

Revised State Template for the Consolidated State Plan

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



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Introduction

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

Completing and Submitting a Consolidated State Plan

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

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

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

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

Alternative Template

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

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

Individual Program State Plan

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

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

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

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

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

Cover Page

Contact Information and Signatures	
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<p>By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this application are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.</p>	
Authorized SEA Representative (Printed Name) Dr. Michael Johnson Commissioner Alaska Department of Education and Early Development	Telephone: (907) 465-2800
Signature of Authorized SEA Representative 	Date: 9/15/17
Governor (Printed Name) The Honorable Bill Walker Governor of Alaska	Date SEA provided application to the Governor under ESEA section 8540: August 16, 2017
Signature of Governor 	Date: 9/15/17

Programs Included in the Consolidated State Application

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

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

or

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

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part B, Subpart 2: Rural and Low-Income School Program
- Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

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

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Introduction

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

ESSA Key Differences from NCLB

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

Key differences of ESSA from NCLB are:

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



Key Points to Remember

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

Alaska's Education System and ESSA

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

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

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

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

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

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

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

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

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

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

- Yes
 No

Alaska has administered assessments to students in both grades 9 and 10 in high school through 2016-2017. The State Board of Education and Early Development adopted a regulation change that allows the State flexibility to administer an assessment in only one grade in high school. Alaska will administer the mathematics and English language arts assessments in grade 9 in spring 2018, and is currently considering replacing the end-of-grade tests with end-of-course assessments in high school in spring 2019. Based on that possibility, the State is responding with a “yes” answer to this question beginning in the 2018-2019 school year.

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

- a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
- b. The student’s performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
- c. In high school:
 1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
 2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and
 3. The student’s performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.

- Yes
 No

Alaska is answering this question with a “yes” in anticipation of offering end-of-course assessments in mathematics in the future, and including the flexibility to offer the end-of-course high school mathematics test to 8th graders and exempting those students from the 8th grade assessment.

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

When Alaska offers high school end-of-course (EOC) assessments in mathematics, and allows 8th graders to be exempted from the 8th grade math assessment to take the high school EOC assessment, the State will include strategies to provide all students in the state with the opportunity to be prepared for and to take advanced mathematics coursework in middle school. Possible strategies will include:

- Providing guidance and technical assistance to implement the middle school mathematics standards that support preparation for Algebra I

- Providing or partnering with organizations in the state to provide cohesive professional development for middle school teachers to be prepared to teach the mathematics standards and possibly Algebra I
- Offering an endorsement to middle school teachers for Algebra I
- Ensuring options for students in small schools to have access to advanced math courses through virtual/distance delivered courses
- Including an incentive in the accountability system to schools offering Algebra I in middle school

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

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

While Alaska has not yet determined a final definition of “languages other than English that are present to a significant extent in the participating student population,” Yup’ik languages (including all dialects) are represented to the most significant extent. In March 2015, there were 9,535 English learners in the tested grades 3-10. Yup’ik languages (including all dialects) represented 41.8% percent or 3,982 students. Spanish represents about ten percent of the languages, followed by Inupiaq and Filipino at over nine percent each. Alaska will work with stakeholders to determine the final definition of languages other than English that are present to a significant extent in the participating student population in grades 3-9.

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

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

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

This will be determined with stakeholders as described below.

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

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

- a. Alaska will work with stakeholders representing the languages present to a significant extent to consider and determine in which languages content assessments are needed and are feasible. For the Yup'ik languages, the department will reach out to Alaska Native community members, native Yup'ik speakers and indigenous language experts, tribal leadership, and educators to discuss considerations related to providing academic assessments in the native language. Considerations include in which language an assessment will provide the most accurate and reliable information on what a student knows and can do as well as how to create assessments in native languages that will meet technical requirements so that the assessment results are valid and reliable. Once it is determined that content assessments in languages other than English are needed, the department will work with the testing contractor to develop assessments in those languages or will request assistance from the Secretary of Education in the identification of appropriate academic assessment measures in the needed languages. The department is looking forward to beginning discussions with stakeholders regarding academic assessments in languages other than English.
- b. The process for consultation is expected to begin in 2017-2018.
- c. Alaska successfully administered new assessments in ELA and mathematics in 2017. With the first administration completed, the department can now begin stakeholder discussions and plans for potentially testing in languages other than English.

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

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

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

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

- students with disabilities
- economically disadvantaged students
- English learners
- Caucasian
- Alaska Native/American Indian
- Asian/Pacific Islander
- African-American
- Hispanic
- Two or more races

These subgroups are the subgroups required under ESSA.

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

None

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

Yes

No

Alaska has included students formerly identified as English learners for two years in the accountability system under NCLB. The State will take advantage of the option to include formerly identified English learners in the accountability system for four years. Alaska will phase in this provision by including students formerly identified as ELs for 3 years after exit beginning in 2018-2019, and those for 4 years after exit in 2019-2020. Stakeholders have indicated over the years that it is important to recognize the progress made by English learners and to include their assessment results for a period of time after they have become proficient in English.

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

Applying the exception under ESEA section 1111(b)(3)(A)(i); or

Applying the exception under ESEA section 1111(b)(3)(A)(ii); or

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

Note that the exception chosen is consistent with current practice in Alaska. Exception 1111(b)(3)(A)(i) allows the state to exempt recently arrived English learners from one administration of the ELA assessment. EL students must take the math assessment and the ELP assessment. The math assessment score is not included in the accountability system for the first year. In the following years, the EL student takes the ELA and math assessments and those scores are included in the accountability system.

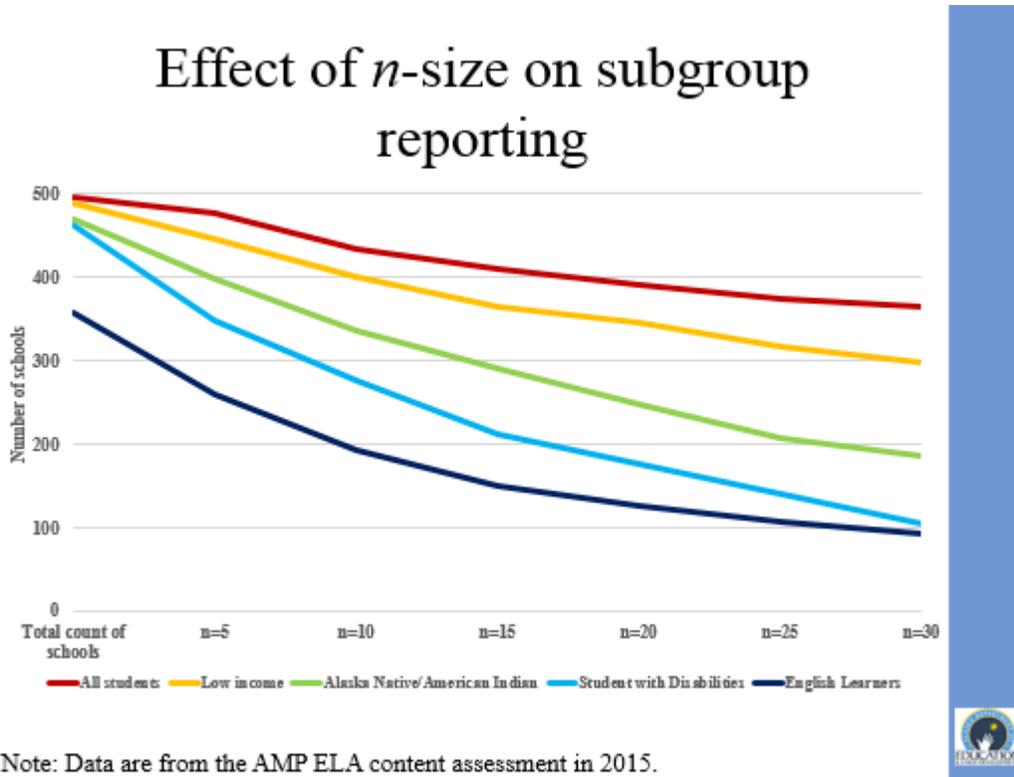
ii. **Minimum N-Size** (ESEA section 1111(c)(3)(A)):

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

Alaska will use ten as the minimum number of students (minimum *n*-size) necessary to be included for accountability purposes. As has been the case in Alaska, the minimum *n*-size represents a balance between recognizing the small size of many subgroups and schools, prioritizing and ensuring student privacy, and incorporating actionable data into the accountability system.

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

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



Most stakeholders indicated a preference for *n*-sizes from 5 to 10 to include as many subgroups in as many schools as possible. In considering the impact of *n*-sizes of 5 and 10, Alaska reviewed data on the percentage of students and the percentage of schools that would be included for the all students group and for the four major subgroups represented in Alaska. The data showed that most of the students in the state would be included under either scenario, but the use of an *n*-size of 10 aggregated over 3 years captured over 98% of the students in the four major subgroups. The difference in the percentage of students included is more a factor based on the number of small schools in the state than it is a factor of the minimum *n*-size. There was a more significant difference in the percentage of schools that would be captured for the all students group as well as for the major subgroups.

The following chart shows the comparison of the percentage of schools that would be included using a minimum *n*-size of five in each year and using a minimum *n*-size of ten aggregated over three years. As the data shows, while the percentages are similar using the two options, in all cases the percentage of schools included for accountability is greater if using a minimum *n*-size of ten with 3 years of aggregated data. In order to include the most schools and subgroups in the accountability

system, Alaska will aggregate three years of data (data from the previous two years with the current year) for any indicator in which a subgroup or all students group does not meet the minimum *n*-size.

Percentage of schools represented with given years and minimum <i>n</i> sizes		
	Percentage of schools represented using one year of data and minimum <i>n</i> = 5	Percentage of schools represented using 3 years of data and minimum <i>n</i> = 10
All students	94.3	95.0
Alaska Native/Am Indian	81.9	86.2
Economically disadvantaged	91.1	93.5
English learners	74.9	75.3
Students with disabilities	76.0	78.9

Data variability from year to year was also considered. With small *n*-sizes, the change in one student’s performance (from proficient to not proficient for example), has a significant impact on the school’s achievement. For example, with an *n*-size of five, the performance change of one student represents 20% of the achievement score, but with an *n*-size of ten, the performance change of one student is reduced to 10% of the achievement score. Data was also reviewed comparing the performance rankings of schools in mathematics and in reading for the years of 2011-2012 through 2013-2014 based on minimum *n*-sizes of 1 and 15. That data clearly showed that the larger the *n*-size, the less variance in the school’s performance ranking and the greater the stability of the data.

The final determination of a minimum *n*-size of ten with data aggregated over three years represents a balance of including as many schools and as many subgroups as possible in the accountability system, with consideration given to stability of the data. The minimum *n*-size of ten applies to including the all students group and other subgroups in the accountability system. Assessment data will be reported annually for each school for any group in which at least five students have participated in the assessment, using data suppression rules as required to protect student privacy.

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

Specific stakeholder input was gathered from the Alaska Principals’ Pre-Conference activity and from the State’s ESSA Advisory Committee. The Advisory Committee members included teachers, principals, other school leaders, and parents. General feedback was received from the public on the first draft of the state plan. Many responses were in the range of an *n*-size of five or somewhere between five and ten, with rationale being that Alaska should hold the most schools accountable. Others were on the higher end of ten or 20, with the rationale that there can be greater variability in smaller subgroups. Stakeholders indicated a preference for aggregating data over three years for schools with less than ten students in order to include more schools and subgroups, so that has been included in the plan.

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

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

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

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

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

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

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

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

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

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

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

Alaska proposes a long-term goal of reducing by half the percentage of students not reaching the proficient or advanced achievement levels on the Alaska Performance Evaluation for Alaska's Schools (PEAKS) assessment in English language arts (ELA) and in mathematics over ten years (by the school year 2026-27). This fits with the mission of the State Board of Education of "an excellent education for every student every day."

The long-term goal is ambitious. The results from the spring 2017 PEAKS assessment provide the baseline data for the long-term academic goal. The State Board adopted more rigorous standards in English language arts and mathematics in 2012 to ensure that Alaska's students will be ready for college or career options upon graduation. These new standards were first assessed in 2015. The percentage of all students meeting the standards on that first assessment was 34.8 percent for ELA and 31.2 percent for math. The US Department of Education granted Alaska a waiver from the administration of the state assessment in 2016 due to technical issues. Alaska administered its new assessment, PEAKS, in grades 3-10 for the first time in spring 2017. The percentage of students scoring at least proficient on PEAKS was 38.4 percent on ELA and 31.8 percent in math. After two more years of implementation of new standards since 2015, the initial statewide data from PEAKS indicates that there is still much room for improvement.

Alaska initially considered a long-term goal of 75 percent for all students and all subgroups to reach proficiency over ten years. After stakeholder feedback indicating that the measures of interim progress for some groups to reach that target would be unattainable, Alaska is choosing to use the long-term goal of reducing by half the percentage of students not proficient over ten years. The rationale for choosing this goal is to provide a more realistic goal and measures of interim progress for all students and all subgroups based on their starting points. As shown in the summary chart below, at the end of ten years, the long-term goal for ELA for all students will be 69.2 percent proficient or advanced and in math it will be 65.9 percent proficient or advanced. While it is important for all students in Alaska to be prepared for their future upon graduation, the long-term goals recognize the work needed to increase Alaska students' performance over time. The State will re-set the long-term goal in the future to reflect the importance of continuing to increase the percentage of students attaining proficiency on the ELA and mathematics assessment.

Measures of interim progress will be set as uniform annual increases in the percentage of students reaching the proficient or advanced level on PEAKS for the all students group and all subgroups based on their own starting points. The annual increase needed for the all students group will be 3.1 percent in ELA and 3.4 percent in math. As shown in the summary chart below, some subgroups at the state level may see annual increases in measures of interim progress as high as 4.8 percent.

Summary of Long Term Goals

Student Group	English Language Arts			Mathematics		
	Baseline 2016- 2017	Long Term Goal 2026- 2027	annual increment needed	Baseline 2016- 2017	Long Term Goal 2026- 2027	annual increment needed
All students	38.4	69.2	3.1	31.8	65.9	3.4
Students with Disabilities	10.3	55.2	4.5	8.8	54.4	4.6
English Learners	4.7	52.4	4.8	6.8	53.4	4.7
Economically Disadvantaged	24.9	62.5	3.8	20.2	60.1	4.0
AK Native/American Indian	15.9	58.0	4.2	13.7	56.9	4.3
Caucasian	52.9	76.5	2.4	43.3	71.7	2.8
Asian/Pacific Islander	29.3	64.7	3.5	26.5	63.3	3.7
African American	25.8	62.9	3.7	16.6	58.3	4.2
Hispanic	34.4	67.2	3.3	27.3	63.7	3.6
Two/More Races	38.7	69.4	3.1	34.0	67.0	3.3

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

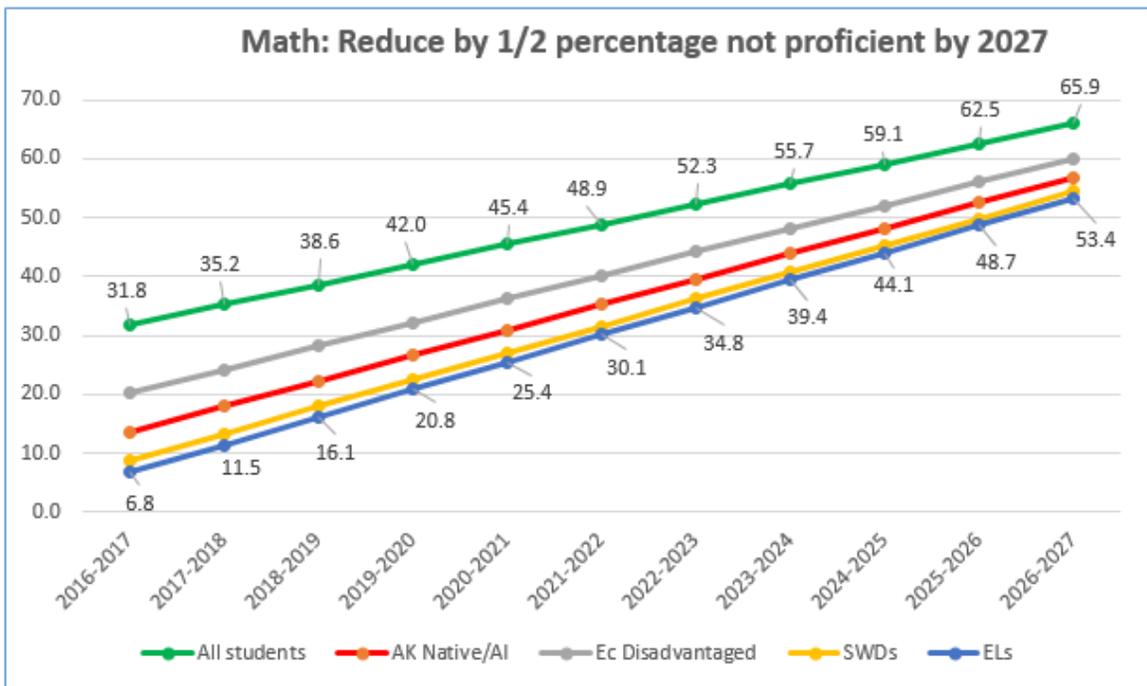
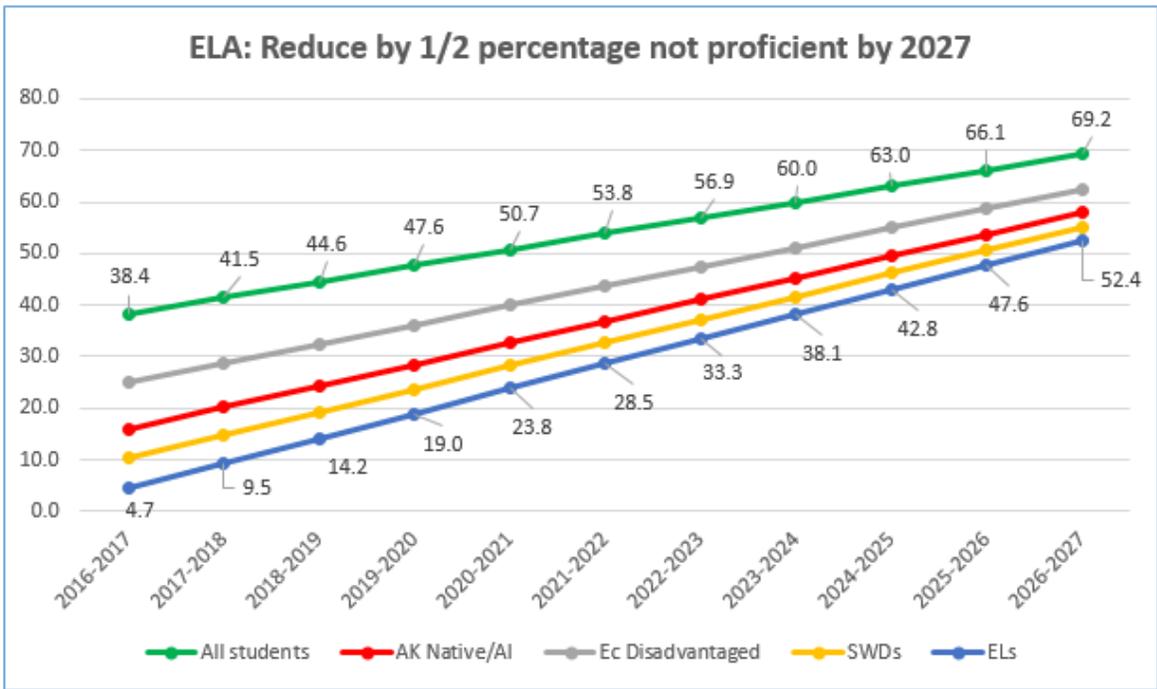
See Appendix A

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

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

Alaska will set uniform annual increases in measures of interim progress toward the long-term goals for academic achievement at the state level for all students and for each subgroup of students. Because the lower-performing subgroups are further from the long-term goal, the annual increases in the measures of interim progress will be greater. These groups will have to make significant progress annually to close the statewide proficiency gaps. The following graphic representations show that the lowest-performing subgroups in the state (Alaska Native/American Indian, Economically Disadvantaged, Students with Disabilities, and English Learners) all have to make more progress annually than the all students group to make significant progress in closing statewide proficiency

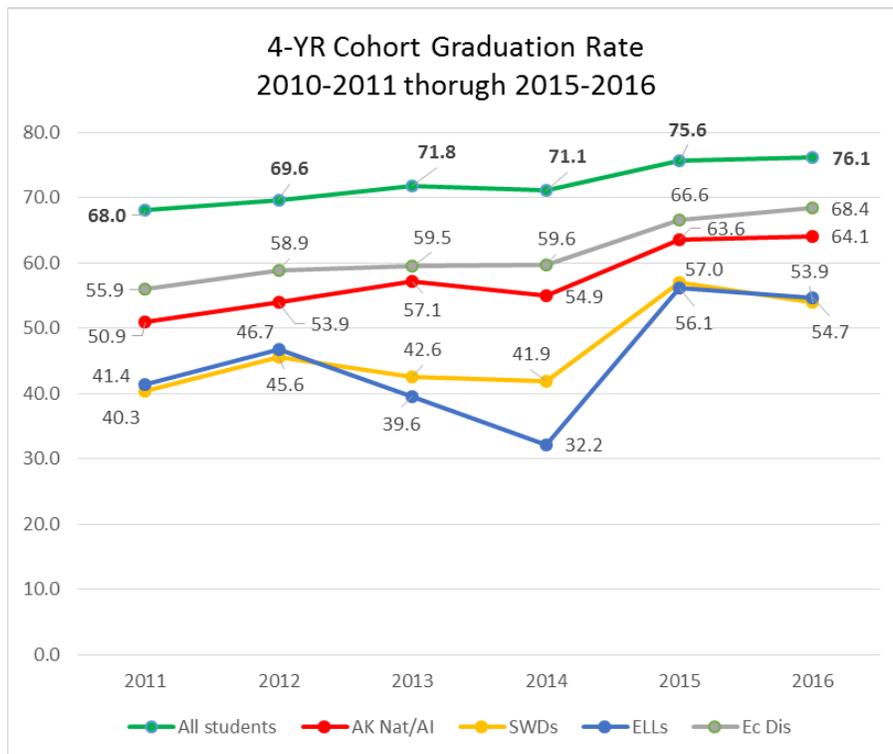
gaps. Some subgroups at the state level may see annual increases in measures of interim progress as high as 4.8 percent.



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

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

Alaska will use the same long-term goal of 90% for the four-year adjusted cohort graduation rate for all students and for each subgroup of students by the school year 2026-27. While Alaska’s long-term goal for academic achievement is not the same goal for all students at the end of ten years, the graduation rate data over the previous five years indicates that the annual increases needed to reach the same long-term goal for the four-year adjusted cohort graduation rate are more realistic for all groups than they would be for the academic achievement goals. The 4-year cohort graduation rate for all students was 68.0% for the 2010-2011 school year and increased to 76.1% in the 2015-2016 school year, an average increase of 1.6% per year. The charts below show a graphical representation of the data for the all students group as well as the Alaska Native/American Indian, Students with Disabilities, English Learners, and Economically Disadvantaged subgroups.

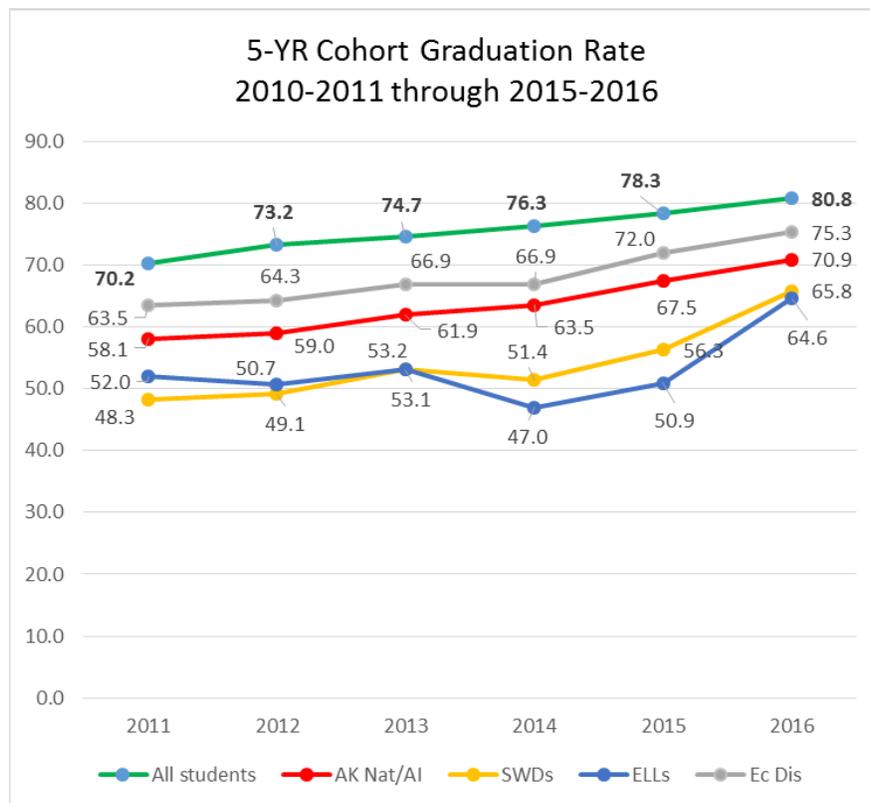


The vision of the State Board of Education is that “all students can succeed in their education and work.” While it is important for every student to leave high school prepared for work or postsecondary education, the long-term goal of 90 percent recognizes the reality that some students will take longer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

goal of 90 percent for the four-year adjusted cohort graduation rate previously, the long-term goal is ambitious as some subgroups will need an annual increase of as much as 3.2 percent in order to meet the measures of interim progress.

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

Alaska proposes the same long-term goal of 93% for the five-year adjusted cohort graduation rate for all students and for each subgroup of students by the school year 2026-27. While Alaska’s long-term goal for academic achievement is not the same goal for all students at the end of ten years, the graduation rate data over the previous five years indicates that the annual increases needed to reach the same long-term goal for the five-year adjusted cohort graduation rate are more realistic for all groups than they would be for the academic achievement goals. The 5-year cohort graduation rate for all students in 2010-2011 was 70.2% and increased to 80.8% in 2015-2016, an average increase of 2.1% per year. The chart below shows a graphical representation of the data for the all students group as well as the Alaska Native/American Indian, Students with Disabilities, English Learners, and Economically Disadvantaged subgroups.



The vision of the State Board of Education is that “all students can succeed in their education and work.” While it is important for every student to leave high school prepared for work or postsecondary education, the long-term goal of 93 percent recognizes the reality that some students will take longer than five years to earn a diploma, and others may earn alternate credentials such as a GED. The baseline data is the graduation rate data from the 2016-2017 school year. The long-term goal is ambitious as some subgroups will need an annual increase of as much as 2.8 percent in order to meet the measures of interim progress.

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

See Appendix A

The statewide measures of interim progress for all students and all subgroups are outlined in Appendix A. In addition to the state level, Alaska will set measures of interim progress toward the long-term goals for each school and district for all students and for each subgroup of students based on the baseline data for the school and district. This practice recognizes stakeholder input regarding the importance of recognizing the difference between schools and to give schools credit and incentives for increasing the graduation rate of all students. The summary chart below shows the annual increments needed to generate the measures of interim progress.

4-YR Graduation Rate 90% by 2027

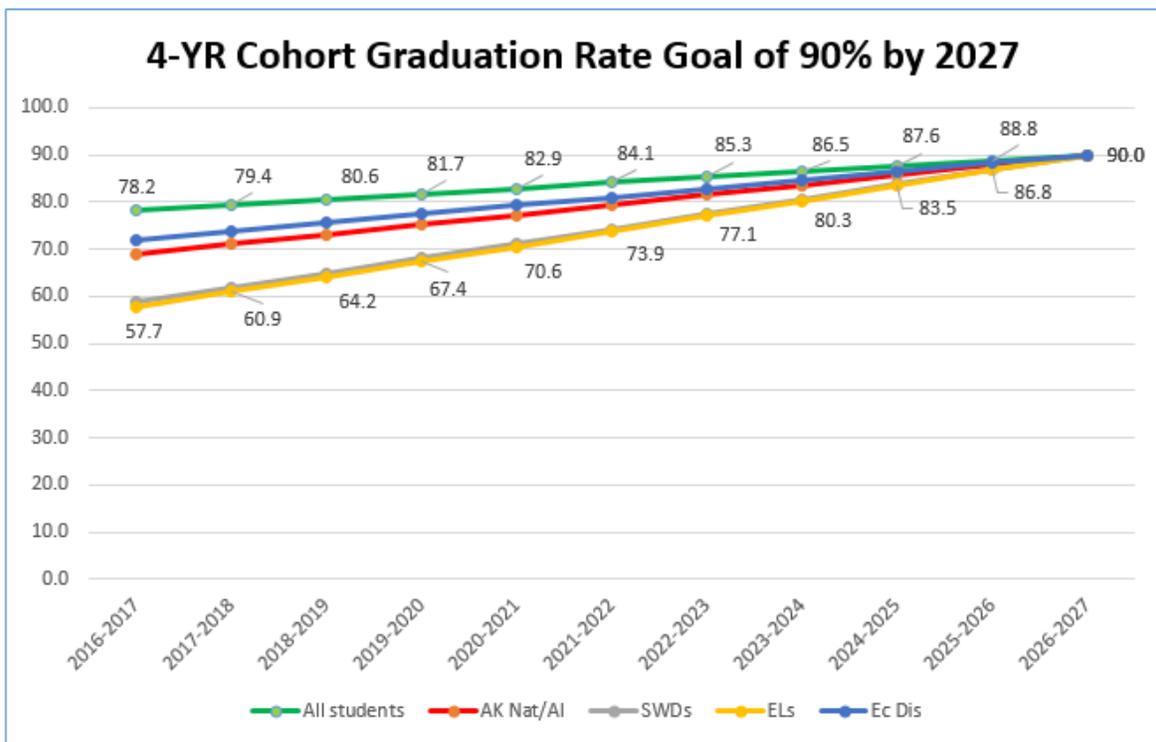
	Baseline	annual increment needed
All students	78.2	1.2
SWDs	58.7	3.1
ELs	57.7	3.2
Ec Dis	72.1	1.8
AK Nat/Al	68.9	2.1
Caucasian	82.1	0.8
Asian/PI	84.4	0.6
Af Am	73.9	1.6
Hispanic	77.4	1.3
Two/More	75.1	1.5

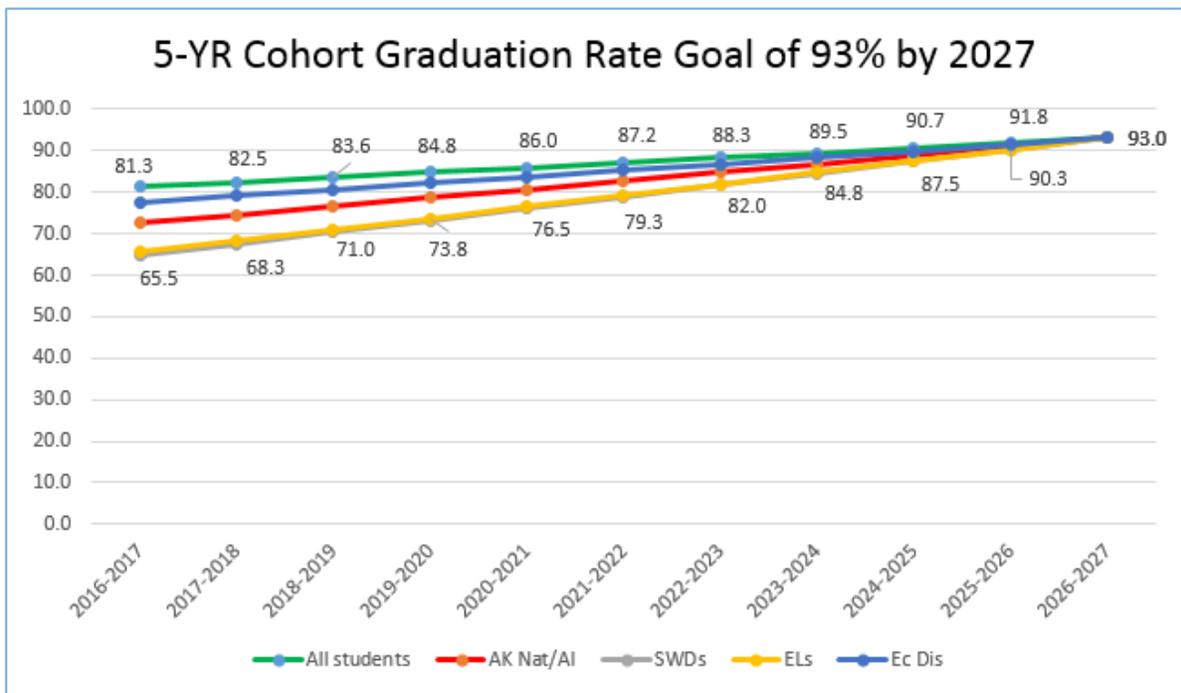
5-YR Graduation Rate 93% by 2027

	Baseline	annual increment needed
All students	81.3	1.2
SWDs	64.6	2.8
ELs	65.5	2.8
Ec Dis	77.5	1.6
AK Nat/Al	72.5	2.1
Caucasian	84.5	0.9
Asian/PI	85.6	0.7
Af Am	81.5	1.2
Hispanic	81.4	1.2
Two/More	80.7	1.2

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

The long-term goals and measures of interim progress take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps. Because the lower-performing subgroups are further from the long-term goal, the annual increases in the measures of interim progress will be greater. These groups will have to make significant progress annually to close the statewide graduation rate gaps. The four-year graduation rate cohort in 2016 was 53.9 percent for students with disabilities and 64.7 percent for English learners. The five-year graduation rate in 2016 was 65.8 percent for students with disabilities and 64.6 percent for English learners. While the annual increase needed for all students in the four-year cohort graduation rate is 1.2 percent, the annual increases needed for subgroups will be as high as 3.1 percent. While the annual increase needed for all students in the five-year cohort graduation rate is 1.2 percent, the annual increases needed for subgroups will be as high as 2.8 percent. The following charts show that the lowest-performing subgroups in the state (Alaska Native/American Indian, Economically Disadvantaged, Students with Disabilities, and English Learners) all have to make more progress annually than the all students group to make significant progress in closing statewide proficiency gaps.





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

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

Alaska proposes a long-term goal of 70% for English learners making progress in achieving English language proficiency as measured by the statewide English language proficiency assessment. This goal will include the percentage of ELs meeting the target for making progress in learning English as well as those who attain proficiency. An EL student who reaches criteria for proficiency will be considered to have made progress.

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

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

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

Alaska has a very diverse population of English learners. Over half of the 9,535 English learners in grades 3-10 in the 2014-2015 school year were representatives of Alaska’s Native languages of Yup’ik, Inupiaq, and Athabascan. In addition, there are over 100 languages represented in the EL population in the state, and especially in our more urban centers such as Anchorage. Based on the diversity of Alaska’s EL population and the variety of factors in the time needed to reach English proficiency, Alaska’s state-determined timeframe for an English learner to reach proficiency will depend on the student’s initial overall composite proficiency level. This timeframe will be no more than seven years, including the year of identification.

Alaska set targets for making progress in ELP based on 2012 baseline data on the ACCESS for ELLs 1.0 assessment. These targets were set with stakeholders and applied to those districts that received Title III funding to support ELs. Those targets were set with an annual increase of 3.3% and if the pattern continues through the 2026-27 school year, the goal would be about 80%. This would be an ambitious goal as the percentage of ELs making progress in 2015 was 47.6%. The ACCESS for ELLs 2.0 assessment is more rigorous and geared to align a student’s English language proficiency with the level of English needed to meet the new college- and career-ready English language arts standards that were adopted in 2012. Due to the increased level of rigor in the ACCESS for ELLs 2.0 assessment, Alaska is proposing a long-term goal of 70% for the percentage of students making progress in achieving English language proficiency. The baseline data will be determined from the 2016-17 ACCESS for ELLs 2.0 State ELP assessment and the annual increment projected is 2.3% per year.

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

See Appendix A

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

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

Alaska will measure the percentage of students scoring at the proficient or advanced achievement levels on the statewide assessment in ELA and mathematics. As required by ESSA, Alaska will calculate the percentage by dividing the number of students scoring at proficient or advanced by the number of students tested, or 95 percent of the full academic year students enrolled at the school who were eligible to test, whichever is greater. While the indicator will be measured and reported for all students and all subgroups, for the purpose of inclusion in the index, schools will earn points for the all students group based on identified performance levels with ELA and mathematics being weighted

equally. The greatest number of points will be earned by schools meeting or exceeding the long-term goal. This indicator will be used for all grade spans.

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

Alaska will use academic growth on the statewide assessment for students in grades 4-8 as the Other Academic indicator. An academic growth score will be calculated and reported for ELA and mathematics weighted equally for the all students group and for each subgroup in the school that reflects the aggregated growth made by individual students. Growth will be measured for individual students in the school according to a value table. The table assigns values to the achievement level change in a student's assessment score from the previous year to the current year. While the assessment scores are reported on four achievement levels of Far Below Proficient, Below Proficient, Proficient, or Advanced, the growth value table measures changes in student performance within each achievement level.

The growth value table has been used in Alaska for a number of years. It was used to determine schools with growth in student performance for school staff to receive a financial reward under the Alaska State Performance Incentive Program. Most recently, the growth value table has been used for the growth and proficiency index and was included in the Alaska School Performance Index (ASPI) as the school progress indicator.

The growth value table displays the points in each cell in a matrix that reflects whether the student is maintaining at the same achievement level, is progressing, or is declining from the previous year's assessment. The values shaded in green (above the solid border) represent growth in the achievement level from the previous year. The values shaded in yellow (in the center diagonal between the solid border and the dashed border) represent students who maintained the same achievement level from the previous year. The values shaded in pink (below the dashed border) represent students who declined in achievement level from the previous year. The chart on the next page illustrates a an example showing a modified version of the previously used growth value table, with the addition of an "advanced plus" level. A similar table will be created for the newly designed accountability system.

		Growth & Proficiency Index Value Number Table <i>Example for Illustrative Purposes Only</i>						
Previous Year Level	Current Year Level							
	FBP–	FBP+	BP–	BP+	P	P+	A	A+
FBP–	60	90	120	150	180	205	230	255
FBP+	40	70	100	130	160	185	210	235
BP–	20	50	80	110	140	165	190	215
BP+	0	30	60	90	120	145	170	195
P	0	10	40	70	100	125	150	175
P+	0	0	20	50	80	105	130	155
A	0	0	0	30	60	85	110	135
A+	0	0	0	10	40	65	90	115

To determine the school or subgroup growth score, all of the individual student point values are totaled and then divided by the total number of students for whom growth can be calculated (those who received valid scores during both the previous year and the current year test administrations and who were enrolled for the full academic year). The previous-year assessment scores are included for all students who took the test, regardless of the school in which the student was enrolled for testing. (Please note that students retained in the same grade are excluded from the growth measure because the system is designed to measure growth from one year’s test to the next year’s test. Retained students’ assessment scores are included in the achievement measure, so schools have an incentive to serve these students.)

- c. Graduation Rate. Describe the Graduation Rate indicator, including a description of
- (i) how the indicator is based on the long-term goals;
 - (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students;
 - (iii) how the indicator is based on the four-year adjusted cohort graduation rate;
 - (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and
 - (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

Alaska will measure and report both the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate for the all students group and for all subgroups present in a school. While the indicator will be measured and reported for all students and all subgroups, for the purpose of inclusion in the index, schools will earn points for the all students group based on identified graduation levels of the four-year graduation rate, with the greatest number of points being earned for a four-year graduation rate that meets or exceeds the long-term goal of 90 percent. Additional points will be earned based on performance levels for a five-year rate, with the greatest points earned for a rate that meets or exceeds the long-term goal of 93 percent. The four-year graduation rate will be weighted at 20 percent and the five-year graduation rate will be weighted at 10 percent. At this time, Alaska does not propose creating or awarding a State-defined alternate diploma to students with the most significant cognitive disabilities.

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

Alaska proposes to measure the percentage of English learners in each school that meet the definition of making progress in achieving proficiency in English, as measured by the state ELP assessment, ACCESS for ELLs 2.0. Schools that include an English learner subgroup will earn points based on the percentage of ELs making progress, with the greatest number of points earned for meeting or exceeding the long-term goal of 70 percent of ELs making progress.

Alaska defines an English learner (EL) as one who meets the criteria to be considered as an English learner under ESEA as amended by ESSA section 8101(20) and Alaska regulation 4 AAC 34.090(2). A student who meets the criteria to be considered for EL identification must have been determined through a screener assessment to not be proficient in English. Alaska administers the WIDA ACCESS for ELLs 2.0 assessment as a measure of English language proficiency (ELP) for students identified as English Learners (EL). The ACCESS for ELLs 2.0 measures proficiency in four domains: listening,

reading, speaking, and writing. There are six levels, identified as (1) Entering, (2) Emerging, (3) Developing, (4) Expanding, (5) Bridging, and (6) Reaching. Students have been considered proficient in the English language when they achieve an overall composite proficiency level (CPL) of 5.0 or higher and at least a 4.0 in each of the four domains. Beginning with the 2017-2018 school year, the exit criteria is proposed to change to a 4.5 CPL with a minimum score of 3.8 in writing and 4.0 in all other domains. Students remain identified as English learners until the end of the school year in which they reach the proficiency level on the ACCESS for ELLs 2.0 assessment and are exited from EL status. (See Title III, Part A Section 1 for a complete description of entrance and exit criteria.)

ACCESS for ELLs 2.0 overall composite proficiency level (CPL) scores are reported as decimals to the tenth place, from 1.0 to 6.0. The overall composite proficiency level scores at each level range from 1.0 to 1.9, 2.0 to 2.9, etc. Alaska’s definition of making progress in learning English has been a gain of at least 0.4 on the CPL from the previous year. Beginning with the 2017- 2018 ACCESS for ELLs 2.0 data, the change in CPL needed for each individual student to make progress will be based on the score at the initial level of identification and the expected number of years needed to reach proficiency.

Alaska’s expectation is that students identified as English learners will be expected to reach proficiency in a maximum of seven years. A student scoring at a Level 1 (overall composite proficiency level score of 1.0 – 1.9) in the year of initial identification would have a maximum of six more years expected to reach proficiency. A student who scored at a higher level of English proficiency on initial identification would be expected to attain proficiency in less than seven years. The chart below indicates the latest year of identification as an EL in which the student would be expected to reach proficiency based on the proficiency level in the initial year of identification.

Year 1 – Initial Overall CPL	Maximum Years to Reach Proficiency
1.0 – 1.9	Year 7
2.0 – 2.9	Year 6
3.0 – 3.9	Year 5
4.0 – 4.4	Year 4

Alaska will calculate the minimum annual change in the overall composite proficiency level needed for each student to reach the level of proficiency in the maximum number of expected years. Research shows that students identified at lower levels of proficiency will make gains more quickly than those identified at higher levels of proficiency. Recognizing this, Alaska anticipates adjusting the minimum annual increase needed for each student for the next year based on the difference between the overall CPL score earned in the current year and the target score of 4.5, divided by the number of years remaining to reach proficiency. An EL student will be considered to have made progress if the student earned at least the expected increase in the overall CPL from the previous year. An EL student who reaches the criteria for attaining proficiency will also be considered as having made progress.

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

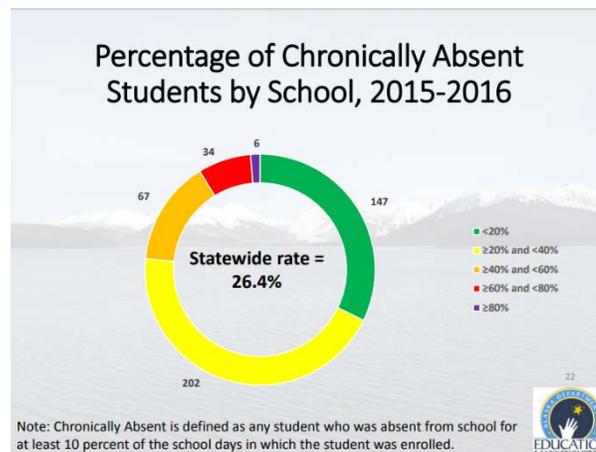
Alaska is proposing several School Quality or Student Success (SQSS) indicators by grade spans. For each SQSS indicator, performance will be measured and reported for all students and all subgroups. Schools will earn points for the performance of the all students group.

The indicators proposed are all designed to encourage schools to improve both the quality of instruction and the quality of the school climate and student engagement. Some will require a new data collection beginning in 2017-2018. Alaska will continue to consult with stakeholders including district staff, educators, parents, tribal representatives, and others to determine additional possibilities for SQSS indicators that can measure qualities of a successful school. In particular, Alaska anticipates including school climate surveys as early as the 2018-2019 school year, and will consider other options to measure student access to a well-rounded curriculum, and college and career pathways. DEED will determine with stakeholders a timeline for implementing any new indicators, including the possibility of piloting indicators by collecting data for a period of time before incorporating the indicator into the accountability system.

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

Chronic absenteeism – All grades

Chronic absenteeism is proposed for both K-8 and 9-12 grade spans. Alaska data from 2015-2016 shows that many schools have a significant percentage of students chronically absent.



Data on chronic absenteeism is required to be reported beginning in 2016-2017. The definitions of absenteeism and chronically absent are from the *EDFacts* Data Collection.

absenteeism - In accordance with the Office for Civil Rights' guidance, a student is absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused.

chronically absent - students who were enrolled in the school for at least 10 school days at any time during the school year, and who missed 10% of the school days in which they were enrolled in the school.

Chronic absenteeism will be measured based on the percentage of all full academic year students that meet the definition of chronically absent of missing 10% or more of the days they were enrolled. Schools will earn points for the indicator with the greatest number of points for the lowest rates of chronic absenteeism.

Chronic absenteeism is an indicator that will differentiate among schools. Alaska included a measure of average attendance rates in its previous accountability system. There was mixed stakeholder response to including average attendance rates in the previous system, and that data ultimately did not sufficiently differentiate among schools.

Research indicates that schools with lower rates of chronic absenteeism correlate generally with higher academic achievement. Resources and strategies are available to support schools in reducing rates of chronic absenteeism and thus increasing learning.

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

Reading by Grade 3 – Grade span K-8

Research shows that students who can read on grade level by 3rd grade are much more likely to be successful and less likely to drop out of school. This indicator will provide an incentive to schools to provide instruction and support to students in achieving proficiency on reading by the end of 3rd grade. Schools will earn points based on the percentage of students scoring proficient or advanced on the state ELA assessment in grade 3.

Interim Assessments, District-selected – Grade span K-8

Statewide summative assessments provide information about student performance at the end of the school year. Use of data from interim assessments provides information during the school year so that educators and school can make instructional changes or provide specific interventions and support to students at the time when it is most needed. This indicator will provide an incentive to schools to administer interim assessments to all students in grades 1-8 and to use those results to improve instruction. The indicator will be measured by the percentage of full academic year students enrolled in a school who participated in at least a fall and winter administration of a state-approved

interim assessment. Schools will earn the greatest number of points for the greatest participation in the interim assessments. This would be collected as a new data element in Summer OASIS.

Freshman on-track credit accumulation – Grade span 9-12

Research shows that students who are on-track in earning credits by the end of their freshman year are much less likely to drop out of high school. Alaska requires a minimum of 21 credits for graduation and some districts require more. This indicator will measure the percentage of first-time 9th graders who earn at least 5 credits by the end of their first year in high school with at least 4 credits from the content areas of language arts, social studies, mathematics, or science. This will be a new data element for 2017-2018, and will be collected in Summer OASIS.

Alaska Performance Scholarship (APS) eligibility – Grade span 9-12

Graduating seniors may earn an Alaska Performance Scholarship for college or career training in Alaska. Scholarship awards are made at three levels. Students must meet eligibility criteria based on completing a specified high school curriculum, earning a certain GPA level, and earning a qualifying score on one of three college- or career-ready tests (ACT, SAT, or WorkKeys). APS eligibility was included as one of the metrics in Alaska’s previous accountability system. It encourages schools to offer access for all students to college- and career-ready course options. This indicator will measure the percentage of graduating seniors that qualify for any level of the Alaska Performance Scholarship. The data element is already reported to DEED in Summer OASIS.

- v. **Annual Meaningful Differentiation** (*ESEA section 1111(c)(4)(C)*)
 - a. Describe the State’s system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of
 - (i) how the system is based on all indicators in the State’s accountability system,
 - (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

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

All accountability indicators will be included in the index. Students will be included in the applicable accountability indicators (except graduation rate) if they have been enrolled continuously in a school for a full academic year (FAY) of October 1 through the first day of testing. Performance levels will be identified for each indicator and point attribution tables will be used to assign points along the continuum of school performance for each indicator in the system. Schools will earn points based on their performance level on each indicator. The number of points earned is the sum of the points earned for each indicator according to the point attribution tables. Each school will receive an overall score from 0 to 100. Performance on all indicators will be reported on a dashboard type of display, along with the school’s overall score.

Each school will receive one of five designations. The criteria for each designation will include a minimum overall score, as well as minimum thresholds on each indicator to be determined (TBD) by the business rules. The designations are mutually exclusive in any given school year. The designations will be applied in this order: 1) identify the schools for comprehensive support and improvement; 2) from the remaining schools, identify schools for targeted support and improvement; 3) from the remaining schools, identify those that are designated as superior; 4) from the remaining schools, identify those that are designated as satisfactory; and 5) identify the remaining schools as needs improvement.

The designations are:

- Superior – a school with superior performance that exceeds expectations for all students and subgroups on every indicator with little or no exception.
 - Overall score of (TBD) or higher,
 - Minimum level of performance (TBD) on every academic indicator,
 - All subgroups must meet measures of interim progress and/or long-term goals,
 - Not identified for Targeted Support or Comprehensive Support, and
 - At least 95% participation rate on assessments for all students and all subgroups.
- Satisfactory – a school that has performed well for all students and all subgroups, and any achievement gaps are closing.
 - Overall score of (TBD) or higher,
 - Minimum level of performance (TBD) on every academic indicator,
 - Not identified for Targeted Support or Comprehensive Support, and
 - At least 95% participation rate on assessments for all students.
- Needs improvement – a school that may be performing well for some groups of students, but has not reached the level of satisfactory performance, or has less than 95% participation rate in assessments for all students
 - Overall score of less than (TBD), and
 - Not identified as Targeted Support or Comprehensive Support.
 - Or
 - Any overall score, and
 - Less than 95% participation rate on assessments for all students.
- Targeted Support
 - Any school with an underperforming subgroup, (as defined in Section 4.vi.e.), and
 - Not identified as Comprehensive Support
 - Or
 - Additional Targeted Support - any school not identified for Comprehensive Support, and in which any subgroup of students on its own would lead to identification for comprehensive support (as defined in section 4.vi.f.)
- Comprehensive Support
 - Title I school in lowest-performing 5% (as defined in Section 4.vi.a.) or
 - Any school with 12th graders that has a 4-year cohort graduation rate of <67% (as defined in section 4.vi.b.)

Schools will receive the designations for 2018-2019 based on the 2017-2018 accountability system data. In future years, schools will receive a designation for each year according to the stated criteria

and will also receive an additional tag as improving, maintaining, or declining, based on the trend in the change of the accountability index score for the two previous school years.

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

Alaska proposes the following weights for the indicators in the accountability system for schools with students in grades K-8 and schools with students in grades 9-12. For any school in which the subgroup minimum *n*-size is not met, data will be aggregated from the previous two years with the current school year to meet the minimum size. If the minimum *n*-size cannot be met with three years of data, the indicator will not be included for that school. The remaining indicators will be prorated so that the indicators carry the same relative weights as other schools.

Accountability Indicator Weights

Indicator	Grades K-8	Grades 9-12
	Achievement in ELA & Math (weighted equally)	36
Growth in ELA & Math (weighted equally)	40	-
English learner progress on ELP	14	15
Graduation rate	-	
• 4-year adjusted cohort		20
• 5-year adjusted cohort		10
SQSS indicator(s)		
• Chronic absenteeism	4	5
• Reading by Grade 3	4	-
• Interim Assessments	2	-
• Freshman On-Track	-	5
• APS Eligibility	-	5
Total Points Possible	100	100

Schools with variant grade spans:

If a school includes grade levels only from K to 8, then the school receives an index score based only on the points in grades K-8. If a school includes grade levels only from grades 9-12, then the school receives an index score based only on the points from grades 9-12. Schools that have students in a mixture of grades between K-8 and 9-12 will receive points and weightings on indicators based on the percentage of students enrolled in each grade span in the school as reported on the first day of statewide testing for ELA and Mathematics. This would include schools with all K-12 grades as well as

those with grade configurations that cross the grade spans, such as grades 6-12. The following chart shows an example of such a school.

Example Calculation:

Grade Span	Index points earned in grade span	% of students in grade span	Calculation of Total Points
K-8	68	70%	47.6
9-12	52	30%	15.6
Total for school			63.2

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

Alaska proposes the following methodologies for annual meaningful differentiation of schools for which the determinations above are not applicable.

Schools with no tested grades (K-2): For the academic achievement indicator, the EL progress indicator, and the reading by grade 3 indicator, these schools will earn points by measuring the performance of the students in the third grade of the school in which the K-2 school sends their graduates. There will not be a growth measure for these schools. The school will be measured on the applicable school quality and student success indicator(s).

Newly opened schools: In the first year of operation, a newly opened school will have data reported on the applicable indicators of the accountability system, but will not receive an overall score or designation. After the second year of operation, the school will receive an accountability index score.

Schools with less than the minimum *n* of ten in the all students group: For these schools, data will be aggregated from the two immediately previous school years and the current school year in order to measure the school's performance on the indicators. If the minimum *n* is still not reached with three years of aggregated data, the school will not receive an index score. Performance on indicators for which the minimum *n* is met will be reported.

Schools with special populations such as alternative schools, juvenile justice facility schools, schools for deaf and blind students, or schools focused solely on students with disabilities or English learners: Alaska will work with stakeholders to determine appropriate indicators and point attribution tables for ambitious performance levels for an alternative accountability for these special schools. The performance of these schools on the indicators in the accountability system in 2017-2018 will be reported, but it is anticipated that these schools will not receive an overall score or designation based on 2017-2018 data due to the timeline needed for additional stakeholder consultation and decisions about alternative accountability measures for these schools. Overall scores and designations will be determined for these schools not later than 2019-2020 based on data from 2018-2019.

vi. Identification of Schools (ESEA section 1111(c)(4)(D))

<p>a. <u>Comprehensive Support and Improvement Schools</u>. Describe the State’s methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.</p>
<p>Alaska will use multiple factors to determine the lowest-performing 5 percent of all Title I schools. Alaska will determine the number of schools that represent 5 percent of all Title I schools, and will rank all Title I schools in order based on the overall index score. If a school has met the measures of interim progress for all subgroups in the school in the academic, graduation rate, and English learner progress indicators, the school would not be selected for Comprehensive Support and Improvement (CSI). Alaska will also include consideration of each school’s academic achievement, growth, English learner progress, and graduation rates over the previous three school years. Alaska will designate at least 5 percent of all Title I schools as lowest performing based on a low overall index score and a lack of progress over the previous three years. The State will use data from the 2017-2018 accountability system to identify schools for CSI for the 2018-2019 school year.</p>
<p>b. <u>Comprehensive Support and Improvement Schools</u>. Describe the State’s methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.</p>
<p>Alaska will identify all public high schools in the state failing to graduate one-third or more of their students for CSI. This designation will only be applied to schools with 12th graders. Alaska will consider all schools with a four-year adjusted cohort graduation rate to identify schools for CSI. The State will use the option for very small schools under Sections 8101(23) and (25) by proposing that a minimum number of ten students must be included in the cohort for the graduation rate, below which the school would be exempt from differentiation and identification as a comprehensive support and improvement school for graduation rate. The State will use data from 2017-18 to identify schools for CSI for the 2018-19 school year.</p>
<p>c. <u>Comprehensive Support and Improvement Schools</u>. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.</p>
<p>Title I schools previously identified for Additional Targeted Support and Improvement for a subgroup that have not shown improvement and met the exit criteria will be identified as comprehensive support schools. These schools would be reviewed in 2020-21 to see if the exit criteria had been met. If not, they would be identified as CSI schools for the 2021-22 school year.</p>
<p>d. <u>Frequency of Identification</u>. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State</p>

<p>will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.</p>
<p>Alaska will identify schools for comprehensive support once every three years. The first year of identification will be 2018-19 based on data from 2017-18. In future years, identification as a comprehensive support school will include all factors in the methodology for the first identification as a comprehensive support school, and will also consider whether the school has been improving for the previous three years in the accountability score. A school that has improved a certain amount in the academic achievement, graduation rate, and English learner progress indicators, and a minimum number of points per year in the overall score will not be identified as a comprehensive support school at that time.</p>
<p>e. <u>Targeted Support and Improvement</u>. Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. <i>(ESEA section 1111(c)(4)(C)(iii))</i></p>
<p>Alaska will identify a consistently underperforming subgroup as one which is consistently underperforming on all indicators (based on threshold levels to be determined) for two consecutive years and has not met any of the measures of interim progress on academic achievement, graduation rate, or progress in learning English nor has shown any improvement on any indicator in the accountability system for the previous two consecutive years. Schools that have one or more subgroups that meet this criteria will be identified annually for targeted support and improvement. The first year of identification for targeted support and improvement will be 2019-20 based on the data from 2018-2019.</p>
<p>f. <u>Additional Targeted Support</u>. Describe the State’s methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. <i>(ESEA section 1111(d)(2)(C)-(D))</i></p>
<p>Alaska will first identify all Title I schools that qualify for comprehensive support and improvement. Alaska will determine the level of performance on each indicator of the highest-performing CSI school (the school with the highest accountability index score). Alaska will then compare the performance of subgroups in other schools to the level of performance on each indicator for the highest-performing CSI school. Any schools with subgroups that have lower performance in all indicators than the highest-performing CSI school will be identified for additional targeted support. The first year of identification for additional targeted support will be 2018-19 based on 2017-18 data. Alaska will then identify schools for additional targeted support every three- years, on the same cycle as the schools identified for comprehensive support.</p>
<p>g. <u>Additional Statewide Categories of Schools</u>. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.</p>

Each school will receive a designation based on the overall score on the accountability index and additional criteria as described in section 4.v. above (Annual Meaningful Differentiation of Schools).

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

Alaska law respects that parents have the right to exclude their students from participation in specific instructional activities and statewide assessments. Schools may not coerce parents or their students into participating in the assessments. Alaska recognizes the importance of statewide assessments to inform the public about the performance of schools, to provide information so that schools can improve, and to ensure that *all* (all means all) students are receiving an excellent education. In order for these purposes to be met, and for the school accountability score and designation to be meaningful, it is important that most or all of the students enrolled in a school participate in the assessments. Alaska expects districts and schools to communicate with teachers and parents about the importance of the assessments and to provide every encouragement to students to participate and do their best on the assessments.

As required by ESSA, Alaska will calculate the percentage of students scoring at the proficient or advanced level by dividing the number of students scoring at proficient or advanced by the number of students tested, or 95 percent of the full academic year students enrolled that were eligible to test, whichever is greater. This calculation will be made for the all students group and all subgroups. This calculation alone will reduce the academic achievement score for schools in which the 95 percent participation rate target is not met.

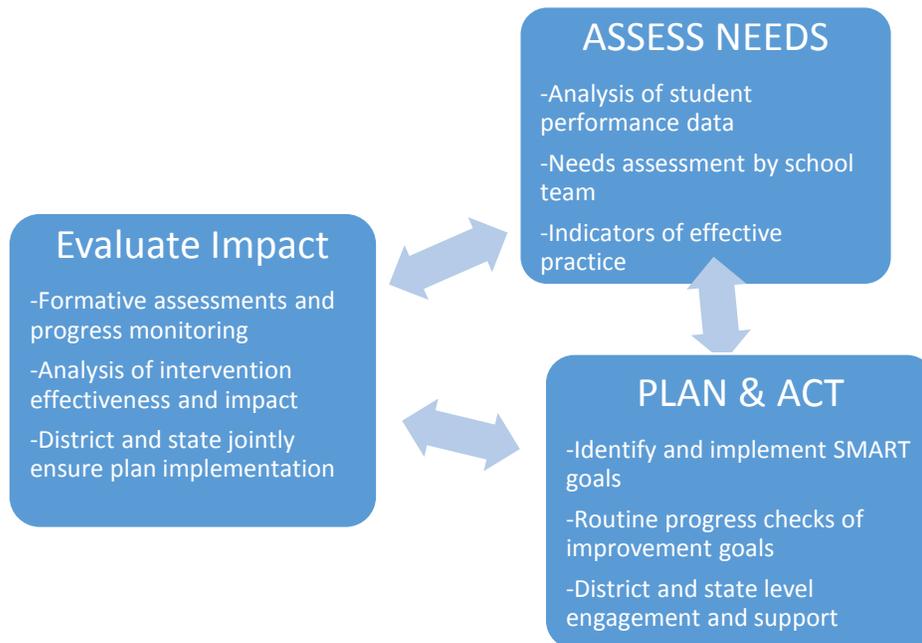
Schools must meet the 95 percent participation rate in the ELA and mathematics assessments for the all students group and for each subgroup to receive a designation of superior. Schools must meet the 95 percent participation rate target in the all students group to receive a designation of satisfactory.

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

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

<p>viii. Continued Support for School and LEA Improvement (<i>ESEA section 1111(d)(3)(A)</i>)</p> <p>a. <u>Exit Criteria for Comprehensive Support and Improvement Schools</u>. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years not to exceed four) over which schools are expected to meet such criteria.</p>
<p>Alaska will review the performance of the schools identified for comprehensive support three years after the initial identification. The following exit criteria are proposed for consideration:</p> <ul style="list-style-type: none"> • For schools identified for comprehensive support and improvement based on the lowest-performing five percent of Title I schools, the school must have performed at least one level higher in each indicator than it performed upon initial identification. The school would meet the exit criteria even if the school is in the lowest five percent of the Title I schools based on the data at the end of three years. • For high schools identified for comprehensive support and improvement based on a four-year adjusted cohort graduation rate of less than 67 percent, the school must have improved the graduation rate to greater than 67 percent.
<p>b. <u>Exit Criteria for Schools Receiving Additional Targeted Support</u>. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.</p>
<p>Alaska will review the performance of the schools identified for additional targeted support three years after the initial identification. The following exit criteria are proposed for consideration: The performance of the subgroup for which the school was identified must have improved at least one level from the level of performance at which the school was initially identified for each indicator in the accountability system. DEED will continue to monitor schools who have met the exit criteria to ensure that schools continue to meet interim targets for student subgroups.</p>
<p>c. <u>More Rigorous Interventions</u>. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State’s exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.</p>
<p>Schools identified for comprehensive support and improvement that fail to meet the State’s exit criteria are held accountable to a rigorous improvement process, supported by district and State resources and support, with reporting of results to stakeholders. In addition to the existing system of differentiated support and oversight of struggling schools, DEED will facilitate collaboration and engagement among stakeholders including school and district staff, parents and community members, and tribal representatives, DEED staff, and the Commissioner of Education.</p> <p>Mid-course interventions and supports will be implemented for those schools at risk of not exiting comprehensive support and improvement status. The State and district will assess progress and support school level engagement in continuous improvement throughout the school year.</p>

Continuous Improvement Planning Cycle



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

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

- State governance of schools and/or district.

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

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

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

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

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

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

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

- Cohesive professional development opportunities
- Interventions for instructional improvement

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

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

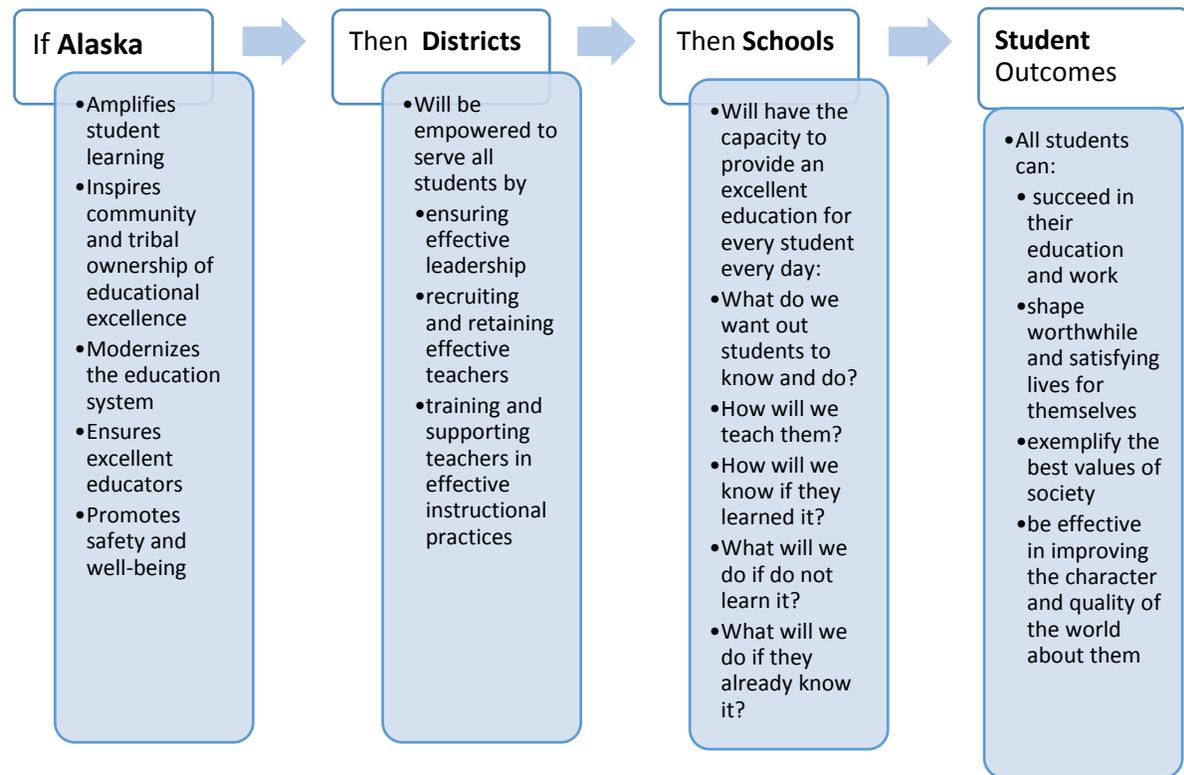
For districts serving a significant number or percentage of CSI or TSI schools failing to make progress, an inter-departmental review will be conducted as needed on an annual basis to ensure alignment of diverse resources. This review will include funds beyond federal school improvement funds such as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

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

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

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

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



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

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

Desired attributes of districts

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

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

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

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

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

Strategies include:

- Support regarding the school improvement planning process. Distance delivery or on-site training from DEED staff and experts with prioritized responses based on available resources.
 - Comprehensive needs assessment
 - Gap analysis and root cause training
 - Strategic planning based on identified needs and root causes
 - Measureable goals and tasks to support designated needs
 - Evaluation, feedback, and reflection
 - Leadership support and development
- Technical assistance on evidence-based interventions
 - Awareness training regarding evidence-based practices
 - Determine the best intervention to match need as identified in comprehensive needs assessments
 - Strategies to create measureable goals using the strategies to meet the needs addressed in a comprehensive needs assessment
- Funding and support to allow district teams to attend statewide conferences that focus on evidence-based practices and effective strategies to build leadership and pedagogy within a school. Alaska remains committed to deliver training via distance technology such as ongoing online, individualized professional learning opportunities.

- Training and webinar support on Alaska’s continuous school improvement planning tool (or other comparable planning tool implemented by the district) throughout the year.
- Coaching support through the State System of Support (SSOS) coaching program prioritized to schools with the highest need.
- Continued technical assistance during scheduled Title program monitoring visits to districts and schools.
 - Parent and community involvement strategies
 - Schoolwide planning
 - Guidance for leveraging federal funding streams to promote student achievement
 - Tools and templates
 - Programmatic planning guidance
 - Interstate collaboration opportunities
- Intentional collaboration of diverse resources
 - The State will coordinate and better utilize experts from within DEED, external partners, SSOS coaches, and teachers/leaders in the field.
 - Early Childhood Education
 - Career and Technical Education
 - English Language Arts, Mathematics, and Science Standards
 - Health and Safety/School Climate initiatives
 - Special Education
 - English Learners and Language Acquisition
 - Instructional Best Practices
 - DEED website resources that include fact sheets, Power Point presentations (static and recorded), professional learning modules, tool kits, lists of resources (What Works Clearinghouse, Regional Educational Laboratories), etc.

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

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

5. Disproportionate Rates of Access to Educators (ESEA section 1111(g)(1)(B)):

Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.

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

Alaska Definitions

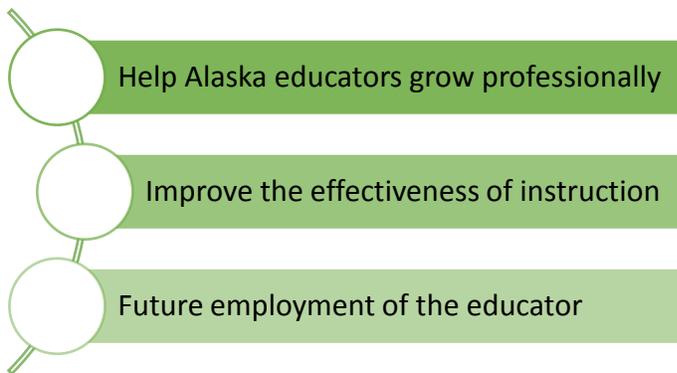
DEED will use the following definitions to determine disproportionate rates of access to educators for low-income and minority children enrolled in schools assisted under Title I, Part A in Alaska:

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

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

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

Purposes of Alaska’s Educator Evaluation and Support Systems



All districts are encouraged to use plans of professional growth to help all educators grow professionally and improve the effectiveness of instruction.

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

Context for Alaska’s Definitions

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

The definition of inexperienced teacher remains the same. This definition was based in part on the Civil Rights Data Collection (CRDC) data provided. This definition is easy to understand and is familiar

to Alaska's districts. Alaska has been collecting data on inexperienced teachers through the "new to the profession" data field in the annual DEED certified staff accounting data collection. This data has been collected and verified for multiple years which makes it a reliable data source. Also, stakeholders advised keeping the same definition to avoid increasing the burden on districts and the state by using existing data collection fields.

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

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

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

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

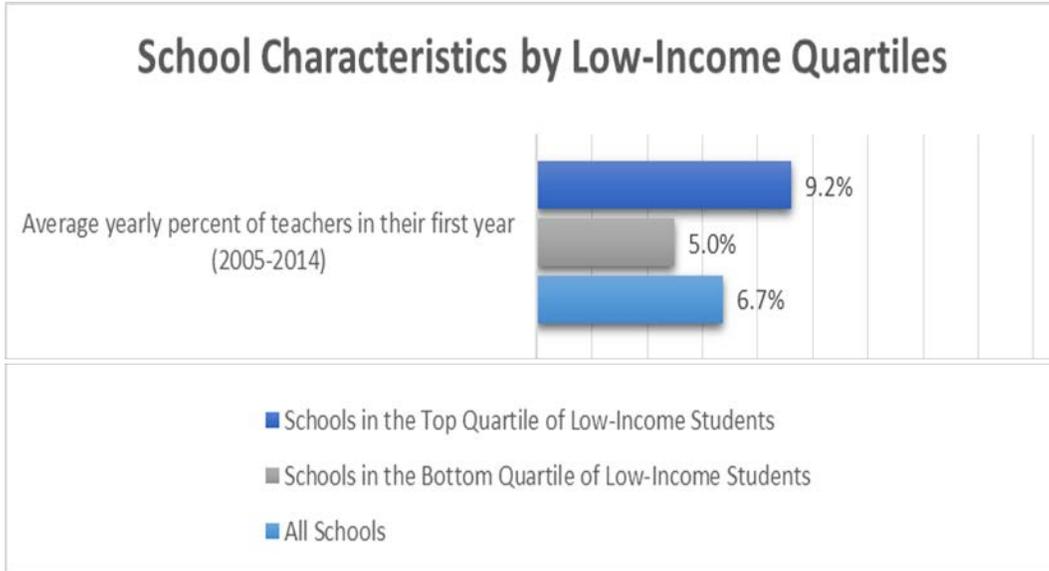
Current Context

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

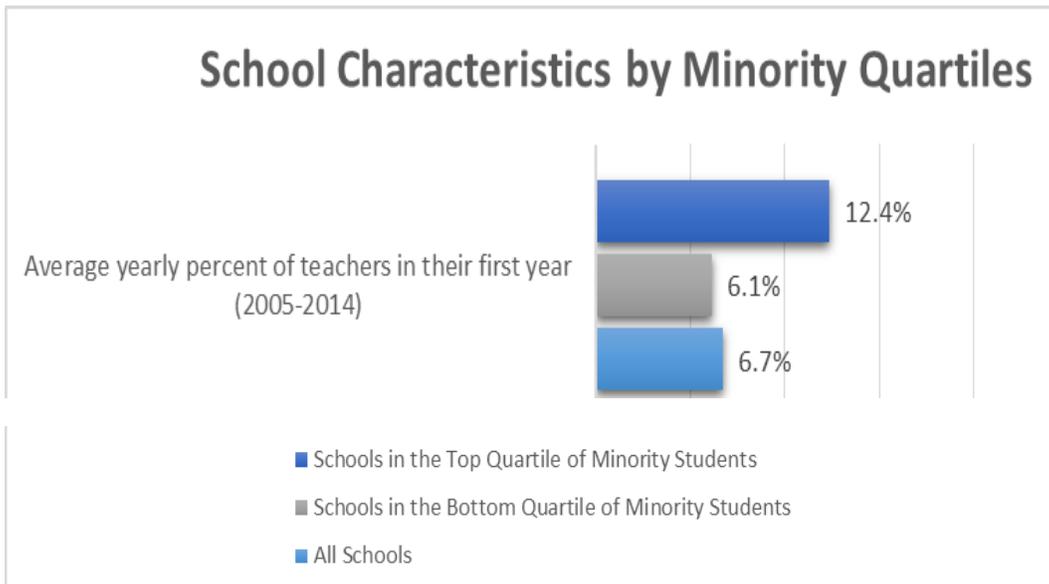
- **Economically Disadvantaged (Low-Income) Students are**
1.8 times more likely to be placed with first-year teachers
- **Students of Color (Minority) are**
Two times more likely to be placed with first-year teachers
- **Economically Disadvantaged (Low-Income) Students are**
Almost twice as likely to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

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

Economically Disadvantaged (Low Income) Students Disproportionate Rate of Access to Inexperienced Teachers

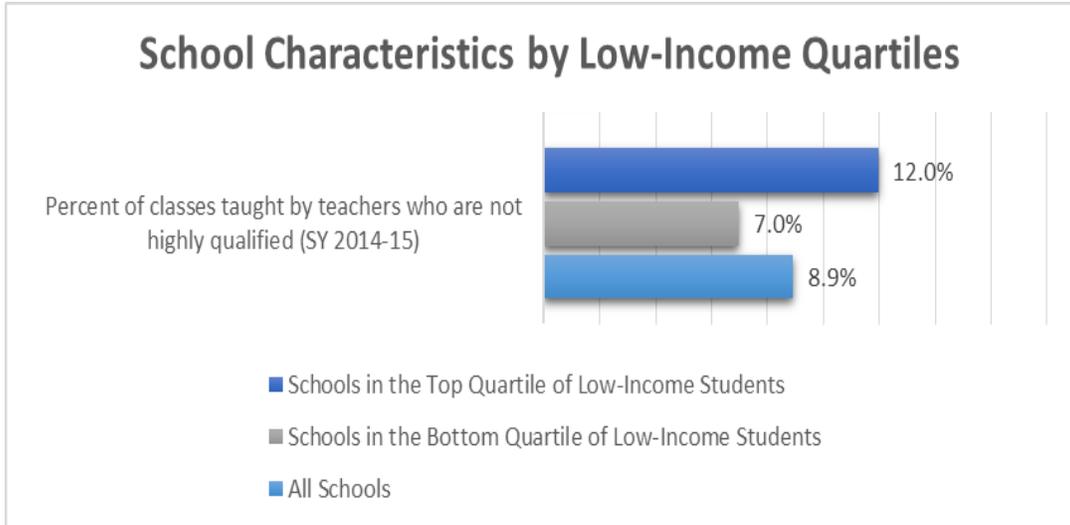


Students of Color (Minority) Disproportionate Rate of Access to Inexperienced Teachers

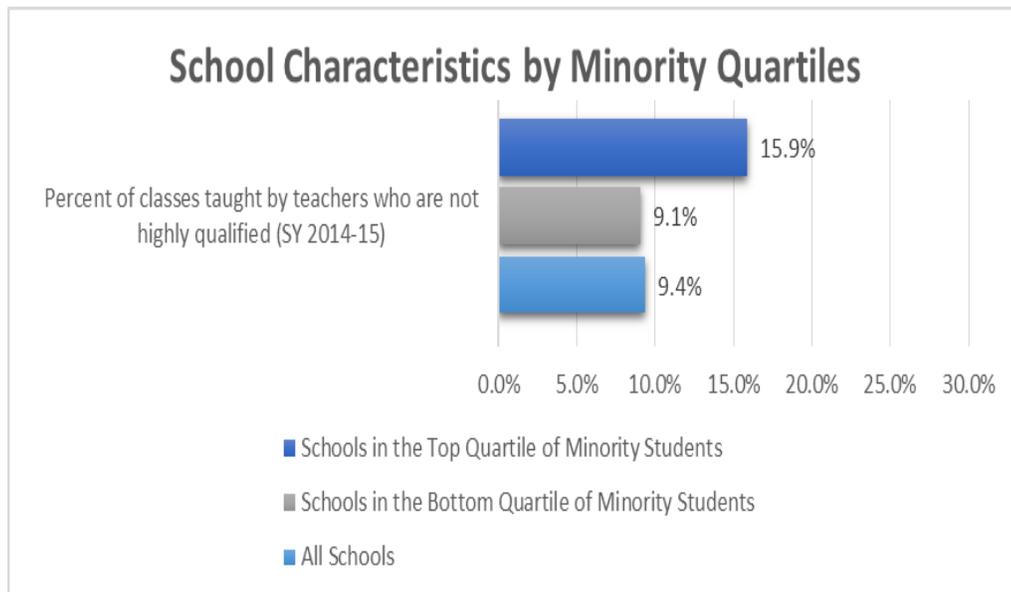


The disproportionate rates of access to out-of-field teachers shown below are based on the previous definition in the 2015 Alaska State Equity Plan and not the current proposed definition.

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

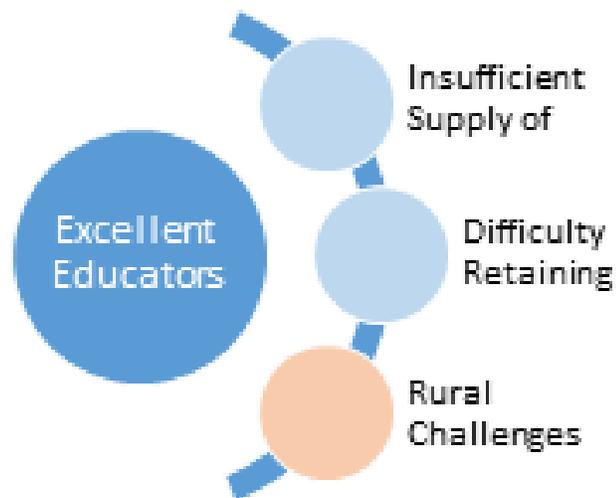


Students of Color (Minority) Disproportionate Rate of Access to Out-Of-Field Teachers



Background: Initial Root Cause Analysis

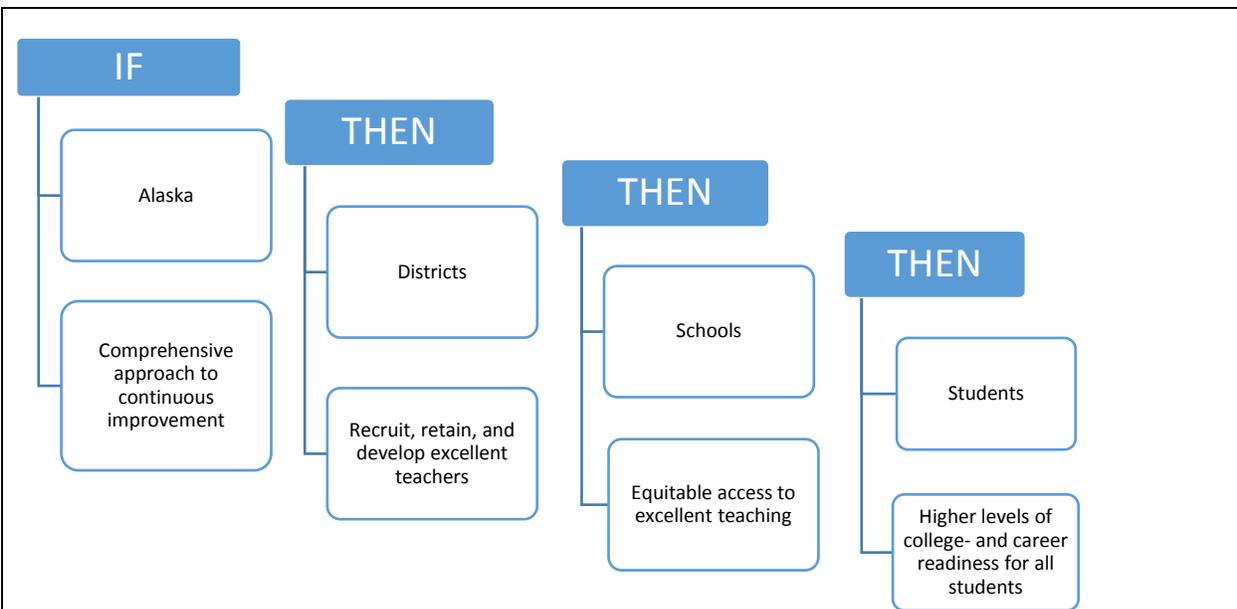
Stakeholder work in 2015 to develop the Alaska Equity Plan identified an initial picture of the challenges in Alaska. Through the analysis of data, information gathered from meetings, conversations with stakeholders, and various research studies, DEED identified root causes in three areas.



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

Strategies to Address Root Causes and Eliminate Equity Gaps

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



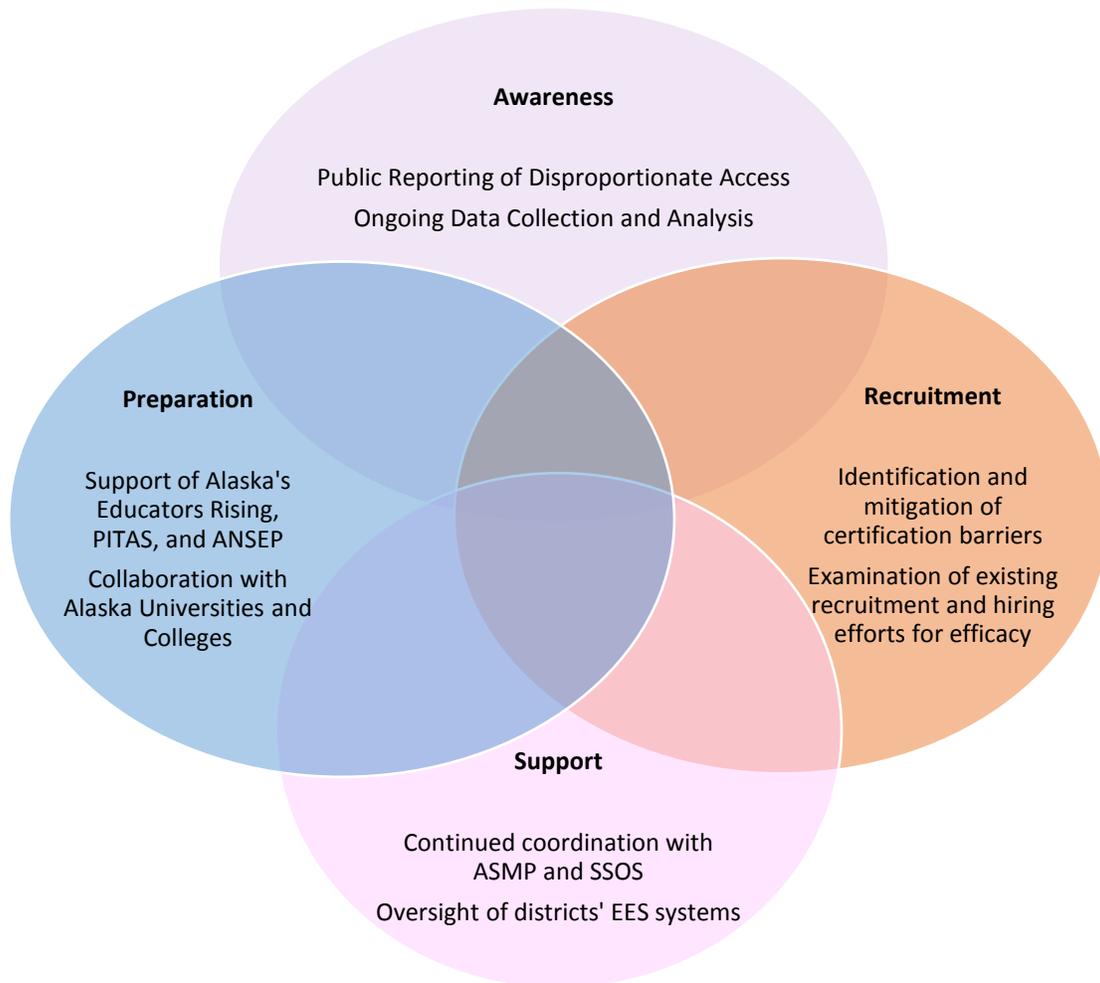
Alaska’s theory of action is based on the following principles and key beliefs:

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

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

Key Strategies: Awareness, Preparation, Recruitment and Support

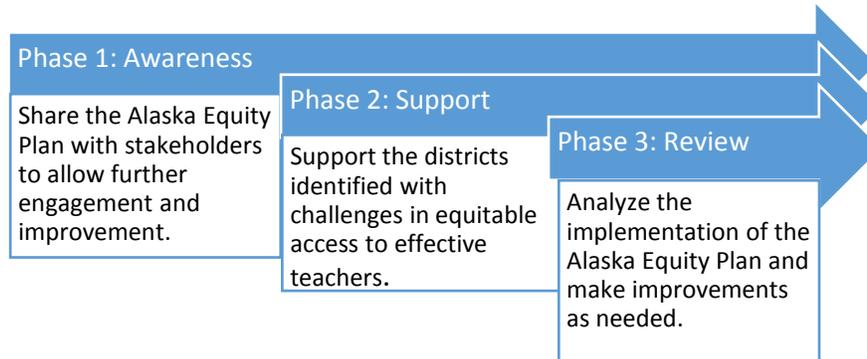
DEED has identified four strategic areas: awareness of access to excellent teachers, preparation of teachers, recruitment of teachers, and support of teachers and leaders (retention). Working collaboratively with Alaska’s districts and other stakeholder groups, DEED will continue to seek out and share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



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

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

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



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

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

Disproportionate Rate of Access to Ineffective Teachers Plan of Action

Alaska currently collects only district-level data on the level of supports for tenured and non-tenured teachers, special service providers, and administrators. The reporting of disproportionate rates of access to ineffective teachers will require collecting data at the school level. The collection of data at the school level for tenured and non-tenured educators would, at the earliest, go into effect in 2018. The first reporting of evaluation results to DEED would be for the 2018-19 school year.

DEED will only request data from Alaska’s districts that are aggregated at the school and district level to ensure educator privacy. Educator evaluations are not public records, are not subject to disclosure, and will not be reported at the educator level. The new evaluation regulations reinforce this by requiring districts to adopt procedures to protect the confidentiality of evaluations. DEED will pay special attention to ensure that individual educators cannot be identified in any reporting by using data suppression rules similar to those used for reporting student data.

Measuring and Reporting Progress on Rates of Disproportionality

DEED will use the following table of measures to evaluate progress on disproportionate rates of access to educators for low-income and minority children enrolled in schools assisted under Title I,

Part A. The rates will be calculated as the percentage of teachers in each category in the schools in the highest and lowest quartiles statewide for low-income and minority students. The percentage of Title I schools in each quartile will also be reported.

Category of Teachers	Highest Quartile: Low-Income	Lowest Quartile: Low-Income	Highest Quartile: Minority	Lowest Quartile: Minority
Inexperienced	%	%	%	%
Out-of-field	%	%	%	%
Ineffective	%	%	%	%
% Schools Title I	%	%	%	%

DEED will publicly report this information on the department’s website. As with all reporting done by DEED, extra care will be taken to protect educator privacy using data suppression rules similar to those used for reporting student data.

Ensuring Excellent Educators

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

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

Mission: An excellent education for every student every day.

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

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

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

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

(i) Incidences of bullying and harassment:

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

Statutes:

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

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

Data Collection and Analysis

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

Training/Technical Assistance

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

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

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

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

Statutes:

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

Data Collection and Analysis:

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

Training/Technical Assistance:

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

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

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

Alaska's public schools are not allowed to use behavioral interventions that are aversive or compromise students' health and safety. In 2014, Alaska enacted legislation dramatically limiting the use of student restraint and seclusion in Alaska's schools. This legislation requires essential safety protocols to be in place when these interventions are unavoidable, prohibits the use of chemical and/or mechanical restraints, requires all incidents of restraint or seclusion that do occur to be reported to DEED, and requires a sufficient number of staff from each school to receive periodic training in de-escalation and restraint techniques.

School staff trained in de-escalation, restraint, and seclusion are also required to be trained in First Aid and CPR. DEED maintains a list of evidence-based trainings for districts to select from that utilize techniques proven to keep students and staff safe, and delivers ongoing technical assistance to districts regarding training and reporting requirements.

7. School Transitions (ESEA section 1111(g)(1)(D)):

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

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

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

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

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

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

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

http://acpe.alaska.gov/FINANCIAL_AID/Grants_Scholarships/Alaska_Performance_Scholarship

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

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

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

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

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

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

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

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

- The unique educational needs of migrant children that result from the children’s migrant lifestyle.
- Other needs of migrant students that must be met in order for them to participate effectively in school.

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

Based on the most recent CNA, DEED, with the assistance of consultants and stakeholders, created a Service Delivery Plan (SDP). The SDP committee was composed of representatives who are parents and community members; MEP educators and administrators, recruiters, and DEED representatives. These individuals have expertise and/or experience in reading, mathematics, migrant student graduation strategies, cohesive professional development, identification and recruitment (ID&R), data management, inter-agency coordination, parent involvement, and/or early childhood education. Members of the SDP committee also served on the Alaska MEP CNA committee to provide continuity to the overall comprehensive process that was carried out in Alaska. This helped to ensure systems are aligned to meet the unique educational needs of Alaska migrant students. Through the State SDP process, DEED creates Measurable Program Objectives and Outcomes and evaluates the progress toward these outcomes.

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

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

- **The Interstate Migrant Education Council (IMEC)** – An independent organization established to advocate policies that ensure the highest quality education and other needed services for migrant children, and facilitate opportunities for members to examine policy issues at all

levels of government related to coordination between public and private agencies to benefit migrant students and programs.

- **National Association of State Directors of Migrant Education (NASDME)** – This association provides the largest national conference for the migrant program. State directors meet to discuss issues affecting migrant students and families, and over 170 sessions are held to highlight best practices in migrant programs.
- **Title I-C Migrant Education Program Directors’ Meeting** – Annual meeting for Title I-C State Directors that: 1) facilitates opportunities for Directors to network and share best practices and resources, 2) provides Directors with information pertinent to the State administration and operation of the Migrant Education Program (MEP), 3) promotes the understanding of, and coordination with, other ED initiatives and programs, and 4) provides Directors and Office of Migrant Education (OME) personnel with opportunities to coordinate on issues important to the successful design and implementation of programs and services that benefit migrant students.
- **MIS2000** – Alaska’s Migrant Education Student Database created by Management Services for Education Data (MS/EdD). MIS2000 houses Alaska’s migrant student information and connects to MSIX, the national student exchange system.
- **National Migrant Student Exchange System (MSIX)** – This database allows States to share educational and health information on migrant children who travel from state to state and who as a result, have student records in multiple States' information systems. MSIX works in concert with the Alaska Migrant Student Database, MIS2000, to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migrant children nationwide.

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

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

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

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

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

DEED works with stakeholders to create a State CNA of the migratory children in Alaska. The CNA guides the design for the Alaska Migrant Education Program. Based on the State CNA, DEED, with the

assistance of consultants and stakeholders, creates a Service Delivery Plan (SDP) to meet the identified needs from the CNA. Districts are required to create local needs assessments and service delivery plans that align to the State guiding documents.

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

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

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

1. Transitions Between Correctional Facilities and Local Programs (*ESEA section 1414(a)(1)(B)*):

Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

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

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

- Designate a single point of contact responsible for issues relating to the transition of children and youth between the State-operated correctional facility and schools, alternative educational opportunities, and other locally operated programs. This person will be responsible for communicating with local detention and other treatment facilities regarding student placement, assisting in transitioning student records (including IEPs), transferring of credits, and serving as a liaison between the districts and the local juvenile court.
- Describe in the district application for Title I-D the supports the district has in place for youth that transition between the juvenile justice system and their home district. The description must include the following: personal, career, technical, and academic counseling; placement services designed to place the youth in a university, college, or junior college program; information concerning, and assistance in obtaining, available student financial aid; counseling services; and job placement services.

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

Program Objectives

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

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

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

Program Outcomes

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

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

D. Title II, Part A: Supporting Effective Instruction

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

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

Continuing Activities

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

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

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

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

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

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

Activities Under Consideration

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

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

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

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

Activities informed by Alaska's Education Challenge

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

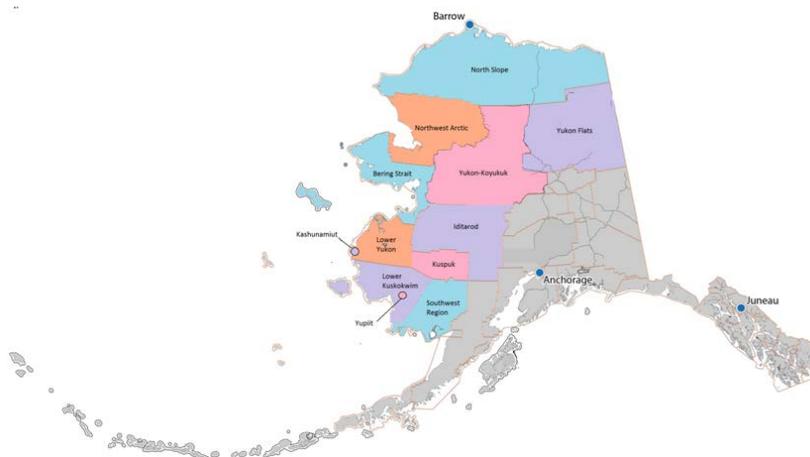
The responsibility of DEED is to identify appropriate federal funds to launch high-quality, cohesive professional development initiatives available to districts to support the implementation of college- and career-ready standards, school climate and culture, special populations, and school planning and

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

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

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

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



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

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

DEED has the statutory authority to certify teachers, principals, superintendents, special service providers, and other school leaders. Alaska certification statutes and regulations ensure that students are served by quality educators who must meet high standards. A teaching certificate can be earned with a bachelor’s degree, fingerprint clearance, appropriate coursework or completion of an approved educator preparation program, and passage of subject and content knowledge exams. Alaska also provides a pathway for career changers to complete a teacher preparation program leading to full state certification while teaching full time. Additionally, Alaska statutes allow teachers who are fully certified out of state and in good standing in their state to qualify for an Initial Teaching Certificate valid for up to three years. These reciprocity rules help districts recruit qualified educators from other states.

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

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

Due to Alaska’s shortage of teachers, an alternate route to certification is available. Alaska may revisit establishing additional alternate routes to certification based on the successful experience of the former Alaska Transition to Teaching (AKT2) program.

4. Improving Skills of Educators (ESEA section 2101(d)(2)(J)): Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

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

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

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

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

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

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

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

Commissioner's Teacher Advisory Council

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

Commissioner's Education Leadership Council

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

Educator Quality Advisory Committee

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

Educator Evaluation and Support Advisory Committee

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

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

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

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

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

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

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

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

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

Entrance Procedures

- Determine which students might be identified as an English learner (EL) as defined in Alaska Regulation 4 AAC 34.090 (2) and ESEA as amended by ESSA section 8101(20).
- Before a student is screened for English language proficiency (ELP), the district must determine if the student is included in one of the categories of students eligible to be identified as an English learner as defined as:
 - Student who is not born in the United States or whose native language is a language other than English.
 - American Indian, Alaska Native, or resident of the outlying areas where a language other than English has had a significant impact on the individual's level of English language proficiency.
- Parents of students who are eligible to be identified as an English learner complete a Home Language Survey to determine if a language other than English has a significant impact on the student's level of English language proficiency.
- Teacher observations should be taken into consideration in the identification process. The Language Observation Checklist may be used if the home language survey indicates that English is spoken at home but the student meets the criteria for which a language other than English may have impacted the student's level of English language proficiency.
- Before a student is screened for English language proficiency, the district must determine if the student is included in one of the categories of students eligible to be identified as an English learner and the Home Language Survey or teacher observations indicate that the student's level of English may not yet be proficient.
 - Should a student fall into one of the above categories, the district must administer one of the State-approved ELP screening assessments (either the W-APT, WIDA Screener or the WIDA MODEL) to determine if the second part of the definition of an English learner student is met.
 - Students who fall below the minimum score are identified as an English learner, are eligible for EL services, and must take the annual ELP assessment (ACCESS for ELLs 2.0) during the current school year.
 - Students entering school March 1 or later that have not been identified may be screened, but are not required to take the ACCESS for ELLs 2.0 until the following spring.
 - Students who score **at or above** the minimum score for English language proficiency are not identified as EL and are not required to be assessed further.
- Incoming kindergartners and older students new to the district from another state or country who are potentially English learners must be screened and identified as soon as possible after

enrolling in school, and within 30 days after the beginning of the school year if enrolled at the beginning of the school year.

Exit Procedures

- A student will be exited from EL status at the end of the school year in which the student meets the exit criteria based on scores earned on the ELP assessment taken in the spring of that school year.
- Alaska’s exit criteria on the ACCESS for ELLs has been a minimum of 5.0 overall composite proficiency level score for all domains, and a minimum score of 4.0 for each domain (reading, writing, listening, and speaking). This exit criteria will remain in place for the 2016-2017 school year.
- Due to the change in scoring for the new ACCESS for ELLs 2.0 ELP assessment, Alaska will propose new exit criteria in state regulation to take effect for the 2017-2018 school year. The exit criteria under consideration are:
 - Minimum overall composite score of 4.5
 - Minimum domain scores
 - Reading 4.0
 - Writing 3.8
 - Speaking 4.0
 - Listening 4.0
- After meeting exit criteria, a former EL student will be in monitoring status for four years.
- During the monitoring period of a former EL student, if the student continues to struggle academically after one semester of exit from EL status, the school may consider whether the student should be re-identified as an English learner. Before re-identifying the student as an EL, the school must administer a state-approved screener. If the results of the screener indicate that the student is not fully proficient in English, the student may be re-identified as an English learner.

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

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

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

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

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

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

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

- i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and
- ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

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

- Review of Title III-A grant applications as part of the consolidated online federal grants application.
- Review of district data and school level data on the percentage of ELs that are making progress and attaining proficiency.
- Monitoring Title III-A with other federally-funded programs and providing technical assistance that address outcomes and accountability.
 - DEED formally monitors districts on a five-year cycle. Desk audits are performed as needed and are determined by a risk assessment process.
- Recommends policies that promote best practices for meeting the needs of English learners.
 - Districts with more than eight English learners are required to submit a Plan of Service outlining the identification and exit procedures for ELs as well as details regarding how the district determines the needs of their EL population and services provided. This is a five-year plan that is updated when the needs of the students or services change. A current copy of the Plan of Service is also included in the district Consolidated Application.
 - A DEED team that includes the ACCESS for ELLs 2.0 assessment program manager, Title III-A program manager, and data management staff meet on a regular basis to discuss EL related topics that include assessment scores and district programs. This team strives to gain insight into the overall progress of English learners.
- The Title III-A program manager provides support to Title III-A districts, as well as other districts with schools with more than eight English learners. Support includes:

- Updates and information regarding English learners in a weekly newsletter
- Support and technical assistance in creating Plans of Service
- Connecting districts with similar programs and/or challenges
- Focused technical assistance during monitoring visits or desk audits
- Updates on any policy or procedural requirements
- Creating guidance to support districts and schools
- Scheduled informational webinars
- Providing information regarding WIDA materials and trainings
- Acting as a liaison between other Title programs and the assessment team
- Technical Assistance for Supporting Early Learners that are ELs
 - Alaska will coordinate technical assistance and other related activities with the Early Childhood team and Head Start Collaboration Office.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- The release of the RFA is announced through several different methods (e.g. email, website, newspaper). Applicants typically have six to ten weeks to submit applications. During that time the 21st CCLC Program Manager offers technical assistance, primarily via webinar.
- With approval of DEED's Commissioner of Education, the Program Manager assembles a balanced review team that will ideally have strong knowledge of best practices in education and afterschool, positive youth development, and grant management, as well as awareness of the unique challenges faced in rural Alaska. All reviewers must be free from conflict of interest, as defined by Alaska Statute.
- Reviewers are gathered initially to go through the RFA and receive training on topics such as the scoring rubric and eligible point values, applicants and potential conflicts of interest, all written comments becoming public property, and guidance about DEED priority points for that RFA.
- The 21st CCLC Program Manager verifies the applications meet the eligibility criteria expressed in the competitive RFA, such as the page limitations, deadline date for submission, and priority points. Reviewers are given all eligible grant applications and are generally given two to four weeks to review and initially score/rank all proposals. (While we prefer all reviewers to review and score all applications, if DEED receives an overwhelming number of applications, the scoring process will be revised to use a two-tier scoring process.) Prior to the date of the final review, all reviewers provide their initial scores on each application to the Program Manager. These scores are loaded into a spreadsheet so that the sum totals can be viewed during the review.
- Reviewers gather and the Program Manager facilitates the conversation around each application, providing an opportunity to have reviewers provide feedback for improvement or questions regarding each section. These comments may be provided to the applicants along with their scores. Where there are significant scoring differences, the program manager facilitates a conversation around the scores, and reviewers are given an opportunity to change their scores based on the discovery of information or lack thereof. Once the scores are adjusted based on the conversation, the spreadsheet is revised for the new values, displaying the applicants based on the total number of scoring points high to low. The reviewers then look at the eligible applicants and their request for funding, deducting each fiscal request until there are no more funds available. Reviewers may eliminate budgetary items that are beyond the scope of the project or

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

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

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

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

1. Outcomes and Objectives (*ESSA Section 5223(b)(1)*): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State standards.

Alaska is not applying to receive and administer Rural and Low-Income School Program (RLIS) funds to eligible districts, and therefore, will not set State-level program objectives and outcomes for RLIS-funded activities. Instead, as provided in ESSA section 5221, (a)(3)(A) and (C), Alaska will allow US ED to distribute these funds directly to Alaska's eligible districts beginning in the 2017-18 school year. This will enable each eligible district the opportunity to set relevant and individual district-specific objectives and outcomes when describing how the RLIS funds will help their students meet the challenging State standards. DEED believes this will also help districts to better use this small amount of funding by making it easier to blend and coordinate it with other district-specific funding and initiatives.

Due to changes brought about by ESSA, approximately 25 of 54 Alaska districts will have the option and necessity to *choose* between receiving the US ED-administered Small, Rural School Achievement (SRSA) grant or the RLIS grant. Because of eligibility for RLIS being *dependent* upon whether a district applied to US ED for SRSA funding, it seems more logical for Alaska districts to simply apply to US ED for RLIS funds, too, instead of to DEED.

2. Technical Assistance (*ESEA section 5223(b)(3)*): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

Alaska is not applying to receive and administer RLIS funds to eligible districts and instead will allow US ED to distribute the funds directly to Alaska's eligible districts beginning in the 2017-18 school year. DEED will provide information to Alaska districts to help them understand their eligibility.

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

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

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

Identification

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

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

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

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

Needs Assessment

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

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

DEED has established a dispute resolution procedure process outlined in regulation. The regulation requires the individual to first file a complaint with the district. If the complaint is not resolved by the district, the individual may file a complaint with DEED according to the procedures outlined in the regulation.

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

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

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

Additional support includes:

- Weekly newsletter
- Webinar trainings
- Resources for district homeless training sessions

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

- i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
- ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
- iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

DEED ensures preschool-aged children experiencing homelessness have the same access to early childhood and preschool programs as all other students. Solutions to the barriers described below apply to early childhood and preschool students to ensure they are able to attend school immediately.

Information gathered from a Student Residency Questionnaire will help district liaisons connect homeless, unaccompanied youth with service providers who will advocate on behalf of the children and youth to ensure they have the opportunity to return to school and participate in these programs. The State homeless coordinator works with district liaisons and school counselors at the secondary

level to make sure homeless youth are receiving appropriate credit for full or partial coursework in accordance with State, local, and school policies.

Every effort will be made by the districts and schools to remove barriers to homeless children and youth participating in all academic and extracurricular activities. DEED will work with state athletic associations to ensure access and opportunity is available for all students.

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

- i. Requirements of immunization and other required health records;
- ii. Residency requirements;
- iii. Lack of birth certificates, school records, or other documents;
- iv. Guardianship issues; or
- v. Uniform or dress code requirements

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

Immunization and other required health records:

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

Residency requirements:

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

Lack of birth certificates, school records, or other documents:

DEED verifies that district policies provide for time-line waivers for producing medical, school, and other records so that homeless students can immediately be enrolled in school.

Guardianship issues:

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

Uniform or dress code requirements:

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

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

DEED verifies through monitoring that district liaisons and district policies and practices do not act as barriers to enrolling homeless students, including public notices of rights, enrollment assistance, waivers for producing medical records, school records, or other potential obstacles to enrollment.

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

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

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

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

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

Appendix A: Measures of interim progress

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

A. Academic Achievement

Goal of Reduce by 1/2 percentage not proficient or above by 2027; equal increments

	Baseline	Measures of Interim Progress										Long Term Goal	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10		
ELA	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	annual increment needed	
All students	38.4	41.5	44.6	47.6	50.7	53.8	56.9	60.0	63.0	66.1	69.2	3.1	
SWDs	10.3	14.8	19.3	23.8	28.2	32.7	37.2	41.7	46.2	50.7	55.2	4.5	
ELs	4.7	9.5	14.2	19.0	23.8	28.5	33.3	38.1	42.8	47.6	52.4	4.8	
Ec Disadvantaged	24.9	28.7	32.4	36.2	39.9	43.7	47.4	51.2	54.9	58.7	62.5	3.8	
AK Native/Al	15.9	20.1	24.3	28.5	32.7	36.9	41.1	45.3	49.5	53.7	58.0	4.2	
Caucasian	52.9	55.3	57.6	60.0	62.3	64.7	67.0	69.4	71.7	74.1	76.5	2.4	
Asian/Pac Is	29.3	32.8	36.4	39.9	43.4	47.0	50.5	54.0	57.6	61.1	64.7	3.5	
African Am	25.8	29.5	33.2	36.9	40.6	44.4	48.1	51.8	55.5	59.2	62.9	3.7	
Hispanic	34.4	37.7	41.0	44.2	47.5	50.8	54.1	57.4	60.6	63.9	67.2	3.3	
Two/More Races	38.7	41.8	44.8	47.9	51.0	54.0	57.1	60.2	63.2	66.3	69.4	3.1	

Goal of Reduce by 1/2 percentage not proficient or above by 2027; equal increments

	Baseline	Measures of Interim Progress										Long Term Goal	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10		
Math	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	annual increment needed	
All students	31.8	35.2	38.6	42.0	45.4	48.9	52.3	55.7	59.1	62.5	65.9	3.4	
SWDs	8.8	13.4	17.9	22.5	27.0	31.6	36.2	40.7	45.3	49.8	54.4	4.6	
ELs	6.8	11.5	16.1	20.8	25.4	30.1	34.8	39.4	44.1	48.7	53.4	4.7	
Ec Disadvantaged	20.2	24.2	28.2	32.2	36.2	40.2	44.1	48.1	52.1	56.1	60.1	4.0	
AK Native/Al	13.7	18.0	22.3	26.6	31.0	35.3	39.6	43.9	48.2	52.5	56.9	4.3	
Caucasian	43.3	46.1	49.0	51.8	54.6	57.5	60.3	63.1	66.0	68.8	71.7	2.8	
Asian/Pac Is	26.5	30.2	33.9	37.5	41.2	44.9	48.6	52.2	55.9	59.6	63.3	3.7	
African Am	16.6	20.8	24.9	29.1	33.3	37.5	41.6	45.8	50.0	54.1	58.3	4.2	
Hispanic	27.3	30.9	34.6	38.2	41.8	45.5	49.1	52.7	56.4	60.0	63.7	3.6	
Two/More Races	34.0	37.3	40.6	43.9	47.2	50.5	53.8	57.1	60.4	63.7	67.0	3.3	

Appendix A: Measures of interim progress

B. Graduation Rates

4-Year Adjust Cohort Graduation Rate Goal of 90% by 2026-2027

	Baseline	Measures of Interim Progress										Long Term Goal	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10		
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	annual increment needed	
All students	78.2	79.4	80.6	81.7	82.9	84.1	85.3	86.5	87.6	88.8	90.0	1.2	
SWDs	58.7	61.8	65.0	68.1	71.2	74.4	77.5	80.6	83.7	86.9	90.0	3.1	
ELs	57.7	60.9	64.2	67.4	70.6	73.9	77.1	80.3	83.5	86.8	90.0	3.2	
Ec Dis	72.1	73.9	75.7	77.5	79.3	81.1	82.8	84.6	86.4	88.2	90.0	1.8	
AK Nat/Al	68.9	71.0	73.1	75.2	77.3	79.5	81.6	83.7	85.8	87.9	90.0	2.1	
Caucasian	82.1	82.9	83.7	84.5	85.3	86.1	86.8	87.6	88.4	89.2	90.0	0.8	
Asian/PI	84.4	85.0	85.5	86.1	86.6	87.2	87.8	88.3	88.9	89.4	90.0	0.6	
Af Am	73.9	75.5	77.1	78.7	80.3	82.0	83.6	85.2	86.8	88.4	90.0	1.6	
Hispanic	77.4	78.7	79.9	81.2	82.4	83.7	85.0	86.2	87.5	88.7	90.0	1.3	
Two/More	75.1	76.6	78.1	79.6	81.1	82.6	84.0	85.5	87.0	88.5	90.0	1.5	

5-Year Adjust Cohort Graduation Rate Goal of 93% by 2026-2027

	Baseline	Measures of Interim Progress										Long Term Goal	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10		
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	annual increment needed	
All students	81.3	82.5	83.6	84.8	86.0	87.2	88.3	89.5	90.7	91.8	93.0	1.2	
SWDs	64.6	67.4	70.3	73.1	76.0	78.8	81.6	84.5	87.3	90.2	93.0	2.8	
ELs	65.5	68.3	71.0	73.8	76.5	79.3	82.0	84.8	87.5	90.3	93.0	2.8	
Ec Dis	77.5	79.1	80.6	82.2	83.7	85.3	86.8	88.4	89.9	91.5	93.0	1.6	
AK Nat/Al	72.5	74.6	76.6	78.7	80.7	82.8	84.8	86.9	88.9	91.0	93.0	2.1	
Caucasian	84.5	85.4	86.2	87.1	87.9	88.8	89.6	90.5	91.3	92.1	93.0	0.9	
Asian/PI	85.6	86.3	87.1	87.8	88.6	89.3	90.0	90.8	91.5	92.3	93.0	0.7	
Af Am	81.5	82.7	83.8	85.0	86.1	87.3	88.4	89.6	90.7	91.9	93.0	1.2	
Hispanic	81.4	82.6	83.7	84.9	86.0	87.2	88.4	89.5	90.7	91.8	93.0	1.2	
Two/More	80.7	81.9	83.2	84.4	85.6	86.9	88.1	89.3	90.5	91.8	93.0	1.2	

Appendix A: Measures of interim progress

C. Progress in Achieving English Language Proficiency

Progress toward Attaining English Proficiency Goal of 70% by 2026-2027

	estimated baseline*	Measures of Interim Progress										Long Term Goal	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10		
	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026	2026- 2027	annual incremen t needed	
All English learners	47.5	49.8	52.0	54.3	56.5	58.8	61.0	63.3	65.5	67.8	70.0	2.3	

*estimate based on 2014-2015 data, will be updated to reflect new baseline with 2016-2017 data

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

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

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

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

1. Gender. Programs are available and open to all participants regardless of their gender or sex.
2. Race. Programs are available and open to all participants regardless of their race.
3. National Origin. Programs are open and available to all participants regardless of their country of origin.
4. Color. Programs are open and available to all participants regardless of their skin color.
5. Disability. Programs are open and available to all participants, regardless of disabilities. Project materials will be made available on digital recordings for participants with special needs. Participants with special needs will receive supplementary assistance in accordance with the Americans with Disabilities Act. Participants with physical handicaps are provided access to facilities in compliance with federal and state laws.
6. Age. Programs are open and available to all participants regardless of their age.