the U.S. Department of Education waived the federal requirement for Alaska to administer English language arts, math, and science assessments during the 2015-2016 school year. The waiver was granted on condition that the state administer such assessments in the 2016-2017 school year.

Because of significant technical problems with administering the computer-based tests, the state was not able to complete the assessments in 2015-2016.

On March 29, 2016, the first day of testing, construction workers severed a fiber optic cable at the University of Kansas, where Alaska's testing provider was based, shutting down Internet service at the university and interrupting the computer-based tests for Alaska students until March 31. After resuming testing on March 31, the system crashed two more times that morning.

Even before the cable was cut, and after it was repaired, schools reported multiple technology errors that affected students, such as blank screens, no sound, questions out of sequence, and answers not being saved. Many students had their testing interrupted, had to answer the same question more than once, or had a test that did not work as designed.

On April 1, the department canceled further testing, based on concerns that technical disruptions had rendered the affected tests invalid. Canceled were the Alaska Measures of Progress (grades 3-10), the Alaska science tests (grades 4, 8, and 10), and the Dynamic Learning Maps (grades 3-10) for students with severe cognitive disabilities. Alaska did not resume testing later in the school year because there was insufficient evidence that students would have a high probability of successful testing.

### New assessment vendor selected

In December, the department selected Data Recognition Corp. (DRC) as its vendor for statewide student assessments in English language arts, math, and science.

The assessments from DRC will first be administered in spring 2017. Students will take the English language arts and math assessments in grades 3 to 10, and the science assessments in grades 4, 8, and 10. School districts can choose to give the assessments on paper or by computer.

These end-of-year assessments inform policy makers and the public, including parents, about how well students are meeting Alaska's academic standards; provide data to improve schools and to close achievement gaps; and ensure equity in educational opportunity for all students. School districts will continue to use classroom assessments throughout the school year to monitor student progress and inform instruction.

The department and DRC are negotiating a contract for the current school year, with options for annual renewals through the 2020-2021 school year. The department has budgeted no more than \$4.45 million for the contract's first year. The federal government contributes approximately \$3.5 million a year toward the cost of Alaska's statewide assessments. The state pays the remainder of costs.

The department chose DRC, which is headquartered in Maple Grove, Minn., from among six applicants. The five other vendors were Measured Progress, Measurement Inc., PARCC, Pearson, and Questar.

In choosing a vendor, the department considered comments from stakeholders representing Alaska educational organizations, superintendents, district test coordinators, and teachers. The department repeatedly talked with vendors about their proposals; considered the vendors' budgets and technical proposals; and checked references from several states in which the vendors have experience.

The stakeholders were asked to rate vendors on their capability of providing assessments that meet Alaska's needs. The department also looked at whether vendors offered individual student reports that are easy to read and understand; find the right balance between words and graphics; and provide information that is meaningful to parents and educators.

DRC currently delivers Alaska's assessments in English language proficiency for English language learners who are not yet able to communicate fluently in English. From 2005 to 2014, DRC was the department's contractor for statewide assessments in reading, writing, and math, and for science assessments through 2015.

Additionally, Alaska will work with tribal organizations and other stakeholders to develop a plan to administer assessments that are written in languages other than English, particularly Native languages.

#### Comments:

*Commissioner Johnson: "The statewide assessments are just one piece of a balanced accountability system. They give parents, educators, policy makers and citizens information on how well the public education system is working. Additionally, an effective statewide assessment system is an essential part of student learning. Our new assessments will maximize the purpose of a statewide assessment and minimize the amount of time needed to take the test."*

*Dr. Lisa Skiles Parady, Executive Director of the Alaska Council of School Administrators: "The process that Commissioner Johnson led was transparent and very inclusive. Multiple education stakeholders participated and focused on meeting requirements while respecting local control and efforts. He threaded the needle between fulfilling federal mandates while sustaining what works best across Alaska. In doing so, Commissioner Johnson made major headway in developing confidence across the spectrum of those who work day in and day out in education -- parents, teachers, school board members and educators. We are confident as we move to implementation that the Commissioner and his staff will do what is necessary to support school districts."*

*Amy Jo Meiners, the Alaska Teacher of the Year in 2016: "I'd like to thank the department for being thorough in their reflective process in selecting an assessment that is both purposeful and less time-consuming for our students."*

*Tim Parker, president of NEA-Alaska: "NEA-Alaska and our 13,000 members would like to thank Commissioner Johnson for working directly with educators during this selection process. This commitment to working together is truly in the best interest of students and will lead to more learning in the classroom every day."*

*Sean Dusek, Superintendent of the Kenai Peninsula Borough School District and president of the Alaska Superintendents Association: "This assessment is one piece of the accountability system that will offer a high-level picture of how schools are doing. There will be growing pains in any transition, but we trust the Commissioner and state department on their selection and believe the appropriate support will be provided to implement this assessment. We also believe that minimal instructional time will be necessary to implement this assessment so that we can maintain our focus on meeting individual student needs while still being accountable to state and federal oversight."*

## **Implementing the Every Student Succeeds Act**

In January 2016, the president signed into law the Every Student Succeeds Act (ESSA), which is authorized for four years. ESSA replaces the No Child Left Behind Act of 2002 (NCLB) and the Obama administration's waiver program under NCLB.

By September 2017, states should submit to the U.S. Department of Education their plans for standards and assessments, accountability, and school support and improvement under ESSA. In developing the State Plan, the department must consult with the Governor, members of the state legislature and state board of education, local educational agencies, Native representatives, teachers, principals, other school leaders, charter school leaders, specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents.

### Stakeholder engagement

In spring 2016, the department convened a diverse 45-member advisory board, which met by webinar and had continuous access to an online platform to share their thoughts with each other. This allowed for continued conversations among participants.

In April 2016, approximately 200 Alaskans from 30 school districts and 11 organizations met to review the three key elements required of a State Plan: standards and assessments, accountability, and school support and improvement. These participants also had access to the online platform to provide input.

The department then convened focus groups of job-related or interest-related participants. Examples are school district business officers, the Tanana Chiefs Conference, the Alaska PTA, Central Council Tlingit and Haida, the Alaska Superintendents Association, and the Alaska Association of Student Government. The focus groups met by webinar and in person. Again, these stakeholders had access to the online platform to provide input.



The State Board has received periodic updates on the progress of the State Plan. The public at large has had access to recorded webinars and other materials on the department's web site at <https://education.alaska.gov/akessa/>.

For the remainder of the 2016-2017 school year, the department will work to develop a draft State Plan incorporating the options allowed under ESSA that best align to Alaska's mission, vision, and strategic priorities for public education. (See page 2 of this report.) The department will continue to consult with stakeholders throughout the drafting process.

A draft State Plan will be available at least 30 days before the department submits it to the U.S. Department of Education. The public will be invited to provide comments on the draft State Plan through an online survey. The public also will have opportunities to comment when the State Board considers regulations changes based on the State Plan.

A summary of the Every Student Succeeds Act is Appendix B.

## **Social Media**

In 2016, the department established a presence on social media as a way to generate and share positive messages about public schools, libraries, archives, and the arts in Alaska. The department's use of social media will create a supportive and engaging community on those topics.

In October, the department launched a multi-media campaign to recognize and encourage the sharing of positive messages and conversations about education in Alaska and the importance of lifelong learning. The campaign is called "Alaska learns because..." and is highlighted through social media as #aklearns.

A blank #aklearns template is attached to this report as Appendix C. Legislators are invited to fill it out and upload it to one of the department's social media platforms using the hashtag #aklearns.

This campaign was kicked off with a short video featuring Commissioner Johnson. To watch the video visit: <https://vimeo.com/186307149>.

To participate, Like/Follow DEED on social media (@AlaskaDEED):

- Twitter: <https://twitter.com/AlaskaDEED>
- Facebook: <https://www.facebook.com/AlaskaDEED>
- Instagram: <https://www.instagram.com/alaskadeed/>
- Flickr: <https://www.flickr.com/photos/alaskadeed/>
- Vimeo: <https://vimeo.com/alaskadeed>

For more information, go to: [https://education.alaska.gov/social\\_media.html](https://education.alaska.gov/social_media.html).

## **OTHER DEPARTMENT FUNCTIONS**

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

Mt. Edgecumbe is the state-operated residential school in Sitka. The State Board serves as the Mt. Edgecumbe board. Parents and others participate on an advisory board. In fall 2016, 434 students -- 366 of whom are from 116 villages -- attended Mt. Edgecumbe. Sixty-one percent of the student body is female. Alaska Native students compose 86% of the student population; 12% are Caucasian; and 2% are African American. Three-quarters of the students meet federal guidelines for free and reduced-price lunches. See Appendix D for a recent report on MEHS.

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

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

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

See [http://museums.alaska.gov/LAM/about\\_lam/about\\_lam.html](http://museums.alaska.gov/LAM/about_lam/about_lam.html)

The division benefits lifelong learners and K-12 and postsecondary students. Examples are:

- Live Homework Help provides live tutoring for students in grades 4 to early college, seven days a week, from noon to 2 a.m. Use has grown exponentially in the past seven years. See <http://sled.alaska.edu/homework>
- Alaska's Digital Archives shares historical Alaskan videos, photographs, and documents with students and researchers. See <http://www.vilda.education.edu>
- In Alaska's Digital Pipeline are hundreds of full-text online books, magazines, newspapers, and other research resources targeted to elementary, middle school, high school, and college students' academic needs. See <http://sled.alaska.edu/databases/>
- Many school districts' Alaska Native language materials are scanned and available online.
- Though OWL (Online with Libraries), 98 rural libraries have high-speed Internet access, including videoconferencing.

## **Alaska Professional Teaching Practices Commission**

The Professional Teaching Practices Commission governs educators' ethical and professional standards and their compliance with state law and contractual obligations. It is funded by certificate holders. The commission reports by fiscal year. In fiscal year 2016 it accepted 54 cases. Twenty educators were sanctioned. Sanctions vary from warnings to suspensions and revocations of certificates. Four of the final orders related to sexual misconduct, one to non-drug criminal conduct, seven to contract violations, and eight to professional misconduct. See [https://education.alaska.gov/ptpc/pdf/2016\\_annual\\_report.pdf](https://education.alaska.gov/ptpc/pdf/2016_annual_report.pdf)

# SCHOOL AND STUDENT DATA

## Graduation and Dropout Rates

**In 2016, the preliminary five-year graduation rate was 80.8%.** This refers to a cohort of students who were 9<sup>th</sup>-graders five school years previously. Many of the students graduated in four years, but others needed all or part of a fifth year. Because of this, the five-year rate more accurately reflects the percentage of high school students who earn a diploma than the four-year rate can.

All states report a four-year graduation rate for cohorts of students. Alaska has reported this data since the 2010-2011 school year. A student who entered 9th grade in the 2012-2013 school year would be a member of the 2016 cohort. Cohort groups include students who transfer into an Alaska public school.

The graduation rate is calculated as the number of graduates in the cohort who receive a regular diploma by June 30, divided by the number of all students assigned to the cohort.

	4-yr. graduation rate	Graduate count*
2011	68.0%	8,064
2012	69.4%	7,987
2013	71.8%	7,795
2014	71.2%	7,672
2015	75.6%	8,251
2016	76.1%	8,108

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

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

Preliminary information for the 2015-2016 school year shows a grade 7-12 dropout rate of 3.9% compared to 3.7% in 2014-2015. The dropout rate has gradually declined from 6.0% in 2004-2005.

## National Assessment of Educational Progress

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

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

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

- In the highest-scoring state, only 50% of its students scored proficient or advanced in 4<sup>th</sup>-grade reading;
- In the highest-scoring state, only 46% of its students scored proficient or advanced in 8<sup>th</sup>-grade reading;
- In the highest-scoring state, only 53% of its students scored proficient or advanced in 4<sup>th</sup>-grade math; and
- In the highest-scoring state, only 51% of its students scored proficient or advanced in 8<sup>th</sup>-grade math.

NAEP summarizes a state's results by the number of states (plus D.C. and Department of Defense schools) it has scored *lower than*, *statistically the same as*, and *higher than*.

- In 4<sup>th</sup> grade math, Alaska scored lower than 29 states, statistically the same as 18 states, and higher than 4 states.
- In 8<sup>th</sup> grade math, Alaska scored lower than 23 states, statistically the same as 16 states, and higher than 12 states.
- In 4<sup>th</sup> grade reading, Alaska scored lower than 41 states, statistically the same as 9 states, and higher than 1 state.
- In 8<sup>th</sup> grade reading, Alaska scored lower than 32 states, statistically the same as 15 states, and higher than 4 states.

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

### Math

Alaska 4<sup>th</sup> grade: 78% basic or above; 35% proficient or above; 6% advanced.

Nation 4<sup>th</sup> grade: 81% basic or above; 39% proficient or above; 7% advanced.

Alaska's average scale score is 236. The national average is 240.

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

### Reading

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

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

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

<http://nces.ed.gov/nationsreportcard/subject/publications/stt2015/pdf/2016009AK4.pdf>

<http://nces.ed.gov/nationsreportcard/subject/publications/stt2015/pdf/2016009AK8.pdf>

<http://nces.ed.gov/nationsreportcard/subject/publications/stt2015/pdf/2016008AK4.pdf>

<http://nces.ed.gov/nationsreportcard/subject/publications/stt2015/pdf/2016008AK8.pdf>

## APPENDIX A



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

To Support the Alaska Postsecondary Access & Completion Network and the statewide postsecondary attainment goal of “65 by 2025”

### **Resolution 1-2016**

**WHEREAS**, Alaska has long been ranked as one of the lowest-performing states in postsecondary access and completion and, currently, only 37 percent of Alaska’s working-age adults hold a college degree, and 13 percent hold certificates (50 percent combined credentialed workers); and

**WHEREAS**, Alaska is one of a few states in which 18- to 34-year olds have lower postsecondary attainment rates than do 35- to 64-year olds; and, at 30 percent, has among the highest rates of adults with some college credit but no degree; and

**WHEREAS**, the Alaska Department of Labor and Workforce Development projects that by 2020 roughly 65 percent of Alaska’s fastest-growing, high-wage jobs will require some postsecondary credential; and

**WHEREAS**, Alaskan stakeholders committed to improving the state’s overall postsecondary attainment rates include school districts, Native corporations and tribal organizations, elected officials, the Alaska Commission on Postsecondary Education, the University of Alaska, and the Alaska Department of Labor and Workforce Development; and

**WHEREAS**, these and other stakeholders are focused on related work within their own organizations and also seeking increased coordinated and unified effort through membership and participation in the Alaska Postsecondary Access and Completion Network (the Network); and

**WHEREAS**, the Network will develop, support, and assess initiatives that strengthen postsecondary expectations, preparation, financing, and support services with a goal to increase the percentage of all Alaskans who complete postsecondary education, particularly earning credentials relevant to a robust Alaskan economy; and



**WHEREAS**, the Network has set an attainment goal for Alaska – “65 by 2025” – highlighting the imperative to increase the percent of working-age adults holding a high-value certificate, college degree, or other industry-recognized credential from 50 percent to 65 percent by 2025, particularly gaining credentials aligned to Alaska’s workforce needs.

**NOW, THEREFORE, BE IT RESOLVED**, the State Board of Education & Early Development commends the work and mission of the Alaska Postsecondary Access & Completion Network and commits to ongoing collaboration.

**BE IT FURTHER RESOLVED**, the State Board of Education & Early Development endorses the “65 by 2025” postsecondary attainment goal and intends to actively engage as a Network member organization working to achieve “65 by 2025.”

ADOPTED June 17, 2016

A handwritten signature in black ink, consisting of a stylized, cursive script that begins with a large, looping initial and extends into a long, sweeping horizontal stroke.

## APPENDIX B

## **Summary of the Every Student Succeeds Act**

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

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

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

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

ESSA requires states to create and operate a school accountability system, using criteria that includes students' test scores, graduation rates for high schools, and at least one other state-determined indicator of school quality or student success. The system may include a measure of student growth.

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

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

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

## APPENDIX C

# ALASKA LEARNS because...



**#aklearns**

## APPENDIX D

# Mt. Edgecumbe High School

*Discover your Talents • Develop your Dreams • Learn to Lead*

## **Mission:**

To provide a challenging, unique education in a residential setting that values rich cultural diversities and traditions, inspiring Alaskan students to become successful, responsible, global citizens

## **Strategic Plan**

A new strategic plan was adopted for MEHS in May 2016

A focus for the upcoming school year will be to implement the strategic plan. As a school team, we are identifying priorities and making action plans. The key themes of the strategic plan can be summarized by:

- Increased Communication
- Alignment of curriculum & instructional practices to standards and identified student needs
- Support services that target student needs and bridge school, residential, and home environments
- Result tracking and inquiry cycles
- Proactive healthy living activities, instruction, and support

## **A look at the 2015-16 School Year:**

MEHS goals have included a high 4-year graduation rate and a reduction in attrition.

MEHS has a 91.3% graduation rate. Over the last few years attrition rates have dropped from around 20% to current 12% average.

Class of 2016

82 Graduates

\* includes one mid-year graduate

87% Retention Rate



## 2015-16 Enrollment

	Beginning	October	End	Attrition Rate
9	107	102	90	16.8%
10	126	120	106	15.9%
11	114	111	102	10.5%
12	87	87	81	6.8%
total	434	420	379	12.5%

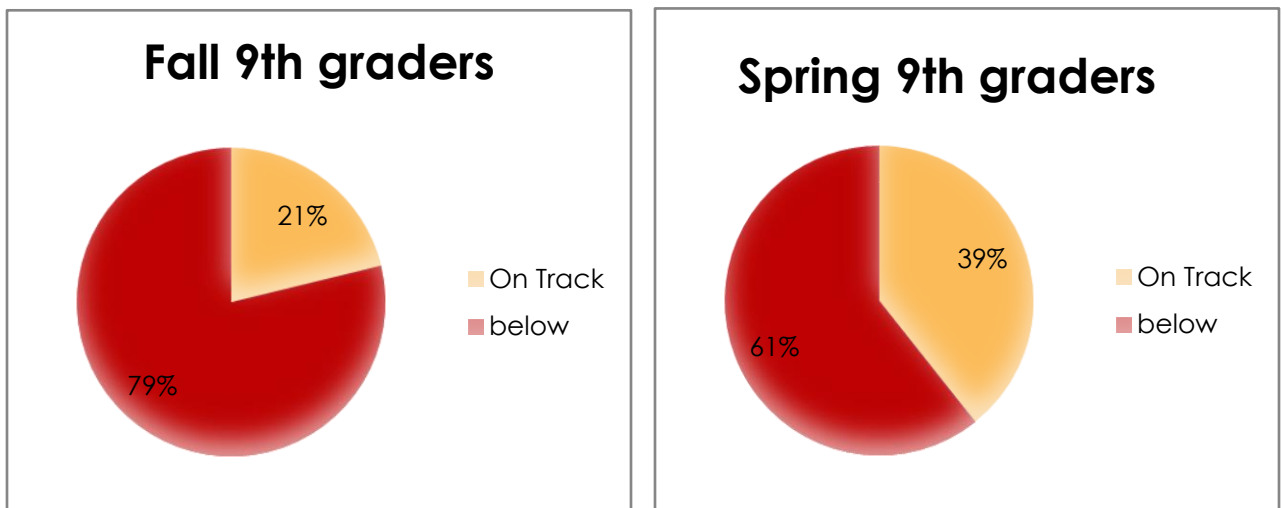
### Growth Indicators

MEHS serves a key role in allowing students access to a high-quality and comprehensive high school program. Many of the students entering MEHS are not yet on track for college and career readiness. A goal of MEHS is to accelerate student growth with a result in college and career readiness. It is typical for students attending Mt. Edgecumbe High School to gain more than average in a year's time compared to national norms on the NWEA MAP.

Percent of students making more than a year's worth of growth:

- 85% of 9<sup>th</sup>-grade students in math
- 59% of 10<sup>th</sup>-grade students in math
- 55% of 9<sup>th</sup>- and 10<sup>th</sup>-grade students in reading
- 56% of 9<sup>th</sup>-grade students in language usage
- 70% of 10<sup>th</sup>-grade students in language usage

NWEA MAP data provides a comparative prediction to the ACT test. MAP scores for students in grades 4-9 may be used to predict if a student is on-track to earn a "college ready" score on the ACT in 11<sup>th</sup> grade. Last year, the number of 9<sup>th</sup> graders on-track to earn a college ready score in math nearly doubled from fall to spring.



The graphs above compare the 9<sup>th</sup> grade class. Of the incoming freshman, only 21% received an on-track prediction in the fall. By spring nearly 40% of this same class earned an on-track prediction.

In addition to growth, MEHS average achievement scores are above average. Spring Average MAP percentile score

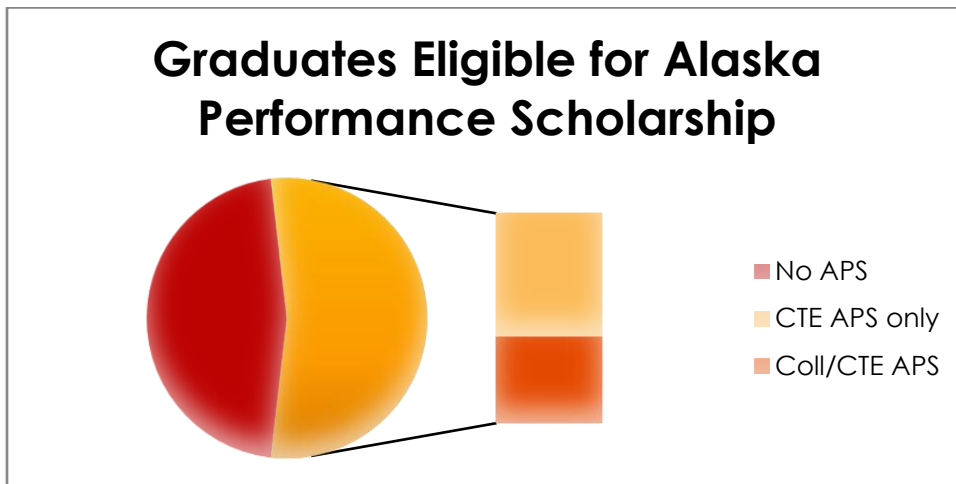
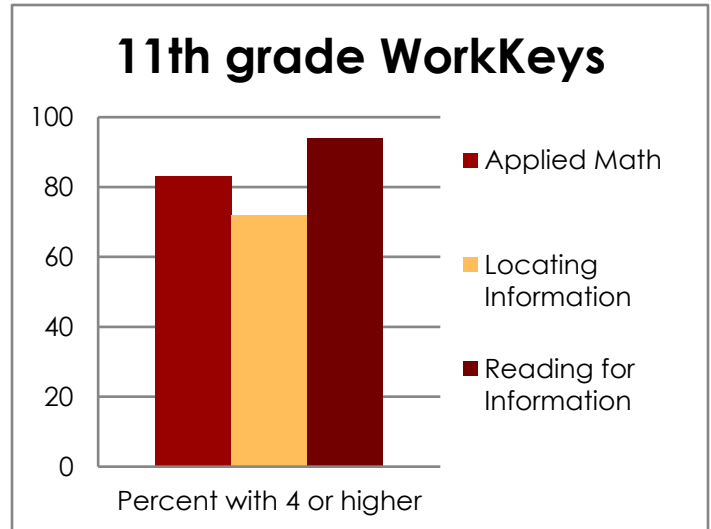
Grade	Math	Reading	Language Usage
9 <sup>th</sup>	79%	67%	71%
10 <sup>th</sup>	83%	82%	87%
11 <sup>th</sup>	79%	84%	82%



### College Readiness Indicators

WorkKeys is an assessment designed for career readiness. A student who earns a 4 or higher in each of three categories is considered ready for 67% of jobs. Most of MEHS students are reaching this level.

The Alaska Performance Scholarship eligibility also provides an indication of students well prepared for vocational or collegiate higher education. APS eligibility requires students meet criteria for GPA, transcript courses, and a college readiness assessment



Another indicator of college readiness is participation in dual credit courses. During the 2015-16 school year, 18 MEHS students earned college credit and approximately 20% of seniors graduated with college credit.

### Enrollment 2016-17

MEHS implemented an online application process with 2015 as a pilot year. With full implementation this year, applications and return enrollments went smoothly with a current count of 439 students accepted.

### Superintendent Introduction

Janelle Vanasse came on board as Superintendent/Director of Mt. Edgecumbe High School in July.

*"I am excited about the opportunity to serve students and their families from around the state. Mt. Edgecumbe High School plays a key role in our state wide educational system and I look forward to being part of this amazing institution."*

