
ESEA Flexibility

Request for Window 3

ALASKA

Renewal Request March 31, 2015 – Revised 07/02/2015



June 7, 2012

U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0581

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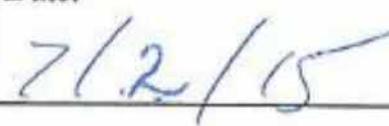
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Cover Sheet for ESEA Flexibility Request

Legal Name of Requester: Alaska Department of Education & Early Development	Requester's Mailing Address: PO Box 110500 Juneau, AK 99811-0500
State Contact for the ESEA Flexibility Request Name: Margaret MacKinnon Position and Office: Director of Assessment & Accountability Contact's Mailing Address: PO Box 110500 Juneau, AK 99811-0500 Telephone: (907) 465-2970 Fax: (907) 465-8400 Email address: margaret.mackinnon@alaska.gov	
Chief State School Officer (Printed Name): Mike Hanley	Telephone: (907) 465-2800
Signature of the Chief State School Officer: X 	Date: 
The State, through its authorized representative, agrees to meet all principles of ESEA flexibility.	

WAIVERS

By submitting this updated ESEA flexibility request, the SEA renews its request for flexibility through waivers of the nine ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements, as well as any optional waivers the SEA has chosen to request under ESEA flexibility, by checking each of the boxes below. The provisions below represent the general areas of flexibility requested.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a school-wide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.

7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*.

8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

10. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

11. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.

12. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

13. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or

restructuring. The SEA requests this waiver in addition to waiver #6 so that, when it has remaining section 1003(a) funds after ensuring that all priority and focus schools have sufficient funds to carry out interventions, it may allocate section 1003(a) funds to its LEAs to provide interventions and supports for low-achieving students in other Title I schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

If the SEA is requesting waiver #13, the SEA must demonstrate in its renewal request that it has a process to ensure, on an annual basis, that all of its priority and focus schools will have sufficient funding to implement their required interventions prior to distributing ESEA section 1003(a) funds to other Title I schools.

14. The requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The SEA requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level, mathematics coursework. The SEA would assess such a student with the corresponding advanced, high school level assessment in place of the mathematics assessment the SEA would otherwise administer to the student for the grade in which the student is enrolled. For Federal accountability purposes, the SEA will use the results of the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will administer one or more additional advanced, high school level, mathematics assessments to such students in high school, consistent with the State's mathematics content standards, and use the results in high school accountability determinations.

If the SEA is requesting waiver #14, the SEA must demonstrate in its renewal request how it will ensure that every student in the State has the opportunity to be prepared for and take courses at an advanced level prior to high school.

ASSURANCES

By submitting this request, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of ESEA flexibility, as described throughout the remainder of this request.
- 2. It has adopted English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the State's college- and career-ready standards. (Principle 1)
- 3. It will administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii) no later than the 2015–2016 school year. (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will annually make public its lists of reward schools, priority schools, and focus schools no later than mid-September of each school year as well as publicly recognize its reward schools, and will update its lists of priority and focus schools at least every three years. (Principle 2)

If the SEA is not submitting with its renewal request its updated list of priority and focus schools, based on the most recent available data, for implementation beginning in the 2015–2016 school year, it must also assure that:

- 8. It will provide to the Department, no later than January 31, 2016, an updated list of priority and focus schools, identified based on school year 2014–2015 data, for implementation beginning in the 2016–2017 school year.

- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its ESEA flexibility request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs. (Attachment 2)
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the SEA customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice. (Attachment 3)
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout its ESEA flexibility request, and will ensure that all such reports, data, and evidence are accurate, reliable, and complete or, if it is aware of issues related to the accuracy, reliability, or completeness of its reports, data, or evidence, it will disclose those issues.
- 14. It will report annually on its State report card and will ensure that its LEAs annually report on their local report cards, for the “all students” group, each subgroup described in ESEA section 1111(b)(2)(C)(v)(II), and for any combined subgroup (as applicable): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. In addition, it will annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively. It will ensure that all reporting is consistent with *State and Local Report Cards Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended Non-Regulatory Guidance* (February 8, 2013).

Principle 3 Assurances

Each SEA must select the appropriate option and, in doing so, assures that:

Option A	Option B	Option C
<p><input type="checkbox"/> 15.a. The SEA is on track to fully implementing Principle 3, including incorporation of student growth based on State assessments into educator ratings for teachers of tested grades and subjects and principals.</p>	<p>If an SEA that is administering new State assessments during the 2014–2015 school year is requesting one additional year to incorporate student growth based on these assessments, it will:</p> <p><input type="checkbox"/> 15.b.i. Continue to ensure that its LEAs implement teacher and principal evaluation systems using multiple measures, and that the SEA or its LEAs will calculate student growth data based on State assessments administered during the 2014–2015 school year for all teachers of tested grades and subjects and principals; and</p> <p><input type="checkbox"/> 15.b.ii. Ensure that each teacher of a tested grade and subject and all principals will receive their student growth data based on State assessments administered during the 2014–2015 school year.</p>	<p>If the SEA is requesting modifications to its teacher and principal evaluation and support system guidelines or implementation timeline other than those described in Option B, which require additional flexibility from the guidance in the document titled <i>ESEA Flexibility</i> as well as the documents related to the additional flexibility offered by the Assistant Secretary in a letter dated August 2, 2013, it will:</p> <p><input checked="" type="checkbox"/> 15.c. Provide a narrative response in its redlined ESEA flexibility request as described in Section II of the ESEA flexibility renewal guidance.</p>

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

Consultation for purposes of Waiver Renewal Request:

The department began communicating with teachers and their representatives about the plans for the transition to the new AMP assessments and how that would impact both the accountability system in Principle 2 and the educator evaluation system in Principle 3 as soon as the new assessment contract was announced in January, 2014. Through many conversations with educators around the state, it became clear that there was great concern about the impacts of the new assessments on accountability for both schools and educators. The commissioner and EED staff members, in both formal presentations and informal communications over the past year, communicated EED’s intent to pause the accountability system for the year of the new assessments and to delay the implementation of use of the assessment data in the educator evaluation system. Educators across the state have expressed the appreciation of EED’s willingness to make adjustments based on their questions and concerns. (See attachment C.21.)

In the area of educator evaluation and support, EED convened a committee that has been regularly meeting since the spring of 2013 to provide technical advice to the department. The Educator Evaluation Advisory Committee worked with the department to develop supports for districts as they began planning the changes needed to update their current systems. The committee also alerted the department to problems and concerns they faced in revising their systems to be in compliance with the new regulatory requirements. The issues raised by the committee are reflected in the regulatory changes to school and educator accountability and the changes in Alaska’s ESEA Flexibility Waiver Renewal.

The Educator Evaluation Advisory Committee consists of representatives of pioneering districts and an educator evaluation and support specialist from the Northwest Comprehensive Center (NWCC). The pioneering districts had begun the process to revise their educator evaluation and support systems prior to the 2012 regulatory change. The committee members from those districts provided significant insight into the revision process and have been able to provide invaluable expertise in the technical aspects of new requirements. The following districts have representatives on the committee: Fairbanks, Kenai, Anchorage, Lower Kuskokwim, Juneau, Kodiak, and Matanuska-Susitna. Additionally, a member of the committee is the president of a NEA-Alaska affiliated, local teacher association.

The remainder of the Consultation section reflects the consultation prior to the original waiver submission in 2012.

Introduction. In preparing the elements of this waiver application, Alaska has consulted with both educators and diverse groups. First, for both Principle 1 (standards) and Principle 3 (teacher and administrator evaluation), the process of consultation with the public began over two years ago, and the record of the consultation is quite detailed. For Principle 2, the record of consultation begins with the preparation of this waiver application. Because the three principles have been introduced to the public at different times, the Alaska Department of Education & Early Development (EED) will address the record of consultation on each principle separately.

Before turning to the actual record of consultation, EED will describe the solicitation/advertising processes that were used frequently to solicit public input and participation:

- **Information Exchange.** *Information Exchange* is EED’s weekly electronic newsletter. It is emailed to approximately 800 entities, including all school districts, the media, and others interested in education. School district superintendents are sent a web link to the *Information Exchange* so they have a convenient way to forward it to district personnel. Potentially, each week thousands of Alaska educators see the *Information Exchange*. The *Information Exchange* is available at EED’s web site.
- **Proposed regulations.** When a regulation is first proposed, the public is given advance notice when the State Board of Education & Early Development’s agenda is published, usually two weeks before a meeting. The public has an opportunity to give oral comment on agenda and non-agenda items. Before the State Board considers the regulation for adoption, it must send the proposal out for public comment. Standard public comment for most items is more than two months, to coincide with the State Board’s regular quarterly meetings, but on items of special interest the State Board will extend public comment to encourage more participation.
- **Advertising proposed regulations.** EED advertises proposed regulations: a) on its website, with a method to comment online; b) on the online State of Alaska public notice web page; c) in notices in the Anchorage Daily News, the state’s largest-circulation newspaper, which is widely distributed in rural Alaska; d) by mailing approximately 700 notices to education stakeholders, including the media, public libraries, and all public schools; and e) by inserting notices (each week up to the deadline to comment) in *Information Exchange*. Notices are emailed to the Alaska Department of Law, all members of the Alaska Legislature, and the Legislative Affairs Agency.
- **Adoption of proposed regulations.** After written public comment closes, EED staff reviews all public comments and makes recommendations to the State Board for changes to the proposed regulations. All written public comment is collected and forwarded to the State Board. The public has an additional opportunity to provide oral testimony at the State Board meeting where the proposed regulation is being considered for adoption. Testimony by teleconference is welcome, and Legislative Information Office teleconference lines, available throughout Alaska including several remote sites, are open for this purpose.
- **Reporting of State Board action.** After each meeting of the State Board, EED reports regulatory actions in an electronic news release to the media; repeats the release once in the *Information Exchange* and places it on the front page of the department’s web site; and places the proposed regulation on the EED regulation webpage and in the State of Alaska online public notice webpage.

Principle 1: Engagement of educators and their representatives in the standards-setting process.

Summary: A large group of stakeholders, working together for over a year, developed Alaska’s new college- and career-ready content standards in English/language arts and mathematics for grades kindergarten to 12. The proposed standards were widely circulated, and EED sought public input. After an extended period of public comment, the State Board formally adopted the standards on June 8, 2012.

Evidence:

- (1) **History.** In 2009, Alaska launched a project to replace its existing content standards in English/language arts and mathematics, which had last been revised and adopted in 2005. The project was called Next Generation Standards. Alaska did not join the Common Core State Standards initiative specifically so that EED could consult with stakeholders in the standards-adoption process. (See Attachment C.16)
- (2) **Drafting process.** Several working groups were formed to draft the new content standards that were college- and career-ready. The working groups met in central locations. The working groups drafted content standards for each content area and age group. (See Attachment C.15)
- (3) **Selection of educator participants.** More than 200 educators participated in the working groups. EED encouraged all educators to participate in the groups. It sent recruitment notices to its database of past committee volunteers (about 700 educators), all universities/colleges in Alaska, and all school district superintendents. The participants provided representation from each of the following: 1) Geographic representation of each region of the state (in Alaska, this is a very challenging criterion); 2) teacher representation from all content areas and grade levels; 3) teacher representation from all major subgroups, including special education and Alaska Native; 4) teacher union representation; 5) principal and superintendent-level participation; and 6) higher education representation. Specific attendance for each meeting broken down by special education and limited English proficiency educator was as follows (SSOS refers to the State System of Support):

<u>Meeting</u>	<u>Participants</u>	<u>SPED</u>	<u>LEP</u>
2010 February Common Core Comparison	52	3	3
2010 October Career & College Standards Review	32	2	4
2010 November Career & College Standards Review	50		
2011 January Career & College Standards Review	39	3	5
2011 February Career & College Standards Review	43	3	4
2011 June SSOS Standards Review	10		
2011 October College & Career Standards Review	60	3	4
2011 November College & Career Standards Review	56	18	14

- (4) **Meetings of working groups.** The working groups met in-person eight times over 13 months, in different locations across the state. (In Alaska, this is very challenging and very expensive. Cost to EED for these meetings was more than \$300,000.) Groups composed of participants representing different stakeholders would meet at tables, and the drafting process was a collaborative effort among the participants. (See Attachment C.15)
- (5) **Updating of educators during the drafting process.** During its review of Alaska’s English/language arts and mathematics content standards for revision, EED frequently placed notices regarding the process in *Information Exchange*. The updating included the

following:

- Sept. 23, Oct. 22 and Oct. 29, 2010: Noticed a Nov. 18-19 meeting between EED and universities, industries, vocational programs, and high schools to outline Alaska's content standards in English/language arts and mathematics. Invited interested people to participate.
 - Jan. 14, 2011: Noticed a Feb. 15-16 review of Alaska's college- and career-ready standards. Expressly invited mathematics teachers, curriculum specialists, special education teachers, and teachers of English language learners.
 - Sept. 23 and Sept. 30, 2011: Noticed a meeting on Oct. 11-12 related to text complexity in English/language arts and standards for mathematical practice. Expressly invited K-12 teachers in mathematics and language arts, school librarians, and high school career and career and technical educators.
- (6) **Regulation process.** On December 16, 2011, the State Board sent out the proposed content standards for a five-month period of public comment.
(http://www.eed.state.ak.us/State_Board/minutes/2011_12_15_16minutes.pdf at page 7)
- (7) **FAQ.** In addition to the extensive public notice provided for all regulations (see Introduction, above), after noticing Alaska's proposed standards for public comment, EED emailed a six-page FAQ about the standards and copies of the standards to dozens of entities, inviting them to comment. The following education entities received the FAQs: university faculty and administrators, instructors in high school and postsecondary career and technical schools, and faith-based colleges.
- (8) **Webinars and public meetings.** During the public comment period, EED held more than 30 webinars and in-person meetings to inform and consult with the public about the proposed college- and career- ready standards. Efforts to specifically target educators included:
- **Special education.** Feb. 23, 2012: Presentation to Alaska Statewide Special Education Conference. Also, EED specifically encouraged special educators to attend webinars.
 - **Rural educators.** EED made a special effort to seek feedback from rural Alaska, which has a high concentration of low-performing schools, Alaska Native students, and English learner (EL) students. Presentations on the proposed standards in remote sites included:
 - February 7, 2012: Galena School District (Galena).
 - February 24 and March 13, 2012: Kuspuk School District (Aniak).
 - March 8, 2012: Lower Kuskokwim School District (Bethel).
 - March 15, 2012: Southwest Region School District (Dillingham).
 - March 27, 2012: Northwest Arctic Borough School District (Kotzebue).
 - March 28, 2012: Hoonah School District (Hoonah).
 - April 17, 2012: Nome School District (Nome).
 - April 26, 2012: North Slope Borough School District (Barrow).
 - May 9, 2012: Kashunamiut School District (Chevak).
 - **EL.** April 25, 2012: Presentation to the Bilingual Multicultural Equity in Education Conference in Anchorage.
 - **Urban school districts.** In addition to all other general presentations and workshops, EED made on-site presentations to school districts in Kenai, Fairbanks, and Kodiak.

- **Standards Webinars.** Before finalizing the proposed college- and career-ready standards for presentation to the State Board, EED invited educators and the public to attend a series of 10 webinars on the standards. Attendance (not including those who later listened to the recordings) was as follows:

<u>Date</u>	<u>Type</u>	<u>Number Attended</u>	<u>Number RSVP</u>	<u>Non-Educators Attended</u>
6-Feb	Overview	31	50	1
8-Feb	ELA	19	36	2
9-Feb	Mathematics	18	43	1
21-Feb	ELA	5	7	0
22-Feb	Mathematics	9	13	0
5-Mar	ELA	6	11	0
6-Mar	Mathematics	2	3	0
20-Mar	ELA	0	2	0
21-Mar	Mathematics	0	2	0
4-Apr	ELA	0	6	0
5-Apr	Mathematics	2	4	0
17-Apr	ELA	0	2	0
18-Apr	Mathematics	0	1	0

Extensive evidence of invitations is available. In addition, the August 2012 webinars described in more detail under Principle 2, below, solicited feedback on the entire waiver application, including Principle 1.

- **Higher education.** Involvement of higher education educators included a pre-adoption validity study, which required extensive work with university instructors who taught first-year students. Higher education participation was targeted in the webinars, and the deans of the colleges of education at all Alaska universities were individually encouraged to attend.
 - **CTE.** February 1-3, 2012: Presentation to school district career and technical coordinators in Anchorage.
 - **Institutes and training.** On January 23 and February 16-19, 2012, EED trained coaches and mentors, who serve as independent contractors and interface with educators, so they could inform educators in the field about the standards. Presentations to educational leaders, including rural educators who were training to become principals, occurred May 23-25 and May 29, 2012, at the Summer Literacy Institute and the School Leadership Institute.
 - **Title I Committee of Practitioners.** On April 18, 2012, the proposed English/language arts and mathematics standards were discussed at the Title I Committee of Practitioners meeting as part of the overall presentation on the Elementary and Secondary Education Act (ESEA) flexibility waiver requirements. (Alaska Standards Rollout Plan at pages 1-7). Additional evidence available upon request. Note that the Alaska standards adoption process was wholly independent of this application for flexibility, and that EED planned and executed the extensive consultation documented here before the decision was made to apply for a waiver.
- (9) **Educator comments.** During the public comment period for the proposed regulations, general comments were received from 12 educators and one non-educator. Comments on

the proposed college- and career-ready English/language arts standards were received from nine educators, two non-educators, two districts, and one university. Comments on the proposed mathematics standards were received from nine educators and one district. During the regulations process, the State Board made approximately 43 changes to the proposed regulations in response to public comment. During the entire public process, in response to all stakeholder comment, EED staff made over 150 changes to the proposed English/language arts standards and over 150 changes to the mathematics standards. (http://www.eed.state.ak.us/State_Board/pdf/12_june_packet.pdf at 282-348 [Note: EED's internal public comment tracking form is not attached, but would be available upon request.])

- (10) **Adoption.** On June 7, 2012, the State Board held an oral hearing at which the public had an additional opportunity to comment on the proposed content standards. On June 8, 2012, after consideration of public comment, the State Board adopted into regulation Alaska's revised content standards for English/language arts and mathematics. (See Attachment 4)
- (11) **Post-adoption outreach.** EED will continue outreach and training for educators, including planned sessions with special education directors and NEA-Alaska. For a list of post-adoption outreach, see Attachment C.14. See also <https://education.alaska.gov/akstandards/> (EED website with extensive information and support materials for new standards).

I. Principle 2: Engagement of educators and their representatives in the development of Alaska's System of School Recognition, Accountability, and Support.

Summary: EED will base its recognition, accountability, and support for schools on an index and revised Annual Measureable Objectives (AMOs). The index was designed to be simple and responsive to public comment, and the accountability plan includes elements currently in State regulation that were adopted through a public process. EED publicized its proposed system, requested feedback from educators, and made changes in response to educator input.

Evidence:

- (1) **The Index.** After the U.S. Department of Education (USED) announced the availability of Window 3, a team of EED staff drafted a proposed accountability framework based on an index of several indicators. The index, called the Alaska School Performance Index (ASPI), was designed to be easily understood and easily amended to facilitate stakeholder input. All indicators included in the ASPI are scored on a 100-point scale. Each indicator is then weighted by importance so that the total index equals 100 points. This methodology makes it very easy for stakeholders to give input on: a) what indicators should be included; b) how to configure the 100-point scale by which an indicator is measured; and, c) the weight to be given each indicator.
- (2) **Use of existing state accountability.** EED's proposal draws heavily from existing State accountability that educators already know and use. For example, the growth and proficiency index that will be used as the school progress indicator is in regulation at 4 AAC 33.540. This model is used in the current state identification of schools for state intervention, 4 AAC 06.872, and in identification of School Improvement Grant (SIG) grantees. Significantly, an education advocacy organization, Council for the Educational Advancement of Alaska's Children, specifically selected this model as the appropriate method to identify low-performing schools in the settlement of a lawsuit on educational adequacy, *Moore v. State*,

Case No. 3AN-04-9756 CI. In addition, the diagnostics that will be applied to determine accountability after schools are ranked under ASPI, described in 4 AAC 06.850, already have been through the public comment process, and are used by educators in a variety of ways, including a computerized school improvement tool. In short, educators were consulted during the development of the pre-existing elements built into the proposal, and their familiarity with these elements has facilitated their understanding and feedback. (http://education.alaska.gov/news/releases/2012/state_settles_moore_lawsuit.pdf)

- (3) **Outreach to superintendents.** On July 30, 2012, during EED's summer conference for school district superintendents, EED provided an overview of the waiver's principles, and held breakout sessions and a Q&A session on the State's proposed accountability system. The superintendents asked questions and suggested changes. The first suggested change was to add an additional point value for attendance between 70% and 85%. This change was made. The other significant change was to incorporate ACT and SAT scores as well as scores for WorkKeys certificates into the College and Career Ready indicator. This change was incorporated into the ASPI index. Superintendents raised other questions that were addressed by including more specifics in the proposal language to clarify the requirements. Several superintendents voiced support for the proposed accountability system, and indicated that they and their staff would closely analyze the State's draft application.
- (4) **Outreach to educators regarding decision to apply.** On May 30, 2012, EED invited educators to participate in a webinar to address whether the State should apply for a waiver and possible ideas for a school performance index system. Representatives from eight districts participated in the webinar, and indicated support for the application and cautious support for the concept of using an index. (See Attachment C.4)
- (5) **Outreach to districts regarding AMO freeze.** On May 31, 2012, EED notified school district superintendents and federal program coordinators that the State intended to apply to freeze the AMO targets in order to allow time to create an application for the flexibility waiver for the September submission date. Two comments were received, both in support of the AMO-freeze waiver. Because the decision to freeze the AMO targets required a regulation change, the concept went through a public process, including oral comment at two State Board meetings, and an opportunity to provide written comment. (See Attachments 1 and 2)
- (6) **Outreach to educators regarding application.** EED posted a draft of the state's waiver application on its website on August 6, 2012. (Note: these webinars covered all three principles.) On August 3, 2012, EED sent an email invitation to a large number of stakeholder groups throughout the state to participate in one of three webinars scheduled during the week of August 13 to learn about the State's waiver proposal. The invited stakeholders included school districts and education organizations. The webinars also were announced through *Information Exchange*. The State presented the draft proposal during webinars on August 13, August 15, and August 16, 2012. More than 25 participants attended the webinar, including staff from ten school districts.
- (7) **Planned Adoption.** Revising regulations for Alaska's System of School Recognition, Accountability, and Support requires repealing current regulations that are required by ESEA. In anticipation of the approval of Alaska's waiver request, new regulations were proposed at the March 13 meeting of the Alaska State Board of Education and are currently out for public comment to allow adoption at the June 2013 meeting of Alaska's State Board of Education & Early Development. This timing is critical if new regulations are to go into effect for the 2013-2014 school year. Post-adoption outreach will include targeted involvement of stakeholders.

II. Principle 3: Engagement of educators and their representatives in the process of supporting effective instruction and leadership.

Summary: EED has been working for more than two years with educators to put into law a more extensive state framework for meaningful and serious evaluation of teachers and administrators. That framework meets the requirements of this application and is currently out for public comment.

Evidence:

- (1) ***Pre-existing state guidance on teacher evaluation.*** In 1997, in response to legislation requiring school districts to base evaluations on standards adopted by the State Board, EED convened a professional evaluation project committee of educators, parents, NEA-Alaska, school board members, and others. The Evaluation Handbook, which resulted from this extensive consultation with educators, addressed many of the requirements of this application. (See http://education.alaska.gov/akaccountability/educator/resources_sd/evaluationhandbook.pdf).
- (2) ***The Teacher Quality Working Group.*** Immediately after Alaska's 2009 Education Summit, EED formed the Teacher Quality Working Group to work on issues affecting teacher quality. A specific task set to the group in 2009 was to provide input and consult on providing a statewide framework for teacher and administrator evaluation.
 - ***Membership:*** the working group consisted of 42 members, 33 of whom were educators, former educators, or school district employees. Of special note are the following educators:
 - Five educators from rural Alaska, including the State's rural education director. These educators provided input on both the Alaska Native subgroup and the English learner subgroup.
 - Two special education teachers.
 - The program coordinator for University of Alaska Southeast Special Education Teacher Preparation Program.
 - Representative from NEA-Alaska.
 - Representative from the Alaska Council of School Administrators.
 - Higher education participation—the five deans from Alaska university education departments. (See Attachment 3.2)
 - ***Meetings:*** The working group met 13 times for a total of 28 days to work on the evaluation system, beginning on November 4-6, 2009, and ending on April 16-17, 2012. (See Attachment 3.3)
 - ***Product.*** The working group produced a set of recommendations for an evaluation framework, including timelines for implementation and minimum requirements for the inclusion of student data in evaluations. (See Attachment 3.4)
- (3) ***Draft regulations.*** Based on the recommendations from the working group, EED staff drafted proposed evaluation regulations for the State Board to consider. The draft regulations were on the agenda for June 7-8 meeting of the State Board, and the public had an opportunity to comment at an oral hearing. On June 8, 2012, the State Board put out the proposed regulations for public comment. To encourage educator comment, the State Board extended public comment to November 2012, in recognition that summer and early fall is a

difficult time to engage educators. As described above, both EED staff and the State Board analyzed and considered public comment during the regulation adoption process.

- (4) **August Webinars/superintendents' conference.** The presentations on the entire waiver package made at the August webinars and the superintendents' conference were described above and will not be repeated here. Both of these presentations included a description of Principle 3 and both resulted in feedback on Principle 3.
- (5) **Adoption.** Since the filing of the original application, regulations have been adopted. The regulatory process involved extensive engagement of stakeholders and resulted in many significant substantive changes that were adopted into law on December 7, 2012, by the State Board. Post-adoption outreach and engagement has already begun, with distribution of information concerning the new requirements through the department's website, <http://education.alaska.gov/>, and the [Information Exchange](#), its electronic newsletter. The department has developed an FAQ that has been emailed to all district superintendents and is available online at http://education.alaska.gov/TeacherCertification/pdf/evaluation_reg_faqs.pdf. The FAQ will be sent directly to administrators, teachers, and their state organizations. A specific webpage has been established to house resources that districts can use as they begin to update their current evaluation to satisfy the new requirements. With the assistance of the Northwest Regional Comprehensive Center, EED has reorganized and reconvened the Teacher Quality Working Group to assist with the formation of the more detailed guidelines, the development of tools to support smaller districts, and the development of a peer review process.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Consultation for purposes of Waiver Renewal application:

The department began communicating with stakeholders in various venues about the plans for the transition to the new AMP assessments and how that would impact both the accountability system in Principle 2 and the educator evaluation system in Principle 3 as soon as the new assessment contract was announced in January, 2014. Through many conversations with educator and stakeholder groups around the state, it became clear that there was great concern about the impacts of the new assessments on accountability for both schools and educators. The commissioner and EED staff members, in both formal presentations and informal communications over the past year, communicated EED's intent to pause the accountability system for the year of the new assessments and to delay the implementation of use of the assessment data in the educator evaluation system.

The department reached out formally to stakeholders in March, 2015, in order to present and get feedback on the specific plans for the waiver renewal. An announcement titled "Department Seeks Comments on ESEA Flexibility Waiver Renewal" and a link was placed under the "News and Announcements" section of the EED website (education.alaska.gov). A Power Point presentation outlined the planned changes for Principle 2 and 3. Three webinars were held (March 10, 12, and 17) and comments were solicited through an online comment survey on the EED website. A recorded webinar was posted as an additional resource.

Announcements were made for three weeks in the weekly email newsletter the “Information Exchange.” This email newsletter has a broad reach across educator and other stakeholder groups in the state. The Information Exchange listserv includes all district superintendents, the State Board of Education members, the Alaska Association of School Boards (AASB), the Alaska Council of School Administrators (ACSA) and its member groups, the Alaska Policy Forum, Best Beginnings, some Native corporations and Native nonprofits, The College Board, Alaska Statewide Mentoring Project, Juneau Economic Development Council, NEA Alaska, SERRC, Southcentral Foundation, Thread Alaska, Stone Soup Group, AdvancED, Alaska Challenger Center, UAA Center for Human Development, Avant Garde Learning Alliance, SpringBoard (STEM program), Juneau Arts & Humanities Council, Alaska Head Start, the Department of Fish & Game, the Department of Health & Social Services, the Alaska Staff Development Network, university professors, school district staff, legislators, the governor’s office, and the media.

The Title I Committee of Practitioners (COP) held a meeting by webinar/audio conference on March 23, 2015. At this meeting, the same presentation was made to the COP and members provided feedback on the proposed ideas for the waiver. The COP will meet in person on April 22 and will further discuss the waiver proposal and will have had a chance to review the redline version of the document.

The comments received in response to the Power Point presentations are attached, along with evidence of the stakeholder outreach. (See attachment C.21) Most comments have been in support of the proposed changes. The department has ensured that comments have been reflected in the waiver renewal proposal, particularly in relation to specifying that while the school accountability measures are paused, the expectation is that the school improvement plans for 2015-2016 will be reviewed and revised to include tasks and activities during the 2015-2016 school year. A copy of the redline waiver renewal request will be posted on the department website and will be available for review and comment during April 2015.

Regulations to enact changes in the school and educator accountability systems to implement the proposed changes in the waiver renewal request were presented to the State Board of Education & Early Development (SBOE) at the March 20 meeting. These regulations were posted on the website for public comment at <http://education.alaska.gov/reggs/> until April 30, 2015. The SBOE is expected to adopt these regulations in August.

The remainder of this section on Consultation reflects the consultation prior to the original waiver submission in 2012.

I. General outreach common to all principles:

Summary: EED reached out to a diverse group of stakeholders to present information and encourage feedback on all principles related to the waiver. The stakeholders included the Title I Committee of Practitioners (COP) and a large number of community, business, Alaska Native, and advocacy groups.

(1) ***Title I Committee of Practitioners.*** The Title I/ESEA Administrator for Alaska presented the ESEA flexibility waiver options to the Title I COP on April 18, 2012. The three principles of the waiver and the State’s current status on elements of the principles were discussed. At that time, the proposed English/language arts and mathematics content

standards were out for public comment and scheduled for adoption in June. The Teacher Quality Working Group was working on proposed changes to the teacher and principal evaluation regulations to be presented to the State Board in June. The requirements for Principle 2 were presented to the committee, but no specific ideas for a new accountability system were presented at that time. Most members who expressed opinions supported the State's intention to apply for a flexibility waiver, but they were interested in seeing the specifics that would be proposed. Subsequently, the Title I/ESEA administrator presented the draft waiver document to the COP members for their review and held a meeting by webinar on August 20, 2012. The members made comments about the draft proposal at that meeting. Comments were supportive overall for the State's waiver application. The notes of both meetings can be found in the attachments. (See Attachments C.1 and C.3.)

- (2) ***Notice to districts and the public.*** Notice to school districts regarding the waiver application, and an invitation to all stakeholders to participate in the August 2012 information webinars, was provided on August 3, 2012, through an email announcement, through *Information Exchange*, and through postings on EED's website. EED sent invitations to participate in the webinars to 62 entities, including Alaska PTA; advocates for rural education, early education and children with disabilities; Alaska Native organizations; K-12 school administrators; NEA-Alaska; universities; career and technical programs; the Alaska Department of Labor and Workforce Development; the Alaska Municipal League; and teachers' content-area associations. More than 25 participants joined the webinars. A recorded webinar was posted on the web for individuals who were not able to participate in the live webinars. EED received written public comment either by letter or through the online public comment form from several Alaska school districts, the Governor's Council on Disabilities and Special Education, Citizens for the Educational Advancement of Alaska's Children, a representative in the Alaska Legislature, Alaska's commissioner at-large to the Education Commission of the States, and University of Alaska representatives. EED received oral feedback at the webinars or during in-person presentations. Comments relating to specific principles will be addressed in each applicable section below. (See Attachments 3, C.8, and C.13.)

II. Principle 1: Engagement of diverse communities in the standards-setting process.

Summary: In adopting college- and career-ready standards, EED extensively consulted with representatives of business, industry, special education advocacy groups, and Alaska Native organizations.

Evidence:

- (1) ***Solicitation of diverse group participation in drafting standards.*** In the standards-drafting process described earlier, EED solicited diverse group participation by sending approximately 125 invitations to non-educators, including Native American groups, special education advocacy groups, and others. Because of the time commitment needed for the process, however, only one non-educator, a representative of the transportation industry, actually participated. (See Attachments C.17)
- (2) ***Business and industry presentations.*** After the draft college- and career-ready standards were ready to circulate to the public, EED held four public meetings in regional hubs that were targeted to business and industry, as follows: March 30, 2012, Juneau; April 9, 2012,

Anchorage; April 24, 2012, Fairbanks; and April 25, 2012 Bethel. Representatives from the following business/industry sectors attended the meetings: oil industry; labor unions; retail; tourism; hospitality; insurance; fisheries; education/training (as employers); tribal corporations; banking, and resource development. Each meeting included individuals who worked with new entrants to the workforce, either through making hiring decisions or training individuals to be ready for the workforce. The meetings focused on the business community's expectations for high school graduates, and provided a review of the proposed Alaska college- and career-ready standards, including how those standards would address business expectations. (See Attachments C.18 and C.19)

- (3) **Community open houses.** After the working groups had produced a draft of the new standards (but before the first presentation to the State Board), EED held four community open houses to introduce and seek feedback on the proposed standards. The open houses were held in the following communities: March 30, 2012, Juneau; April 9, 2012, Palmer; April 24, 2012, Fairbanks; and April 25, 2012, Bethel. EED chose the communities to provide access to regional hubs representing multiple cultures. EED held the community meetings in the evening to facilitate community participation, and provided food. Each open house included conversations about accommodations for students with disabilities and for English learners. Participants in each location focused on the importance of respecting cultural differences and including cultural awareness in the Alaska career- and college-ready standards. EED's solicitation of attendees was a major effort. For example, for the March 2012 meeting in Juneau, EED placed an online ad on the front page of the *Juneau Empire* newspaper; interviewed with KINY radio station; inserted a notice in *Information Exchange*; sent an electronic news release to the media and to a list of recipients that included the disability law center and several Alaska Native organizations; placed posters at City Hall; and notified the Juneau School District, the University of Alaska Southeast, the Central Council Tlingit Haida Indian Tribes of Alaska, and the Juneau Chamber of Commerce. (See Attachments C.19 and C.20)
- (4) **Outreach to EL and Alaska Natives.** The Bethel community meeting was held at the Yuut Elitnaurviat Center, which translates from Yup'ik as the People's Learning Center. EED met with former graduates, students, parents and employers that use this regional vocational campus. (See Attachment C.20)
- (5) **Availability of parent-focused brochures.** EED will publicize and make available parent guides at each grade level from K-8 and one guide each for high school English/language arts and mathematics.
- (6) **Regulation-adoption process.** As described earlier, the State Board's process for adoption of the college- and career-ready standards provided for inclusive advertising and outreach to all sectors of the public. For the standards regulations, EED's solicitations for public comment went well beyond the normal solicitation. More than 98 entities were specifically targeted including:
 - More than 22 business and industry groups (construction, oil, fishery, health care, etc.);
 - Alaska PTA;
 - State and local Chambers of Commerce;
 - Rotary;
 - Higher education;
 - Alaska Federation of Natives and Association of Village Council Presidents;
 - Special education advocates, including Disability Law Center and the Governor's Council on Disabilities and Special Education;

- Early learning entities;
 - Regional Native corporations; and
 - Tribal organizations.
- (7) **FAQs.** The FAQs on the proposed college- and career-ready standards that EED distributed during the public comment period (described above in Question 1, Part I) were distributed to Alaska Native tribal corporations and organizations, advocates for children with disabilities, advocates for early education, major employers, the AFL-CIO, the Alaska PTA, NEA-Alaska, industry associations, chambers of commerce, Rotaries, the Alaska Municipal League, and K-12 education associations. Also as noted earlier, EED made more than 300 changes to its proposed standards as a result of stakeholder (educator and non-educator) input during the standards-drafting and adoption process.
- (8) **August 2012 webinars.** EED’s August 2012 webinars are described in more detail in the previous section and the next section under Principle 2. Participants were also encouraged to consult on Principle 1. As explained below, invitations to participate were extended to EL and special education advocacy groups, as well as Alaska Native organizations.

III. Principle 2: Engagement of diverse communities in the development of Alaska’s System of School Recognition, Accountability, and Support.

Summary: EED solicited diverse community comment on the proposed system of school recognition, accountability, and support, through the web, email, the media, and webinars.

Evidence:

- (1) **Solicitation of public comment.** EED posted a link to Alaska’s ESEA Flexibility Waiver Information under the “News and Announcements” section of its homepage (<http://education.alaska.gov/>). EED opened a comments page on its website on July 30, 2012, to gather feedback from the public. PowerPoint presentations on the key elements of the state’s proposal for Principles 1, 2, and 3 were posted on the website on August 2, 2012, to allow the public to review the key elements of the plan (<https://education.alaska.gov/akaccountability/#c3gtabs-esea>). A draft copy of the state’s proposal was posted on the website on August 6, 2012. (These postings sought comment on all three principles. However, given that principles one and three had been through extensive public comment and webinars already, the expectation was that Principle 2, which was new to the public, would receive the most attention.) (See Attachments 3, C.3, C.4, C.7 and C.8)
- (2) **August 2012 Webinars.** The three August 2012 webinars (in which the public was invited to comment on all aspects of the waiver application) have been described. EED emailed invitations to participate to 62 entities, including Alaska PTA; advocates for rural education, early education, and children with disabilities; Alaska Native organizations; K-12 school administrators; NEA-Alaska; universities; career and technical programs; the Alaska Department of Labor and Workforce Development; the Alaska Municipal League; and teachers’ content-area associations.
- (3) **Regulations adoption process.** As described earlier, the freezing of the AMOs required a public process to amend the regulations, which included invitations to, and provided several opportunities for, the public to comment, including the diverse groups that are listed in this

application. If this waiver application is accepted, EED will need to adopt regulations to implement Principle 2. This will provide several additional opportunities for public comment.

- (4) **Comments received.** Comments about the proposed accountability system were positive overall, especially in the use of a school progress factor in addition to a student achievement factor, and the use of multiple indicators that focus on realistic factors for schools in Alaska. Comments indicated that the system was a “vast improvement” over the current law, and it is a “well-designed formula for including a variety of indicators into a numeric school rating.” Several comments specifically referred to the recognition for reward schools. Some comments indicated that there was a lack of clarity between the use of the Alaska School Performance Index system and the use of the AMOs, so the proposal language has been clarified to address those issues.

IV. Principle 3: Engagement of diverse communities in the process of supporting effective instruction and leadership.

Summary: EED’s partnerships on teacher quality included community organizations. Community organization input has been encouraged through webinars and the regulations adoption process.

Evidence:

- (1) **The Teacher Quality Working Group.** The extensive meeting and consultation process involving the Teacher Quality Working Group in the preparation of the State evaluation framework (which is now the basis for Principle 3) has been described already. In addition to the educator members, the working group included four community representatives. EED made special care to include representative from the Alaska Native community. In addition to the Alaska Native educators already discussed, the working group included representatives from Cook Inlet Tribal Council – a tribal organization providing services to Alaska Natives in the greater Anchorage/Cook Inlet region – and from Kawerak, Inc., an Alaska Native tribal association of 20 Bering Strait Native villages. As stated earlier, Alaska Natives constitute the largest sector of English learner (EL) students in Alaska. (See Attachment 3.2)
- (2) **August 2012 webinars.** EED’s 2012 August webinars are described in more detail under Principle 2. EED encouraged participants to consult on Principle 3. As explained in the previous section, invitations to participate were extended to EL and special education advocacy groups, as well as Alaska Native organizations.
- (3) **Regulations adoption and notice process.** The State Board has opened a period of public comment on regulations that would adopt an evaluation framework. The state public comment/consultation process for regulations has been thoroughly described in this application already. As stated, diverse groups are invited to and do participate in the process, and EED staff and the State Board will consider all comments. (See Attachment 3.5)

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Alaska is a state of contrasts. It is the largest state, with a very small population. It is a young state with a long history of indigenous cultures. It is a land of opportunity that faces extreme climatic and geographic conditions. Although Alaska delivers educational services to remote villages and modern urban population centers, we demand first-class educational opportunity for all children.

Two themes running throughout this application illustrate Alaska's comprehensive and coherent approach to school improvement: 1) effective school improvement must be based on **diagnostics**—there must be an understanding of what is wrong before we can improve; and 2) effective school improvement must be based on **stakeholder involvement**—there must be buy-in and participation from all participants in education if we are to improve.

In addition, Alaska has learned the benefit of simplicity. Although our sister states have devised very impressive accountability systems, we have avoided the dizzying array of complicated statistics in favor of a system that everyone can understand.

Our approach to the principles in this application adheres to these themes. Alaska did not adopt the Common Core State Standards but embarked on a two-and-a-half-year process of having stakeholders develop challenging college- and career-ready standards. The result is English language arts and mathematics standards similar in rigor and complexity to the Common Core, but that have Alaska-specific components and stakeholder buy-in. Following several meetings and analysis of its options, Alaska began the process of joining the Smarter Balanced Assessment Consortium (SBAC) in August, 2012. On August 17, 2012, SBAC's Executive Council met and recommended that SBAC discuss with USED the inclusion of Alaska as a member. EED provided evidence to the SBAC leadership showing that the Alaska's new English/language arts and mathematics standards are well-aligned with the Common Core State Standards. Alaska joined the Smarter Balanced Assessment Consortium (SBAC) on April 19, 2013, for implementation of new assessments in 2014-2015 that will be aligned to Alaska's college- and career-ready standards.

Subsequent to the approval of the initial ESEA Flexibility Waiver, Alaska solicited Requests for Proposals (RFP) through a public bid process beginning in August 2013. The request sought options for a comprehensive assessment system that aligned with Alaska's English Language Arts and Mathematics Standards and met the unique needs of a full scale assessment system in a state with geographical challenges and a high number of small schools. The Request for Proposals (RFP) included options for custom-developed assessments, commercially available, published or vendor-owned assessments. No proposals were received that included services in support of an assessment from either consortium. Through analysis of the responses to that RFP, Alaska selected Achievement and Assessment Institute (AAI) to provide a complete assessment system and withdrew its membership in SBAC.

In revising its accountability model, Alaska has included measures that will give feedback and incentives to schools and students, including a strong incentive for growth, attendance, and graduation. We revised the AMOs to expect fifty-percent reduction in percent proficient in six years, including all subgroups. In determining consequences and State support, we will continue to employ the diagnostic tools we have developed and refined with the assistance of the Alaska Comprehensive Center.

Alaska is ahead of the curve on ensuring effective instruction and leadership. A teacher quality working group has been meeting for more two years to devise new standards for teacher and administrator evaluation, and this process has resulted in new regulations that are out for an extended period of public comment.

The flexibility in these waivers is crucial for Alaska's school improvement agenda, both on a state level and a school-district level. Without the waivers, we would continue to be trapped in a cycle of identification and corrective action that has lost credibility, causes unnecessary expense and poor use of resources, and makes no sense for many of Alaska's remote single-site K-12 schools. Although Alaska would urge USED to consider additional flexibility and amendments to make the law better-suited to the needs of school improvement in Alaska, the flexibility in use of resources and the identification of focus and priority schools offered by these waivers are significant improvements. Accordingly, we ask that USED grant the flexibility requested in this application.

Once Alaska's initial waiver was approved in May 2013, the state worked diligently throughout the summer to communicate with school districts, educators, parents, and the public about the new Alaska School Performance Index (ASPI) system and changes in the school accountability system. The response from schools, educators, and the public was for the most part very positive when the ASPI scores and star ratings were reported in the fall of 2013. Parents were happy to see the school ratings. Educators were pleased to be able to see the elements of the indicator and know where to focus efforts for school improvement.

The exception to the positive response was from alternative schools. The ASPI metric did not differentiate alternative schools from traditional schools. Also, alternative schools were all clustered in the bottom range of the star ratings. These schools did not see a way to show improvement based on the metrics of ASPI including the attendance and graduation rate components of the indicator. These schools serve a population of at-risk students who are already behind their target 4-year graduation date. Alaska received approval to amend the ASPI metric for alternative schools in June 2014 by adjusting the weights and scale of factors within the secondary ASPI metric. These adjustments provided more realistic but still ambitious measures and goals for these schools to reach.

The department released the 2014 school ratings based on performance in the 2013-2014 assessments on September 4, 2014.

(http://education.alaska.gov/news/releases/2014/ASPI_September2014.pdf) Seventy-five of 501 rated schools earned five stars, the highest rating; 198 schools are four-star schools; 149 schools are three-star schools; 52 schools are two-star schools; and 27 schools are one-star schools. Collectively, nearly 93 percent of students attended schools in 2013-2014 that earned three stars or above. Many schools raised their star ratings over the first year of implementation of the waiver. There was a 44% increase in the number of 5-star schools and a 46% decrease in the number of 1-star schools. The department is still receiving positive feedback based on the state's ASPI metric and star-ratings. Also, the schools designated as Reward schools have received banners to display at their school. Department staff have seen the positive response from those schools to have received the recognition and have seen the banners proudly displayed in the schools.

The department School Support team staff provided extensive training and support for schools and districts to use the AK STEPP online school improvement planning tool for all schools designated with 3-stars or below, including priority and focus schools. Some districts had already begun the process of implementing school improvement plans in AK STEPP, while others were starting for the first time. The initial timeline to have a school improvement plan by November 1 was very tight for first-time users, but staff from the School Support team provided extensive training for districts, both through webinars and, when possible, on-site. Staff have seen significant improvements in both the use of the online tool and in the content of the plans. Technical assistance and support is now focused on refinement of the plans, ensuring the completion of comprehensive needs assessments and use of additional data, including data other than from state and local assessments, to drive the interventions and strategies implemented in the schools and a means to measure the effectiveness of those interventions and strategies.

Alaska is seeking this waiver renewal through 2017-2018 in order to continue building on this work of recognizing high performing schools and those making progress as well as focusing support on the lowest achieving schools in the state. The department recognizes that this work will continue to evolve throughout the coming years and are committed to supporting our educators and schools in providing quality education for all students to ensure that all students are college, career, and culturally ready for graduation.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A

The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.

- i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)

Option B

The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.

- i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)
- ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5).

1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review: Guidance for Window 3*, or to explain why one or more of those activities is not necessary to its plan.

- *Does the SEA intend to analyze the extent of alignment between the State’s current content standards and the college- and career-ready standards to determine similarities and differences between those two sets of standards? If so, will the results be used to inform the transition to college- and career-ready standards?*

The Alaska Department of Education & Early Development (EED) worked with stakeholders to develop the state’s new college- and career-ready English/language arts and mathematics standards in grades kindergarten through 12.

<http://www.eed.state.ak.us/tls/assessment/2012AKStandards.html>. The stakeholders used the Common Core State Standards (CCSS) as the lens through which to examine Alaska’s previous standards and revise them. This work was conducted over 18 months and included a study by the Council of Chief State School Officers (CCSSO) of the alignment of Alaska’s college- and career-ready standards with the CCSS (See Attachment 1.1).

Following an extended period of public comment and further revisions to the proposed Alaska standards, the State Board of Education & Early Development (State Board) adopted them in June 2012.

To help Alaska’s teachers and students transition to Alaska’s college- and career-ready standards, EED has developed a comparison tool that analyzes the commonalities and differences between Alaska’s new standards and its former standards, the Fourth Edition Grade Level Expectations.

- *Does the SEA intend to analyze the linguistic demands of the State’s college- and career-ready standards to inform the development of ELP standards corresponding to the college- and career-ready standards and to ensure that English Learners will have the opportunity to achieve to the college- and career-ready standards? If so, will the results be used to inform revision of the ELP standards and support English Learners in accessing the college- and career-ready standards on the same schedule as all students?*

As a member of the World-Class Instructional Design and Assessment Consortium (WIDA), Alaska adopted new English Language Proficient (ELP) standards in 2011 based on the WIDA consortium standards. WIDA enlisted an independent research group to conduct an alignment study of its ELP standards and the CCSS (<http://www.wida.us/Research/agenda/Alignment/index.aspx>). Results, released in March 2011, indicate strong alignment between the WIDA ELP standards and the CCSS for English/language arts and mathematics. Because of the overwhelming similarities between the CCSS and the Alaska college- and career-ready standards, this work will benefit English learners (EL)

in Alaska by providing school districts the WIDA-Access Placement Test, which may be used as a screener for identification purposes. These tools provide measures for assessing how well English learners are learning content needed to fully understand the State's academic standards. This data then is used to guide instruction and supports for students.

EED conducted further training in September 2012 at the annual Test Coordinators Conference, where instruction on delivery, procedure and administration of all tests were addressed.

In addition to the assessment tools, EED, in conjunction with WIDA, provided English Language Development Standards training for school districts on September 26 and 27, 2012, via webinar and live training on November 27 and 28, 2012, in Anchorage. On November 9 and 10, 2012, EL content educators and curriculum development personnel attended the EED-sponsored Curriculum and Alignment Institute in Anchorage to facilitate further understanding on implementing Alaska's college- and career-ready standards.

- *Does the SEA intend to analyze the learning and accommodation factors necessary to ensure that students with disabilities will have the opportunity to achieve to the college- and career-ready standards? If so, will the results be used to support students with disabilities in accessing the college- and career-ready standards on the same schedule as all students?*

EED uses the Special Education Annual Performance Reporting measures for tracking data, and conducts detailed analysis with this collected data. EED conducts stakeholder sessions twice annually to review the meaning of data results and to develop a plan to best implement the data results to school districts. Factors that were directly tied to the opportunity to achieve college- and career-ready levels are tied to indicators 1-Graduation Rates, 2-Dropout rates and 13-Secondary transition. This information, complemented by the implementation of new Alaska standards, provides the framework to developing student plans at the individual level.

School districts with high performance rates model in other districts with similar demographics, in an effort to replicate success rates while allowing for individual district considerations. College- and career-ready standards are the same for students with disabilities. Individualized Education Programs (IEPs) contain goals that must be aligned to the State content standards, and which are monitored for compliance by EED's Special Education Team. Students with disabilities have access to extensive accommodations to empower students to achieve State standards through the IEP, as well as supports and teaching specifically designed to the students' disability.

Training on the college- and career-ready standards is being accomplished statewide through a variety of venues. Within special education, the primary effort is conducted in a statewide special education director's training. Because of Alaska's relatively small number of school districts (54), gathering the special education directors for an annual meeting was manageable and provided a time for individualized district support. This meeting, which addressed implementing the new standards, was held on September 27-28, 2012. Further technical assistance will be offered through personal contact provided through the State Personnel Development Grant (SPDG) funded by the Office of Special Education Programs.

Through the SPDG, Alaska is supporting and preparing teachers of students with disabilities. This is a multi-tiered response-to-intervention framework that facilitates high-quality core instruction

for students with disabilities and other students as identified, by partnering with the University of Alaska Fairbanks to mentor early-career teachers of students with disabilities and special education directors. Furthermore, the grant provides for early childhood Technical Assistance Center on Social Emotional Intervention-trained Positive Behavioral Intervention Support coaches in Alaska school districts.

With the development of the new college- and career-ready standards, the current assessment measures for student with disabilities may require additional supports and considerations. The State's current assessment procedures have very specific guidelines for accommodations, modifications, and alternate assessments. EED makes available to school districts training and support to all teachers and administrators to ensure students have appropriate measures in place for assessment under the college- and career-ready standards.

EED conducts training through conferences, presentations, and webinars as well as through one-on-one technical assistance as geographic and financial circumstances allow. Training is conducted from the perspective of how the new standards best support all students to achieve college and career readiness. Frameworks and instructional supports are presented with specific consideration on how the new standards will impact students with disabilities. Training on helping teachers to support students with disabilities in attaining the English/language arts and math standards will continue to be conducted at venues such as the Special Education Directors' annual meetings and by providing resources on the EED website geared for special education teachers, as resources allow. These resources will be coordinated with resources and training focused on improving graduation rates of students with disabilities through the State Systemic Improvement Plan.

- *Does the SEA intend to conduct outreach on and dissemination of the college- and career-ready standards? If so, does the SEA's plan reach the appropriate stakeholders, including educators, administrators, families, and IHEs? Is it likely that the plan will result in all stakeholders increasing their awareness of the State's college- and career-ready standards?*

To ensure that all education stakeholders in Alaska are knowledgeable regarding Alaska's college- and career-ready standards, EED used a phased approach. The Phased Transition Plan provides educators of all students the opportunity to become aware of the Alaska standards, transition to their use, and prepare their students to be assessed on the standards. (See Attachment 1.2)

The Phased Transition Plan built awareness of the college- and career-ready standards through an awareness campaign and tools to support transition. Transition tools provided support for curriculum alignment and instruction in the standards; implementation tools enabled educators to fully implement the standards while offering continued support for instruction of students. The timeline below was a result of a commitment to stakeholders to be thoughtful and intentional in the transition process.

- January 2013: Complete an awareness campaign that began during the standards adoption process using tools to support districts in the effort
- 2013-2014 school year: Provide support for curriculum alignment and changes in instructional practices to the new standards with the expectation that all districts will begin implementation of the new standards.
- 2014-2015 school year: Continue support for instruction in the new standards with the

expectation that all students in all grades and/or content area are receiving instruction linked to the new standards.

- 2015-2016 school year and beyond: Continue support for instruction in the new standards with expectations that all students are receiving instruction linked to the new standards.

Understanding that school districts would implement Alaska's college- and career-ready standards at varied rates, EED provided a plan for the transition in a phased roll-out plan as outlined below:

Phase I: Awareness

The awareness phase involved, and will continue to involve, presentations at meetings and a series of awareness webinars for key stakeholders including families and community members. A webpage with resources/activities/information related to the college- and career ready standards is available to all community members, parents, school district personnel, teachers, and all other stakeholder groups.

The literacy and mathematics content specialists provided outreach on, and dissemination of, the college- and career-ready standards to education providers and stakeholders, including the Alaska Statewide Mentor Project, the Alaska Administrator Coaching Project, the Statewide System of Support coaches, the Teacher Quality Working Group, and EED's Teaching and Learning Support Education teams who liaison with school districts in a variety of Federal and State programs. These collaborative efforts are further described throughout Principle 1, 2 and 3.

Other steps in the awareness campaign included:

- printing and distribution of the college- and career-ready Alaska standards in English/language arts and mathematics, and distribution of parent and teacher guides and publications for the standards;
- webinar series for school district leaders, principals, teachers, educational organizations, professional development providers, community members and parents that have been archived and are retrievable on demand;
- presentations at the Annual Association of School Administrators/EED Summer Meeting in July 2012 and Professional Development (Title II) competitive grant technical assistance meetings in September 18-20 and 24-26, 2012, in Anchorage; and
- presentations during the 2012-2013 school year at the Association of Alaska School Boards winter board membership academy, Alaska Elementary and Secondary Principals Conference, Alaska PTA Conference, and the NEA-AK Delegate Assembly and Professional Development Conference.

Content specialists collaborated with content teacher leader organizations such as the Alaska State Literacy Association and the Alaska Council of Teachers of Mathematics to coordinate efforts of awareness of the college- and career-ready standards. EED, with the Alaska Early Childhood Coordinating Council, worked with content specialists to provide information about the standards. EED provided business and community awareness through presentations to the State Board of Education & Early Development (State Board), Alaska Workforce Development Board, Alaska Legislature, Chamber of Commerce and community organizations.

Phase II: Transition

In preparation for the transition to the college- and career-ready standards, EED conducted a

comprehensive crosswalk in English/language arts and mathematics to determine the comparisons between the state's former content standards and the new standards. The crosswalk documents are available on EED's website at

<https://education.alaska.gov/akstandards/standards/2012comparison.html>). The crosswalk was designed to be a tool for school districts to become familiar with the new standards in relationship to the former content standards and Grade Level Expectations.

The transition phase of the college- and career-ready standards included State-sponsored professional development for teachers and administrators. Content specialists developed tools to be used by school districts and teachers during the transition phase. During the spring of 2013, EED continued to build the capacity for statewide implementation of the new standards by providing ongoing State-sponsored professional development opportunities, including workshops and online training webinars.

For the past several years, EED has hosted two Curriculum Alignment Institutes, at which time teams from school districts and EED worked on aligning district curricula to State standards. During the 2012-2013 school year, EED hosted institutes focusing on helping districts align their curricula with the new standards. (See Attachment 1.6)

Phase III: Implementation

The third phase is the full implementation of the college- and career-ready standards. EED continued to provide support through 2013-2014 and 2014-2015 for curriculum alignment and changes in instructional practices to enable full implementation of the new standards that will be assessed in 2014-2015. A portion of this phase consisted of field test questions aligned to the standards on the spring 2013 state assessment. The results of these field tested questions will be used to plan future professional development for teachers in their instructional practices.

- *Does the SEA intend to provide professional development and other supports to prepare teachers to teach all students, including English Learners, students with disabilities, and low-achieving students, to the new standards? If so, will the planned professional development and supports prepare teachers to teach to the new standards, use instructional materials aligned with those standards, and use data on multiple measures of student performance (e.g., data from formative, benchmark, and summative assessments) to inform instruction?*

EED has developed a multi-dimensional professional development plan to support all teachers. Included in this plan are webinar series, presentations, and collaborative efforts as outlined in the Standards Professional Development Timeline. Because of the geography, cost of travel from remote areas, and isolation of a large number of the schools in Alaska, a significant portion of the professional development plan uses distance delivery as the venue. (See attachment 1.3)

One dimension of this plan is the collaborative efforts of EED's Special Education team, NCLB Title I and III teams, assessment team, and literacy and mathematics content specialists to offer webinar series and conferences to train teachers of all students with specific emphasis on English language learners and students with disabilities.

The Limited English Proficient (LEP) Title III program and the Assessment Office developed a series

of webinars available to all teachers on the Amplified English Language Development Standards and how they fit into instruction in the general education classroom. EED sponsored two professional development workshops in October, 2012 on Academic Language in the Content Areas of Mathematics and Science: Skills and Strategies to Adapt Instruction for English Language Learners. Workshops were held in Palmer and Fairbanks, and EED invited teachers from other districts in the state to participate in these workshops. Additional sessions are planned for the 2013-2014 academic year on Alaska content and English Language Development Standards. During the fall of 2013, EED hosted an ACCESS for ELLs Data Analysis workshop and ELD Standards and Curriculum Development training in Anchorage. During the fall of 2014, EED hosted an ELD Standards and Collaboration training and an ELP Data Analysis workshop in Anchorage. Similar professional development workshops for ELL teachers will be provided annually as long as resources allow.

EED's Special Education team and content specialists are working to achieve the goal of making the college- and career-ready standards accessible to all students, including students with disabilities, by using resources available through memberships to the State Collaborative on Assessment and Student Standards Assessing Special Education Students (ASES) and the Dynamic Learning Maps (DLM) consortium, through the Office of Special Education Programs, which provide technical assistance to teachers and directors.

Alaska is a member of both collaborative organizations. These enterprises address the inclusion of students with disabilities in large-scale standards, assessments, and accountability systems.

A second dimension of the professional development plan is to conduct training at annual state conferences. During the 2012-2013 school year, the literacy and mathematics content specialists conducted training workshops for teachers at the following professional development conferences held in Alaska each year: Special Education, Career and Technical Education, and Alaska Society for Technology in Education. During the 2013-2014 school year, content specialists conducted training for teachers at the biennial Mathematics/Science, Literacy, and Bilingual Multicultural and Education Equity conferences. These trainings will continue in the future as long as the need for support is present and resources allow.

The final dimension of the professional development plan is to conduct State-sponsored opportunities for educators of all children. EED sponsored the Literacy Institute, Transforming K-8 Mathematics Instruction Institute, and Curriculum Alignment Institute to help ensure all teachers have the supports needed to teach to the college- and career-ready standards. Additionally, EED content specialists collaborated with teacher leader content consortia and organizations such as the Alaska State Literacy Association and Alaska Council of Teachers of Mathematics to ensure the college- and career-ready standards are being addressed in their statewide professional development efforts.

EED is continuing to work on building capacity with districts and schools to prepare teachers to teach English learners to the new standards. To date, EED has provided four opportunities for professional development on the implementation of the new WIDA English Language Proficiency/English Language Development Standards beginning in spring 2011 through fall 2012. EED provided districts with printed copies of the new standards. EED reimbursed district personnel to attend the face-to-face training sessions. EED worked with WIDA to provide a live webinar on the new ELP standards. The webinar was recorded and posted on WIDA's website: <http://www.wida.us/>. EED has provided two face-to-face annual trainings to districts on

administering the new ACCESS for ELLs assessment. Districts were provided training and a binder containing comprehensive program information on the following: identification of limited English proficient (LEP) students according to Federal and State regulations; recent research on accommodating English language learners (ELL); accommodations for ELLs for content assessments; accommodations for ELLs with disabilities for the ELP assessment; PowerPoint presentations for each day of training; ACCESS test administration manuals; ACCESS score report interpretation information; training on administration of ACCESS; and navigation of the WIDA website with instructional and assessment information.

EED has provided a face-to-face training in Anchorage with WIDA professional development staff for administration of the identification screener, the W-APT.

WIDA and EED worked collaboratively to provide live webinars to be recorded and posted to WIDA's website (all are posted here: <http://www.wida.us/downloadLibrary.aspx>). The specific webinars are listed below:

- ELP/ELD Standards and Alaska's new ELA/mathematics standards training live webinar.
- Interpreting ACCESS for ELLs Score Reports live webinar.
- ACCESS test administration review live webinar.
- Alternate ACCESS for ELLs live webinar – December 18, 2012.

An audio call with districts focusing on how to process and return test materials for scoring and reporting was completed.

Several projects were conducted collaboratively with the Alaska Comprehensive Center and specialists at the George Washington University to produce documents that support districts through professional development for ELL staff:

<http://education.alaska.gov/tls/assessment/elp.html>.

EED worked with the Alaska Comprehensive Center and specialists at the George Washington University to do the following:

- Conduct studies on the latest research on accommodations that are responsive to the needs of ELLs.
- Form a committee to help create a list of new accommodations for Alaska ELLs that were found to be ELL-responsive.
- Develop a *Testing Accommodations Manual for Limited English Proficient Students* for districts – posted at EED's website.
- Develop a PowerPoint and live webinar, provided by EED to Alaska's districts, on the use of the new ELL accommodations list and the use of the manual – posted at EED's website.
- Provide teacher specific tools for ELL accommodations -- posted at EED's website and within the *Testing Accommodations Manual for Limited English Proficient Students*.

EED has developed several documents that districts can use for tracking and monitoring the use

of ELL accommodations for testing. These documents are provided in Word so they can be modified according to the district's needs.

EED has developed the *Translation Guidance for ELLs* document with specialists at the George Washington University to support teachers and districts with translation of directions for assessments: <http://education.alaska.gov/tls/assessment/accommodations.html>. This project was supported by the Alaska Comprehensive Center.

Specialists at the George Washington University developed an *LEP Student Supplement to DLASA Handbook*, with direction from EED and sponsored by the Alaska Comprehensive Center, to assist districts in accessing student performance data in a way that is beneficial and informative.

The annual Bilingual Multicultural Education/Equity Conference took place in fall 2013. Three days of workshops and professional development were designed to increase capacity in districts to improve skills of teachers of ELLs. Several planned sessions and conversations focused on the new standards and the roles of teachers working with ELLs.

The English Language Proficiency (Title III) working group meets yearly to discuss practice, policy, planning and implementation for meeting Alaska's annual measurable achievement objectives. The group convened in 2011 to plan district implementation of the newly adopted ELP assessment. In September 2012 for the initial phase of the Bridge Study linking IPT and ACCESS assessments, it met with WIDA Research Director Gary Cook. The group convened in September of 2013 to participate in reviewing and revising the previous definitions and setting new AMAO targets for making progress and attaining proficiency in learning English.

The Title III program will continue to host professional development opportunities in regional locations of Alaska to support effective content and English language development of ELLs. (Such as the 2012 October workshops on math and science for ELLs). These workshops are being planned with the input of the Title III ELL Working Group as a result of the ELL Needs Assessment Survey distributed to districts in December 2012). PRIME correlation (Protocol Review of Instructional Materials for ELLs) training of district curriculum specialists is under consideration for spring 2013.

EED is continuing to work on building capacity with districts and schools to prepare teachers to teach students with disabilities to the new standards. In order to ensure districts are capable of meeting the requirements of the new standards, EED has provided professional development (PD) training to all district special education directors. This PD includes information on the new standards and instruction on how to access the standards and support materials on the state web site. Specific instruction is provided in applying the new state standards to ensuring students with disabilities have access to college and career ready standards. Additionally, the EED's special education section has provided webinars open to all districts on the State special education handbook. The State's model Individualized Education Program (IEP) form has been updated to include a drop down listing of State standards. All PD involving the State special education handbook and the State special education forms include instruction on implementing the new standards specifically pertaining to special education. As part of the special education monitoring for Federal compliance, monitoring standard 5.08 requires goals on the student's IEP to be aligned to State standards. EED requires non-compliant districts to provide training on the requirement to align goals to the State's standards. This professional development must be

documented and provided to EED for verification. Each of these activities support and assist districts with the implementation of the new State standards.

In order to facilitate building capacity, there will be multiple opportunities for PD involving the new State standards at the Alaska State Special Education Conference (ASSEC). The annual Alaska State Special Education Conference (ASSEC) is held every year in February (www.assec.org). This is a primary source for professional development in Alaska for special education teachers and special educators. EED annually conducts a 2-day, 1-credit class at ASSEC for new special education teachers. EED has developed special education e-learning modules to provide training for teachers and paraprofessionals, and the EED special education team conducts monthly webinars for special education personnel. EED's special education section routinely supports districts concerning the implications of the new standards specific to special education on a one-to-one basis through providing technical assistance via telephone and email. All district-level training and information pertaining to general education teachers applies to special education teachers. A general session covering all aspects of the State special education handbook included covering how the new standards apply to the alignment with special education goals. New standards information, web resources and timelines for implementation were included in this training. It is noteworthy to point out that special education teachers are required to participate in all district activities designed for all teachers including training conducted concerning the district's application of the new standards.

Training specific to the application of Alaska's new college- and career-ready standards has been implemented with Alaska's special education directors, as well as presentations at the Alaska State Special Education Conference (ASSEC). Stakeholder groups associated with the Federal Annual Performance Report and State Performance Plan have received training on implementing the new standards and have discussed how this will affect Alaska's students with disabilities. Through these efforts, each Alaskan district's special education director has had instruction in the new standards and the opportunity to comment.

Strategies that focus on the needs of specific groups of students are planned. To address the needs of students with significant cognitive disabilities, Alaska has joined the Dynamic Learning Maps (DLM) consortium. DLM is developing a new system of supports including end-of-year summative assessments and instructionally embedded assessments, instructionally relevant items and professional development to help students with significant cognitive disabilities leave high school ready for postsecondary options. DLM's system includes items and tasks that can be embedded in daily instruction and are aligned to the Alaska CCR ELA and Math standards. Information and resources from DLM will be shared with special education educators and directors at the annual Special Education Director's Conference and Alaska Statewide Special Education Conference. Information about DLM is available at this link: <http://education.alaska.gov/tls/assessment/alternate.html>.

EED has revised the Participation Guidelines and Accessibility and Accommodations guidance to reflect the changes with the AMP and DLM assessments. EED will continue to analyze the learning and accommodation factors necessary to ensure that students with disabilities have the opportunity to access learning content aligned with Alaska's new standards. EED makes it a priority to help all teachers understand their responsibility to serve these students and to empower teachers by embedding differentiated strategies that benefit students with disabilities, as well as all other students.

As a DLM partner state, Alaska has convened stakeholders -- including district special education supervisors, special education teachers, EED staff, and advocacy groups -- to participate in the focus on professional development. Additionally, Alaska will have access to work done by other states in assessment, curriculum and instruction.

Alaska recognizes the role of teacher preparation programs in developing the next generation of educators. Alaska has taken specific steps to bring higher education into the transition to Alaska's new standards. Representatives from Alaska's public universities' teacher preparation programs are engaged in a standards professional development series for teachers. These instructors will incorporate the standards and associated instructional approaches into their pre-service programs.

The new recognition, accountability, and support system proposed by this application will significantly increase the focus and attention on the issue of subgroup performance over what was occurring under Adequate Yearly Progress (AYP). This is because the high-stakes nature of AYP required that we have a minimum N and a confidence interval regarding whether a school or district met AYP for that subgroup. In contrast, inclusion of a point value in an index is not itself a high-stakes matter, even though the overall index point value is high stakes. This allows Alaska to relax the minimum N for inclusion of subgroups into the index to five. The impact of this change will be significant because many of our schools were small to medium-sized schools that were affected by the minimum N/confidence interval for subgroups. In reviewing the proposed Alaska School Performance Index (ASPI) model, the Governor's Council on Disabilities and Special Education provided comment in favor of the increased accountability that the minimum N of five will bring to the students with disabilities subgroup. Furthermore, in order to maintain high accountability for subgroups, Alaska has resisted requests to consider a super subgroup or to eliminate duplication for students in more than one subgroup. Thus, the system is designed to close achievement gaps.

In addition, schools are still required to set and meet AMOs for each subgroup. Whether a school has met its AMOs for subgroups will be included as a factor in determining whether a school is a focus or a priority school. This is further evidence that the system is designed to close achievement gaps.

The State System of Support has provided and will continue to provide resources and training to address the needs of Alaska Natives, ELLs, students with disabilities, and economically disadvantaged students to all schools, not just struggling schools and districts. Continued professional development provided or sponsored by EED will focus on Alaska's new ELA and mathematics standards and how to scaffold instruction to support struggling learners. Specific areas of focus include scaffolding with regard to informational text, complex text, and text-dependent questions.

EED content support specialists will work collaboratively with staff from the Title I and Title III teams, School Support Team, and the Special Education team to consider ways of determining the level of implementation of ELA and math standards in schools, especially those with high percentages or numbers of students with disabilities, English learners, migrant or low-income students, and how to identify and provide support to the districts with the greatest needs in the standards implementation process.

- *Does the SEA intend to provide professional development and supports to prepare principals to provide strong, supportive instructional leadership based on the new standards? If so, will this plan prepare principals to do so?*

EED is working with various organizations to provide professional development and supports to prepare principals to provide strong, supportive instructional leadership based on the college- and career-ready standards. The Alaska Administrator Coaching Project supports early-career principals who have less than two years of experience. In partnership with the Rural Alaska Principal Preparation and Support program, EED supports principal preparation specifically focused on high-poverty and remote schools, and all principals are supported through partnership with the Alaska Council of School Administrators, Alaska Association of School Administrators, Alaska Association of Elementary School Principals, and Alaska Association of Secondary School Principals. In addition, EED has formed a Teacher Quality Working Group that includes representatives of the University of Alaska Teacher and Administrator Preparation Programs. Below are descriptions of the programs and activities planned to prepare principals to provide strong, supportive instructional leadership based on the new standards.

Alaska Administrator Coaching Project (See Attachment 1.4)

EED, along with the Alaska Administrator Coaching Project (AACP), will develop tools to evaluate the quality of implementing the new standards at the classroom level. These tools will be piloted first with experienced administrators, including principals and superintendents who have completed the AACP program, then expanded to targeted principals throughout the state, and finally to all instructional leaders statewide. Below are activities planned and proposed:

- Workshop for early-career instructional leaders (including principals) on the new standards during the November 2012 AACP Institute. This workshop included introduction of the available awareness and transition tools, such as the District Leaders Standard Guide in the Alaska Standards 2012 Toolkit (<http://education.alaska.gov/tls/assessment/2012toolkit.html>).
- Development of a tool for administrators, specifically principals and building leaders, to evaluate standards-implementation quality at the classroom level. In 2013-2014, AACP coaches and experienced principals will pilot the tool.
- Workshop on teacher observation for determining effective school-level and classroom-level instructional practices during the October 2013 AACP Institute.
- Review of existing teacher and principal evaluation tools by AACP coaches and experienced administrators. During spring 2013, piloting of the teacher evaluation tool by AACP coaches and experienced principals and then the principal evaluation tool by AACP coaches, school district administrators and superintendents during spring 2014.
- Work with AACP to identify ways that school district and State resources can be leveraged to expand efforts to more principals and administrators especially those new to Alaska.

Alaska School Leadership Institute (See Attachment 1.7)

EED works collaboratively to sponsor the Alaska School Leadership Institute each summer with the Rural Alaska Principal Preparation and Support program (RAPPS). RAPPS is a comprehensive leadership development program focused on preparing principals for high-poverty and remote schools, and supporting principals who are serving in those schools. Below are

planned and proposed activities:

- Dissemination of resources from the Alaska Learning Standards Pre-conference session at the Alaska School Leadership Institute 2012, attended by more than 25 educators on May 29, 2012.
- Workshop dedicated to the college- and career-ready standards, ensuring that principals are prepared to help teachers to transition. Summer 2013 will focus on the standards transition phase, and summer 2014 and beyond will focus on transition and implementation phases.
- Workshop dedicated to Alaska's new student accountability system, ensuring that principals and teachers can use data to improve instruction. In summer 2013, continue the focus on using school district and state assessment data. Additionally, provide an awareness of the data that will be used for meeting Annual Measurable Objectives targets and indicators that contribute to a school's Alaska School Performance Index score and star rating.
- Workshop dedicated to Alaska's new teacher and principal accountability system, focusing on teachers during summer 2013 and administrators during summer 2014.
- Work with RAPPS leadership teams to explore potential school district and State resources to share costs of expanded and sustainability efforts. Any efforts to include additional school district administrators and beyond September 2013 will be based on resources available.

While direct federal funding for the RAPPS grant ended in 2013, the Alaska School Leadership Institute (ASLI) was provided for the 6th year in a row to rural school principals in 2014 through a no cost extension. Recognizing the value of the network of support that had been built through this grant and in response to district level requests to maintain this type of support, the department worked with Alaska Staff Development Network to continue the technical assistance network and event. The ASLI is supported through voluntary participation by rural school principals and district staff, partly through the use of 1003(a) school improvement funds by Priority and Focus schools as well as other district funds for non-Priority and Focus schools. For the last two years the main focus of this event has aligned to the waiver linked initiatives: Alaska's ELA and Math standards and comprehensive assessment systems, school improvement strategies, and educator evaluation. EED will continue supporting this network of rural principals and district staff as it has proven to be a highly effective venue to deliver support for implementation of Alaska's new standards directly to principals across the state. This event occurs the last week in May of each year.

Content Specialists Collaborative Efforts

EED content specialists work through a variety of avenues to reach all principals in the state to provide professional development to enhance strong instructional leadership. The content specialists have developed the District Leaders Standards Guide (referenced above), which can be used in professional development for administrators. The Alaska Council of School Administrators, Alaska Association of School Administrators, Alaska Association of Elementary School Principals, and Alaska Association of Secondary School Principals hold annual conferences at which EED content specialists present informational sessions on the college- and career-ready standards and work with members to move the standards forward in their school districts. Content specialists work with representatives of the University of Alaska teacher and administrator preparation programs through EED's Teacher Quality Working Group.

- *Does the SEA propose to develop and disseminate high-quality instructional materials aligned with the new standards? If so, are the instructional materials designed (or will they be designed) to support the teaching and learning of all students, including English Learners, students with disabilities, and low-achieving students?*

Alaska is a local-control state, and school districts have the ultimate responsibility to determine which instructional materials best meet the needs of their students. EED works collaboratively with school districts, educational organizations, and Alaska's institutes of higher education on ways to develop and disseminate high-quality instructional materials aligned with the college- and career-ready standards. In particular, EED is collaborating as a team across the Teaching and Learning Support programs such as Special Education, English Language Learners and State System of Support to provide guidance and expertise on how instructional materials can be designed to support learning of all students, especially those special populations needing extra support. These high-quality instructional materials and resources are both for students and professional development for teachers. All resources for instructional materials aligned to the Alaska standards can be found on the department website under the "Standards" star and under specific tabs at this link: <http://education.alaska.gov/akstandards/#c3gtabs-standards>.

As part of competitive teacher professional development (Title IIA and B) grants, school districts and other educational organizations must ensure that any curriculum and professional development materials produced are aligned with the college- and career-ready standards. Specific workshops on the new standards were included in the technical assistance sessions held in September 2012.

EED, in collaboration with Alaska Staff Development Network, hosted a Professional Development Forum in Anchorage during winter 2013 to allow outside educational organizations and professional development providers to become familiar with the new standards, to ensure that developed curriculum and instructional materials were aligned to Alaska's standards. EED will work with publishers conducting alignment studies with Alaska's standards, and will continue to support school districts through Institutes and by gathering feedback for appropriate high-quality instructional materials that will be aligned to the new standards.

EED has provided a process and tools for school districts to review student instructional materials, specifically the work of the Basil Alignment Project, CCSS Mathematics Curriculum Analysis Tool, and professional development materials and publishers' criteria for aligning materials to the Alaska standards. Other topics for future resources may include the National Instructional Materials Accessibility Standards and differentiation, including Response to Instruction, and Universal Design for Learning, as suggested in the CCSS's recommendations for students with disabilities.

Through State and Federal initiatives, planned activities will continue in developing the materials below:

- Instructional resources for Tier II mathematics intervention activities for classroom teachers. These instructional resources will be linked to Response to Intervention ladders created for the Measures of Academic Progress assessment.
- Materials on mathematics topics, including diagnosing student errors, mathematics

discourse, and differentiating mathematics instruction for use in professional development.

- Transforming mathematics instruction materials aligned to the new K-8 mathematics standards, including illustrative examples, connections to the mathematics practices, and formative assessment tools.
- Science and literacy instructional materials for K-6 students aligned to the English/language arts standards with the accompanying teacher professional development.
- Instructional materials around increased text complexity, text-dependent questions, vocabulary acquisition, and the English language learner, and connecting reading and writing in the classroom.
- Materials on rigorous reading instruction through Literacy Institutes, webinar series highlighting the five essential components of reading instruction, and the Alaska Reading Course.
- Instructional materials for 9-12 mathematics providing contextual examples for the new mathematics standards using Career and Technical Education strands.

➤ *Does the SEA plan to expand access to college-level courses or their prerequisites, dual enrollment courses, or accelerated learning opportunities? If so, will this plan lead to more students having access to courses that prepare them for college and a career?*

EED plans to continue its efforts to expand access to college-level courses or their prerequisites, dual-enrollment courses, or accelerated learning opportunities. These plans are implemented through two state initiatives, Alaska's Learning Network and Alaska Performance Scholarship, and two Federal programs, Advanced Placement and Career and Technical Education. These efforts will lead to more students having access to courses that prepare them for college and a career as outlined by program below.

Alaska's Learning Network (AKLN) – <http://www.aklearn.net>.

Recognizing the importance of ensuring that all students have access to rigorous coursework and understanding the challenges of accessibility for many learners in the state, EED worked with a consortium of all 54 school districts to create Alaska's Learning Network (AKLN). AKLN provides all Alaskan students access to rigorous coursework through distance delivery, blended learning and "flipped" classrooms; using supplemental materials to assist school districts with needs for highly qualified teachers and class structure. School districts work with AKLN staff, in partnership with the University of Alaska, to learn how to effectively teach through distance, as well as build online courses and pilot courses. All AKLN courses are aligned to the college- and career-ready standards. AKLN provides courses for students, resources for students and teachers, and high-quality professional development.

Alaska Performance Scholarship (APS) -

http://akadvantage.alaska.gov/Grants_and_Scholarships/Alaska_Performance_Scholarship.aspx

APS is an invitation to excellence for all Alaskan students. Students who complete rigorous coursework are eligible for scholarships to Alaska's postsecondary institutions. The APS is a merit-based scholarship that provides an opportunity for any future Alaska high school graduate who meets a core set of requirements to receive funding to pursue college or career training in Alaska. The requirements include an increased course load with a focus on more rigorous

curriculum, tiered award levels for grade point average, college entrance exam scores, and career skills attainment scores. Completion of the APS curricular requirements, in addition to mastery of the college- and career-ready standards, will ensure that high school graduates will be prepared for college-level courses.

Advanced Placement (AP) - <http://education.alaska.gov/tls/ap/>

EED provides access to AP college-level courses through Federal Advanced Placement Test Fee Reduction and prior training provided through the AP Incentive Program. Since 2001, EED has received Federal AP Test Fee Reduction funds, which offer Alaska's low-income students the opportunity to take AP exams at no cost. Without Alaska's current Federal funding, these students would have limited economic means to participate in AP exams. In 2009, International Baccalaureate low-income students from all Alaska schools participated in the fee reduction program for the first time. The program is designed to increase the number of low-income students to take AP tests and receive scores for which college academic credit is awarded. Previously, through a partnership with Washington Department of Education, EED received Federal AP Incentive funds to provide teacher professional development in Pre-AP and AP courses as well as vertical teaming. EED is in discussion with the National Mathematics + Science Initiative to enhance teacher training to prepare students to succeed in Pre-AP and AP courses in mathematics and science. This teacher training program is being implemented in the Matanuska-Susitna Borough School District.

Career and Technical Education (CTE) - <http://education.alaska.gov/tls/CTE/>

EED will expand support for the Programs of Study development effort that it has funded through the CTE program and the Alaska Tech Prep Consortium. A multi-year effort, it has evolved into a collaborative effort of university campuses, school districts and EED to seamlessly align the standards and performance expectations of CTE programs at the secondary and postsecondary levels with Alaskan employers. The initiative includes review of the university-level general education requirements in order to reduce and eliminate the need for academic remediation. The Programs of Study model is expanding its work to the Alaska Process Industries Career Consortium's development and advocacy of STEM (science, technology, engineering and mathematics) activities and, in particular, engineering academies so that students will be prepared for colleges and careers. The Programs of Study model has developed a statewide University of Alaska policy for program articulation that governs the availability of concurrent college credit for high school students, either through a tech-prep model (course offered at the high school with an approved high school teacher) or dual credit (course offered at the college instructed by college faculty). During the 2010-2011 school year, 1,550 secondary students earned 7,360 university credits that were either required or elective for a postsecondary program, providing them a head start toward their career. The Alaska CTE team will be working with school districts during the next three years to review all CTE programs and courses, and incorporate the college- and career-ready standards into the courses. Professional development will continue to be offered, to increase the capacity of instructors to effectively teach or reinforce the concepts necessary for success in their CTE pathway. EED's content specialists will participate to support the collaboration efforts.

- *Does the SEA intend to work with the State's IHEs and other teacher and principal preparation programs to better prepare—*

- *incoming teachers to teach all students, including English Learners, students with disabilities, and low-achieving students, to the new college- and career-ready standards; and*
- *incoming principals to provide strong, supportive instructional leadership on teaching to the new standards?*

If so, will the implementation of the plan likely improve the preparation of incoming teachers and principals?

EED collaborates with various organizations and has special working groups to better prepare teachers to teach all students, and prepare principals to provide strong, supportive instructional leadership. The Alaska Administrator Coaching Project and the Rural Alaska Principal Preparation and Support Program, including the Alaska State Leadership Institute, are two programs that support principals; similarly the Alaska Statewide Mentor Program supports early-career teachers with less than two years of experience. EED's Teacher Quality Working Group will coordinate efforts between these programs, with the University of Alaska Statewide as lead partner.

Four Alaska institutions of higher education (IHE) offer teacher and administrator preparation programs. To continue the dialog with Alaska's IHEs about preparing teachers and administrators, EED held meetings in October 2012, January 2013, and April 2013. The focus was on preparing teachers and principals so that incoming teachers are prepared to teach all students to the college- and career-ready standards. Each Alaska IHE was invited to bring a team consisting of the deans or chairs of the education and arts and science departments and the lead faculty of the special populations and administrative preparation programs. (See Attachments 1.8 and 1.9)

The meetings reviewed recent changes to regulations that affect teacher and administrator preparation programs; the IHEs shared their alignment efforts to date. Participants identified resources to expand capacity and areas in which IHEs and EED can collaborate to strengthen teacher and administrator preparation. Action plans were created, with responsible parties identified. Additional meetings will be scheduled as necessary.

The following are among the agenda items for the meetings:

- examine national trends in teacher and principal preparation and where Alaska stands;
- review and refine the State's approval process for teacher and administrator preparation programs;
- guidelines and expectations for Alaska's teacher and administrator preparation programs to include the Alaska professional and content standards for teachers and administrators, the State's cultural standards for beginning teachers and professional teachers and administrators, the college- and career-ready standards, extended grade level expectations for severely cognitively delayed students, English language proficiency standards, and the State's Literacy Blueprint;
- review the IHEs' internal processes for teacher and administrator preparation programs, alignment efforts and indicators of success.

EED works with IHEs through Title II Professional Development grants for teachers. By encouraging IHEs to align their professional development offerings with the college- and career-

ready standards, the competitive application process encourages changes needed for pre-service teachers. IHEs will be encouraged to attend the Professional Development Forum.

- *Does the SEA plan to evaluate its current assessments and increase the rigor of those assessments and their alignment with the State's college- and career-ready standards, in order to better prepare students and teachers for the new assessments through one or more of the following strategies:*
 - *Raising the State's academic achievement standards on its current assessments to ensure that they reflect a level of postsecondary readiness, or are being increased over time to that level of rigor? (E.g., the SEA might compare current achievement standards to a measure of postsecondary readiness by back-mapping from college entrance requirements or remediation rates, analyzing the relationship between proficient scores on the State assessments and the ACT or SAT scores accepted by most of the State's 4-year public IHEs, or conducting NAEP mapping studies.)*
 - *Augmenting or revising current State assessments by adding questions, removing questions, or varying formats in order to better align those assessments with the State's college- and career-ready standards?*
 - *Implementing another strategy to increase the rigor of current assessments, such as using the "advanced" performance level on State assessments instead of the "proficient" performance level as the goal for individual student performance or using college-preparatory assessments or other advanced tests on which IHEs grant course credits to entering college students to determine whether students are prepared for postsecondary success?*

If so, is this activity likely to result in an increase in the rigor of the State's current assessments and their alignment with college- and career-ready standards?

Alaska's new assessment, the Alaska Measures of Progress (AMP), will assess students in grades 3-10 in Mathematics and English language arts starting in spring 2015. The AMP results will measure individual student progress toward being college- and career-ready.

Alaska will analyze the scale scores at each achievement level on the future State assessments (AMP) by comparing student scores with the ACT and SAT to find correlations between achievement levels. This analysis will provide statistical evidence to support the alignment between the new standards, the new more rigorous assessments, and expected levels of college readiness. Recent state legislation requires all students to participate in a college- or career-ready assessment in order to be eligible for a high school diploma. The new requirements are effective for the 2014-2015 school year. Alaska will continue to utilize the WorkKeys assessment as the career-ready assessment option. The two college-ready assessments available to students in their last two years of high school will be the ACT and the SAT. The new graduation requirements will significantly increase the number of students that EED will be able to directly correlate test scores for by utilizing the AMP results and the career- and college-ready assessment results.

EED augmented its former state assessments (SBAs) by field testing in spring 2013 new items and new item types that are aligned to the college- and career-ready standards.

- *Does the SEA intend to analyze the factors that need to be addressed in preparing teachers of students with disabilities participating in a State's alternate assessment based on modified academic achievement*

standards (AA-MAAS) in order to ensure these students can participate in the assessments that will be aligned with college and career-ready standards?

Alaska does not have an alternative assessment based on modified academic achievement standards because the state does not have modified standards. Alternative assessments, modifications and accommodations exist for testing of disabled students under the educational standards that address all Alaskan students.

All teachers of students with disabilities will be able to map an instructional pathway, using learning progressions from a student's present levels of performance to be enrolled at grade-level standards. Training materials have been developed by DLM for teachers to link instruction to the assessment targets.

- *Does the SEA propose other activities in its transition plan? If so, is it likely that these activities will support the transition to and implementation of the State's college- and career-ready standards?*

Alaska's transition plan includes a phased roll out of the AMP assessment system components to familiarize students, teachers, and families with the content and delivery of the new assessments.

In the fall of 2014 AAI and EED released the Technology Practice Test (TPT). The TPT is designed to provide students with experience with the computer-based test engine and with the types of technology enhanced items (TEs) that will be on the summative assessment in the spring. The TPT is available in grade bands (3-5, 6-8, and high school) and has two forms. The first form provides a general experience; the second form has the most common accessibility tools activated, such as text-to-speech and masking. This provides students the opportunity to practice with these tools and teachers the opportunity to observe if the tool is beneficial to the student. Along with TPT, EED provides teacher guides and lesson plans that offer ideas on how to introduce the TPT to students.

In January 2015 AAI and EED released the AMP Testlets. The Testlets are optional teacher tools that teachers can use formatively to guide instruction as well as provide students with additional practice on the types of items that will be in the summative assessment. The Testlets are built around individual standards and can be selected and administered directly by the teacher as desired. These assessments will provide fine-grain information to teachers about their students' understanding of individual standards and offer a comparison to the classroom and program assessment they may be currently providing.

In fall 2015 AAI and EED will release the AMP Benchmark Interim Assessment. The computer-based interim assessment is optional to districts. This secure assessment is designed to be administered in the fall and winter; the targets will be aligned to content most likely taught at those benchmarks in the instructional year. This will provide teachers with a measure of growth from fall to winter to spring, when the students participate in the summative assessment. The interim assessments will provide immediate results to teachers that can be used to inform instruction. The items and item types will be similar to those that will be administered in the summative assessments. In addition, they will be scored on the same scale as the summative, allowing for an accurate measure of growth of the course of the instructional year. The interim

assessments will begin as fixed form assessments, and transition to block-adaptive in 2017.

EED's Technology Coordinator and Assessment team continue to gather data on the state's capability for administering computerized tests. This began with the Technology Readiness Assessment in the fall of 2014. This work provided EED with a broad overview of the challenges in specific schools across the state. Other data has been added to this, including the number of schools participating in other locally-required online assessments. Additionally, in the 2013-2014 school year EED required all districts to administer the WorkKeys Internet Version (WKIV). All districts had at least one school participate in this online administration, with most districts including multiple schools.

For the administration of the computer-based AMP assessment, EED and AAI have developed a proactive outreach strategy to provide support to the districts identified in 2014 as challenged by administering a computer-based assessment. In addition to the AAI technology support team, AAI has hired two Alaska-based technology liaisons to give both remote and on-site assistance to schools in the implementation and administration of AMP. The technology liaisons have extensive experience living, teaching, and providing technical support in our rural schools. In addition to the outreach plan for schools known to have challenges, EED has provided all schools with the option of a Waiver from Computer-based Assessment; the waiver application triggers a solution-seeking support mechanism in order to provide every student with the possibility of participating in the computer-based AMP.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p>Option B</p> <p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p>Option C</p> <p><input checked="" type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7) <i>Note that Alaska will submit the assessments and academic achievement standards to the Department for peer review when the schedule and process is announced to states.</i></p>
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At the time of the initially approved ESEA Flexibility waiver in May 2013, Alaska had joined the Smarter Balanced Assessment Consortium (SBAC) and had planned to implement assessments being developed by SBAC. Subsequent to the approval of the initial ESEA Flexibility Waiver, Alaska solicited Requests for Proposals (RFP) through a public bid process beginning in August 2013. The request sought options for a comprehensive assessment system that aligned with Alaska’s English

Language Arts and Mathematics Standards and met the unique needs of a full scale assessment system in a state with geographical challenges and a high number of small schools. The Request for Proposals (RFP) included options for custom-developed assessments, commercially available, published or vendor-owned assessments. No proposals were received that included services in support of an assessment from either consortium. The Proposal Evaluation Committee recommended the Achievement & Assessment Institute (AAI) of Kansas develop and administer college- and career-ready (CCRA) assessments for Alaska’s public schools beginning in the 2014-2015 school year. The new assessments are named the Alaska Measures of Progress, or AMP for short. The custom assessments will assess students in grades 3-10 with items that are aligned to Alaska’s English language arts and mathematics standards. On January 14, 2014 EED publicly announced the selection of a new assessment contractor. At this time EED also announced that Alaska had withdrawn from SBAC.

In addition to the development of summative assessments, AAI is working with EED to provide Technology Practice Tests in fall 2014, Testlets in January 2015, and Benchmark Interim assessments to be available in fall 2015. The interim assessments will be aligned to the same scale as the summative assessments so that incremental growth can be measured throughout the school year.

Alaska is committed to designing computer-based assessments. To support districts in this effort, Alaska will continue to work with districts to determine their technology readiness and coordinate with district technology directors and district test coordinators to problem solve issues and challenges.

All schools with students enrolled in the tested grades will administer the computer-based assessment, with almost every school testing most, if not all, of their students by computer. In January, 2015, 42 of the state’s 54 districts participated in “AMP It Up Day” to maximize bandwidth usage on a single day while also allowing schools to test other AMP-related planning such as scheduling, ticket printing, and technical support. Most experiences were successful and in the few instances that encountered difficulties, EED and AAI staff worked to resolve the issues.

Key Components of the Alaska Measures of Progress (AMP)

- **Process and timeline for development of test blueprints and item specifications:**
Test blueprints and item specifications were presented to the Alaska Technical Advisory Committee (TAC) in October 2014. The spring 2015 summative assessment is a fixed form, allowing for direct comparison between computerized and paper/pencil deliveries. In spring 2016 the fixed forms will include ELA and math constructed response field test items as well as field test listening items. In 2017 Alaska will transition to a computer-based block-adaptive test design.
- **Review and selection of items for inclusion in the assessments:**
Alaska ensured that all assessment items were reviewed for content, bias, and sensitivity by EED staff and Alaska educators; this activity will continue on an annual basis. Four remote item reviews were conducted by Alaskan educators statewide during the weeks of August 7-13, August 27-September 2, October 8-14, and November 18-24. A statistical review of both operational and field tested items will be conducted in the summer of 2015, following the spring

2015 administration of the Alaska Measures of Progress (AMP) assessment. The same process will be followed in all subsequent years for new and replacement items.

- **Scaling and scoring procedures to be used:**

Scaling procedures for the 2015 assessment were discussed with the TAC in October 2014. Tests will include machine-scored multiple choice items and technology enhanced items. Scoring procedures for the technology-enhanced items were discussed with the TAC in October 2014. Both scaling and scoring procedures will be updated and vetted with the TAC during the June 2015 meeting.

- **Test administration procedures, including election and use of appropriate accommodations:**

Alaska's transition to computer-based assessment includes revisions to many test administration procedures. The testing window is expanded from 2 weeks to 5 weeks. Within this window districts have greater flexibility with the scheduling of assessments at schools in order to use resources effectively and administer the computer-based assessment within the range of broadband and wireless connectivity available. Test security practices are also modified to address the unique testing environment of computer labs and classrooms with either laptops or tablets. Test Administration manuals were developed and both online and in-person training of District Test Coordinators has occurred. EED utilizes a train-the-trainer model; we train the district test coordinators and support them in training district and school staff. Alaska also provided recorded on-demand training for test administrators this year for the first time.

To provide students with experience in the new testing environment, EED and AAI made Technology Practice Tests available in September. There are two available versions of the TPT; one with common accessibility features available and one without. In addition, students have the opportunity to use the computer-based test engine with the release of the Testlets in January 2015. The Testlets are low-security optional teaching /formative tools that can be used in small groups to provide guidance and practice to students on both the content and the types of items that they will experience on the summative assessment.

The Participation Guidelines and guidance documents for accessibility and accommodations for students with disabilities and students who are English language learners have also been revised. The new edition of the Participation Guidelines for Alaska Students in State Assessments (PG) was presented to the State Board of Education & Early Development on September 18, 2014. All accessibility features and accommodation procedures and options are addressed in the PG document. The revision specifies Universal Tools for all students and includes increased accessibility features for students with a documented need in the form of Accessibility Tools and Accommodations. After a period of public comment and webinars and on-site reviews of the PG designed to elicit feedback on the revised document, the revised Participation Guidelines were adopted by reference in state regulations at the December 2014 State Board meeting. A "Handbook for the Participation Guidelines" was prepared in February 2015 to provide more guidance and examples to assist teachers in the selection, administration, and evaluation of accommodations and other student supports. Numerous webinar and on-site presentations were made throughout the year to ensure that district staff and teachers were prepared to administer the assessments and provide appropriate support and accommodations to students with disabilities and English language learners. These resources and archived webinar presentations

are available on the EED website at <http://education.alaska.gov/akassessments/#c3gtabs-accom>.

- **Data analyses proposed to document validity and reliability of the assessments:**
Differential Item Functioning (DIF), item difficulty, and item-discrimination analyses will be conducted in summer of 2015 all items in the summative assessment and in summer 2016 for the addition of the performance tasks and listening items. Changes in reliability because of changes in the assessment blueprint with the enhanced items will be analyzed in summer 2017. Longitudinal studies are planned through 2020 to investigate the validity of the inferences made from the scores, particularly in relation to the claim of college- and career- readiness.
- **An independent evaluation of alignment of the assessments with the State’s college- and career-ready standards:**
An independent alignment study by edCount will be conducted in two phases. The plan was delivered in October 2014. Following the intended inferences and claims regarding the test scores, edCount is currently aligning items to the targets as part of Phase I. In summer 2015, they will run a workshop evaluating the alignment of the achievement level descriptors to the intended outcomes. Then, the second phase, which will include an alignment of the full assessment with the performance tasks and listening items, will be delivered in summer of 2017. EED and AAI see the alignment study as an ongoing process as we continue to develop items that provide greater detail about college-and-career readiness.
- **The process and timeline for setting college- and career-ready achievement standards and the method and timeline to validate those achievement standards:**
Following guidance received by the TAC in October 2014, EED will work with Alaskan educators and University of Alaska staff to review 2015 assessment results. The review work will occur as part of the standard setting process in July 2015. Statistical procedures will be set to establish preliminary cut scores linking the high school AMP assessment potentially to the ACT, SAT or WorkKeys. The University of Alaska utilizes the ACCUPLACER and ASSET tests for course placement so those two assessments may also be considered for possible validation tools. EED will also work with the TAC and AAI’s psychometric services staff to conduct regression studies linking to earlier grades. In the summer of 2016, scores from the spring 2016 administration of the assessment will be verified and adjusted as needed, particularly given the addition of the constructed response items, using an item mapping procedure. Educators will weigh both statistical and content evidence to set final cut scores. Longitudinal studies will be conducted to watch for trends across grades over the next several years. EED will continue to coordinate with University of Alaska staff to use first year college data to validate the CCR cut scores with grades in first year, credit-bearing courses.
- **Meaningful report formats to communicate results to students, parents, and educators:**
Reports are being designed for 2015 and will be vetted and reviewed by the TAC. New reports will be piloted in 2015 and finalized in 2016 based on focus groups of parents, educators, and administrators as well as TAC feedback.

College- or Career-Ready Assessment

Recent state legislation requires all students to participate in a college- or career-ready assessment in order to be eligible for a high school diploma. The new requirements are effective for the 2014-2015 school year. Alaska will continue to utilize the WorkKeys assessment as the career-ready assessment option. The two college-ready assessments available to students in their last two years of high school will be the ACT and the SAT. The state will pay for one college- or career-ready assessment of the student's choice. No minimum score is required.

Alternate Assessment for Students with Severe Cognitive Disabilities

Alaska has joined the Dynamic Learning Maps (DLM) consortium to address the needs of students with severe cognitive disabilities. Alaska has participated in regularly scheduled meetings with DLM leadership. Alaska has addressed the following key factors in its work with DLM: articulating college and career readiness; defining the construct relative to the Alternate Assessment on Alternate Achievement Standards and the students it serves; developing communicative competence; delivery of professional development; building capacity to deliver professional development; and developing a strong argument for validity. Alaska will continue to coordinate with its qualified mentors, qualified assessors, and school district test coordinators to ensure that expectations are well-understood for students with severe cognitive disabilities as Alaska transitions to the college- and career-ready standards.

English Language Proficiency Assessment

Alaska has joined the World-Class Instructional Design and Assessment (WIDA) consortium to address the needs of English language learners. Alaska adopted WIDA standards in 2011. EED will work with the consortium to develop and identify resources to meet the needs of the EL population. Alaska uses the ACCESS for ELLs assessment to measure English language development.

Timeline for Implementation of New Assessments

	2013-2014	2014-2015	2015-2016

Summative Assessment	Standards Based Assessment aligned to Grade Level Expectations	Alaska Measures of Progress (AMP); fully aligned to Alaska ELA and math standards	Alaska Measures of Progress (AMP); fully aligned to Alaska ELA and math standards
Alternate Assessment (DLM Consortium)	Current Alaska Alternate Assessment aligned to current AA-AAS	New DLM designed Alternate Assessment aligned to new AA-AAS	New DLM designed Alternate Assessment aligned to new AA-AAS
English Language Learner Assessment	ACCESS for ELLs	ACCESS for ELLs	ACCESS 2.0 for ELLs
College or Career Readiness Assessment	WorkKeys (required for all), ACT or SAT optional	WorkKeys or ACT or SAT (at student choice); required for diploma	WorkKeys or ACT or SAT (at student choice); required for diploma
Interim Assessments	Optional: district-purchased assessments	Optional: district-purchased assessments	Optional: AMP Benchmark Interim assessments (free to districts); district-purchased assessments
Formative Assessments	Optional: district-purchased assessments	Optional: AMP Testlets; district-purchased assessments	Optional: AMP Testlets; district-purchased assessments

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

- 2.A.i Provide a description of the SEA’s differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA’s plan for implementation of the differentiated recognition, accountability, and support system no later than the 2013–2014 school year, and an explanation of how the SEA’s differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.
- a. *Does the SEA’s accountability system provide differentiated recognition, accountability, and support for all LEAs in the State and for all Title I schools in those LEAs based on (1) student achievement in reading/ language arts and mathematics, and other subjects at the State’s discretion, for all students and all subgroups of students identified in ESEA section 1111(b)(2)(C)(v)(II); (2) graduation rates for all students and all subgroups; and (3) school performance and progress over time, including the performance and progress of all subgroups?*

Overview of Accountability System

Alaska’s differentiated system of recognition, accountability and support will present an overall picture of a school’s performance in ensuring that students are college and career ready through the Alaska School Performance Index (ASPI). Schools will receive a rating for their ASPI score based on 5 stars (highest performing) through 1 star (lowest performing). The ASPI will provide information to parents and the public about the overall performance of the school and will provide incentives to schools to improve to receive a higher star rating.

For the purposes of submitting its waiver renewal request, Alaska is requesting a “pause” in the accountability system described below for the 2015-2016 school year. The elements that will be paused are described below and highlighted at the beginning of each applicable section. Alaska will submit a request to amend Principle 2 by January, 2016. The request to amend Principle 2 will also demonstrate how Alaska will ensure that a school may not receive the highest rating in its differentiated recognition, accountability and support system if there are significant achievement or graduation rate gaps across subgroups that are not closing in the school.

EED plans to incorporate a rule into its accountability system that will prevent a school from receiving the highest rating (five stars) if there are significant achievement or graduation rate gaps across subgroups that are not closing. EED will not be giving star ratings to schools based on 2015 assessments, and due to the changes in the assessments is not able to submit specifics at this time. EED will include this proposed rule in its ESEA flexibility waiver amendment request due January 31, 2016 in order to receive approval prior to determining ASPI scores and star ratings based on the 2016 assessments. Between now and then, EED must first define “significant gap” and how the definition will be applied to achievement on our statewide summative assessment and graduation rates. Once “significant gap” has been defined, a definition of “closing the gap” must be outlined. Options include linking gap closing with whether a school met its Annual Measurable Objective targets, applying a variation of the definition used in our state’s Blue Ribbon Schools plan, or performing a simple calculation of gap closing over time. However “closing

the gap” is specified, EED must also decide how many years of achievement and graduation data to evaluate in this determination. Whereas the calculation of the graduation rate has remained constant since 2011, Alaska shifted to a new summative assessment in 2015. Once scores are released in the fall, it will be impossible to determine whether schools are closing the gaps established based on performance on the previous summative assessment. An additional consideration will be whether to consider only four-year graduation rates, or both four- and five-year rates. Regardless, the rule will preclude assignment of a five-star rating to any school that is not closing achievement and graduation-rate gaps.

- **ASPI & Star Ratings:** Schools will maintain the Alaska School Performance Index (ASPI) score and star rating based on the 2014 assessments. These ratings will apply to the 2015-2016 school year the same as they applied to the 2014-2015 school year. ASPI scores and star ratings will again be calculated based on the 2016 assessments and will apply to the 2016-2017 school year, after ASPI has been revised during the amendment process.
 - *Rationale: The Alaska School Performance Index (ASPI) cannot be calculated based on the 2015 assessments. A significant portion of the ASPI is based on the growth and proficiency index that applied to the former Standards Based Assessments (SBAs). Alaska will be unable to calculate the School Progress component of ASPI because of the change in assessment as year-over-year growth from the SBA in 2014 to AMP in 2015 cannot be determined. The calculation of the achievement portion of ASPI will need to be redesigned in part because there will be two assessments (English language arts and mathematics) rather than the three assessments (reading, writing, and mathematics) that were formerly administered.*
- **AMO Targets:** Annual Measurable Objective (AMO) targets will be reset using 2015 assessment data as the baseline year. Targets will be set for six years following the 2014-2015 year, through year 2020-2021. For 2014-2015, Alaska will create an “Accountability Indicators Report” to report the percentage of students meeting the standards (achievement levels 3 and 4) as compared to the percentage of students in the state that met the standards for the all students group and for all subgroups. The report will include a footnote that “For only the 2015 administration of AMP, a comparison to statewide achievement has been provided instead of noting whether a target was met to meet the requirement in ESEA section 1111(b)(1)(C)(ii). Using 2015 data as a new baseline, meeting a target in 2016 through 2021 will be determined by a comparison to school-specific Annual Measurable Objective (AMO) targets for all students and each subgroup.” These reports are scheduled to be produced in October, 2015, after the State Board of Education & Early Development approves the new achievement levels. School and district report cards will also be produced in October showing the percentage of students performing at each of the 4 achievement levels. Students at Level 3 or Level 4 will be considered to have met the standards. Alaska will also use the state percentage of students meeting standards as the target in 2014-2015 for any other programs that require a measurement of meeting an AMO target to meet the requirement in ESEA section 1111(b)(1)(C)(ii). In particular, a district must meet or exceed the percentage of LEP students in the state meeting the standards in ELA and Math in order to meet the AMAO Target 3. There are no further changes to section 2.B for the renewal request.
 - *Rationale: Alaska had targets set for each SBA assessment – reading, writing, and mathematics. There will be two AMP assessments – English language arts and mathematics. Because the state is measuring new standards with the new assessments, and is changing from three assessments to two, the targets originally set for 2014-2015 are no longer valid or meaningful.*
- **Priority, Focus, and Reward schools:** No new Reward Schools will be identified for 2015-2016 based on the 2015 assessments. Reward schools will be identified for the 2016-2017 school year by September 15, 2016 based on 2016 assessments and updated identification criteria that will be requested in the Amendment for Principle 2. Priority schools will retain their designation for 2015-2016 which is their third year of implementation of the required turnaround principles. Schools identified as Focus schools for 2014-2015 will retain those designations for a third year in 2015-2016. Priority and Focus schools will continue to receive support from EED liaisons, coaches, and the department and will continue to

implement the interventions as described in their approved plans. Schools will continue to revise and update their plans with new tasks/ activities for the 2015-2016 school year and use any available local data that demonstrates needs or student progress. The list of Priority and Focus schools scheduled to begin interventions in 2016-2017 will be submitted with the Amendment for Principle 2 by January 31, 2016.

- *Rationale: The criteria for identifying Reward schools includes use of ASPI and the growth & proficiency index, neither of which will be able to be calculated for 2015. Priority schools initially identified for 2013-2014 will be in their third year of identification in 205-2016. Focus schools initially identified in 2013-2014 are completing their second year in 2014-2015 and would have been eligible to exit focus status based on the 2015 assessment results, but the exit criteria included use of the growth and proficiency index which is not applicable to the 2015 assessments. Both the identification criteria and exit criteria for Priority and Focus schools will be revised and submitted as part of the Amendment for Principle 2 in January, 2016.*
- **Support for other Title I schools:** *All other schools, including Title I schools, will be expected to continue with any school improvement plans in 2015-2016 that were in place for 2014-2015 based on the requirements of their ASPI scores and star ratings from the 2013-2014 assessments. Plans should be updated and revised as applicable, including new tasks and activities for the 2015-2016 school year and using any available local data to demonstrate student needs or progress. Once the reports and data are available for the AMP assessments, the overarching theme of all professional development and support provided by EED during the 2015-2016 school year will include a focus on the results of the new AMP assessments and what they mean for schools and districts. Schools and districts will be encouraged to review their own performance as compared to the performance of the district and the state and to determine areas where additional support may be needed not only for students but also for teachers who may support in implementing the standards. EED will support schools that are below the state percentages in certain areas or subgroups in determining strategies to include in their school improvement plans to be implemented either in 2015-2016 or at the beginning of the 2016-2017 school year.*
- **District support:** *Districts will retain their tier designation based on the number and percent of 1- and 2-star schools from 2014-2015 into 2015-2016. EED will provide the same level of support and oversight for all districts in 2015-2016 as it did in 2014-2015.*

The remainder of Section 2.A remains unchanged from the December 19, 2014 approved ESEA Flexibility Waiver for Alaska.

The ASPI index will include college and career ready indicators for schools with students in elementary and middle (EM) grade levels (K-8) and for schools with students in high school (HS) grade levels (9-12). The indicators will receive different weights in the overall ASPI score as applicable to the different grade spans. Schools with students in a combination of grade levels from K-8 and 9-12, including grades K-12, will receive an index score based on applying the EM and HS indicators proportionately to the percentage of students in those grade levels in the school. The academic achievement, school progress, and attendance rate in the standards-based assessments (SBAs) will apply to all schools. Schools with students in grades 9-12 will have additional indicators of college and career readiness: graduation rate and a college and career ready indicator based on juniors or seniors earning certain levels of scores on their choice of an ACT, SAT, or WorkKeys assessment. The academic achievement indicator measures proficiency on the reading, writing and mathematics standards-based assessments SBAs for the all-students group. The progress indicator is a weighted growth and proficiency index score for the all-students group and for the four primary subgroups of Alaska Native/American Indian (AN/AI), economically disadvantaged (ECD), students with disabilities (SWD), and English learners (EL) as represented in each school.

Alaska will set Annual Measurable Objective (AMO) targets in reading, writing, and mathematics that are ambitious but achievable. Alaska will set state targets for the all-students group and for each

of the currently identified subgroups so that they increase in annual increments toward a goal of reducing by half the percentage of students (all students and in each traditional subgroup as currently required by No Child Left Behind (NCLB)) who are not proficient within six years in each assessment area. In addition, similar AMO targets will be set for each school and district at the all-students level and each subgroup. The school or district will be considered to have met the AMO target if it meets either its individual school or district target or if it meets the state target for that year. Alaska will publicly report annually on each school's and district's progress in meeting these AMO targets for the all-students group and for all current NCLB-required subgroups. Public reporting of this data will serve as an incentive for schools and districts to address any achievement gaps and strive for improvement. Alaska will reset the AMO targets and the ASPI index rating intervals based on the data from the implementation of the new assessment in 2014-2015.

The State will report the percent of students tested who scored proficient or advanced in each of the SBAs in reading, writing, and mathematics for the all-students group and for the seven required subgroups. The State will report the AMO targets and whether the school met the targets in each group. The State will consider whether the school is making progress toward or meeting the AMO targets as part of its data review of all schools and to identify schools that are Priority schools, Focus schools, Reward schools, or other schools that need to address lack of progress in specific subgroups. The ASPI score will not include points for making or missing the AMO targets.

Alaska will hold districts and schools accountable for improving student achievement, closing achievement gaps, and increasing graduation rates for all students and subgroups through differentiated consequences and interventions based on factors including the school's ASPI score, whether the school is meeting the AMO targets in reading, writing, and mathematics, and whether the school is improving its graduation rate. Alaska will recognize the top 10% of the highest-performing schools and the high-progress schools as reward schools each year and will encourage those schools to serve as models or mentors to other schools. Alaska will provide support to all schools and districts through its State System of Support (SSOS) by using a tiered system differentiated to meet the needs of specific schools and districts. All schools and districts are eligible to receive support from SSOS through resources posted on the state's website, through regular technical assistance and support for statewide initiatives such as new content standards implementation and the online school improvement planning tool called Alaska STEPP, and through specific requests for assistance. Alaska STEPP (Steps Toward Educational Progress and Partnership) is the Alaska customized version of the Indistar online school improvement tool developed by the Center on Instruction and Improvement. (See <https://education.alaska.gov/aksupport/#c3gtabs-stepp> for more information about AK STEPP.) School districts with schools at lower-performing levels such as priority and focus schools and those with achievement gaps will receive more targeted or intensive support from SSOS. The State will review all schools in the higher-performing ASPI star ranges (3 stars and above) on the AMO targets and graduation rates for all current NCLB-reported subgroups, and will require schools that are not closing the achievement or graduation gaps to address those gaps in a targeted improvement plan submitted to the school district. The school district will oversee those plans and will be held accountable for ensuring that the schools are receiving support to close the gaps. The State will perform a desk audit (review of the data) of all schools in the lowest star ratings and will work with the school districts to provide appropriate support and interventions to those schools. Of those schools, the State will identify the lowest-performing 5% of Title I schools as priority schools and require those schools to implement the specified interventions aligned with the turnaround principles for a minimum of three years. The State also will identify the next-lowest-performing 10%

of Title I schools as focus schools and will work with the school districts to identify specific interventions aligned with the needs of those schools, especially in areas of subgroups or graduation rates. Details about the accountability and support system and the identification of the reward, priority and focus schools will be found in the remaining sections of Principle 2.

NCLB provisions waived

Alaska will be waiving the following provisions of the current NCLB law:

- Alaska will not report whether schools have made Adequate Yearly Progress (AYP).
- Alaska will not identify schools or districts under the current labels of improvement, corrective action, or restructuring.
- Alaska will no longer require the consequences in the current law for schools in improvement, corrective action or restructuring.
- Alaska will no longer require schools to offer public school choice or supplemental educational services (SES) in schools identified for improvement. Districts may offer these options to parents if desired.
- Alaska will no longer require districts to set aside 20% of their Title I allocation to provide SES or transportation to schools of choice. These funds may instead be used, as needed, to provide support to schools identified as Title I priority or focus schools.
- Alaska will no longer require districts to use 10% of their Title I allocation for professional development for districts in improvement.

Alaska School Performance Index

The Alaska School Performance Index (ASPI) represents the overall picture of a school's progress. All schools will receive an overall score on the index. The ASPI is based on an index score that includes college- and career-ready weighted indicators as applicable to the grade span of the school. The overall ASPI score will determine the category or rating of the school. Five-star schools will represent the top-performing schools in the state, while the lowest-performing schools will be rated as 1-star schools.

Each school receives points in the specified indicators, and each indicator is weighted. The overall score will be on a 100-point scale. There are different indicators and weightings of those indicators for elementary/middle schools with students in grades ranging from K-8 and for high schools with students ranging in grades from 9-12. Schools with students that include students from any grades in K-8 and any grades in 9-12 will receive points and weightings on indicators based on the percentage of students enrolled in the school on the first day of testing on the SBAs in April in each grade span. This would include schools with all K-12 grades as well as those with grade spans that cross the grade spans, such as grades 6-12.

All schools include the following indicators in the ASPI score: academic achievement on the reading, writing, and mathematics SBAs, progress in the all-students group and in four primary subgroups as measured by the growth and proficiency index score, and attendance rate. Two additional college- and career-ready indicators are included for schools with students in grades 9-12: the graduation rate and an indicator based on the scores earned at designated levels on the ACT, SAT, or WorkKeys assessments. These indicators and weightings are explained in further detail below.

- Academic Achievement indicator:** The State will include scores of all students who take the SBAs in reading, writing, and mathematics in the indicator for academic achievement for the school. All students tested will be included in the assessment results for the academic achievement indicator, not just “full academic year” students. This holds schools accountable for ensuring that students who transfer in later in the year receive the same instructional support as continuing students. The school receives points representing the percentage of students proficient or above across all three assessments. The percentage is calculated by a fraction, the numerator of which is the sum of the number of students proficient in reading plus the number of students proficient in writing plus the number of students proficient in math. The denominator of the fraction is the sum of the students tested in reading plus the number of students tested in writing plus the number of students tested in math. For example, if 100 students tested in each subject, and 74 were proficient in reading, 69 in writing, and 67 in mathematics, the total number of students proficient would be $74+69+67$ or 210 and the number tested would be $100 + 100 + 100$ or 300. The percentage of students proficient or above on these assessments would be $210/300$ or 70% and the academic achievement indicator score would be 70 points. While this indicator represents aggregated data for reading, writing, and math within the ASPI, the performance of all students and all NCLB subgroups will be tracked and reported publicly in each assessment through the progress toward meeting the AMO targets and through the achievement at each proficiency level as reported in the school and district report cards.
- School Progress indicator:** The growth and proficiency index will be used as the indicator of progress for students in the school. The index is a score that is given to each school that reflects the progress made by individual students in the school.

Alaska has a long history of using index table models for accountability purposes. The first model was developed to be used in the initial accountability system that Alaska proposed for Adequate Yearly Progress (AYP) under NCLB. Alaska worked collaboratively with The National Center for the Improvement of Educational Assessment, Inc., known as the Center for Assessment, to present a balanced model consisting of an index table growth model and a status performance model. At the time, growth models were not being considered for AYP so Alaska revised the state accountability plan by removing the index table growth model. Although the model was removed for AYP, Alaska continued to revise it and consider it for state accountability purposes.

A state initiative in 2006 brought the index table model back into use by adopting and modifying the initial value table to be used for the Alaska State Performance Incentive Program (AKSPIP). This program was designed to reward school staff for increased performance in state-required assessments. The method for identifying growth in schools was well-accepted; however, the program itself was not continued. The AKSPIP ran for three years, ending after the 2008-2009 school year.

The growth and proficiency index is currently implemented through state regulation 4 AAC 33.500-540 and is used as one measure to identify schools that are lowest-performing and must receive additional analysis by the State to determine the reasons for lack of progress in the school. This index also is used as an indicator of school progress in the definition for the “persistently lowest achieving schools” for the School Improvement Grant program under 1003g. Alaska used slight modifications of the index table for state accountability purposes following a legal decision (*Moore v. State of Alaska*). The settlement of the case required the

Alaska Department of Education & Early Development (EED) to provide programs and significant funding to support the lowest performing schools in the state, as measured by the index table. In 2012 Alaska incorporated the modified the index table into regulations; that table will be used as an indicator in the new Alaska accountability system. (See Attachment 2.1)

For the purposes of the growth and proficiency index, the “below proficient” and “far below proficient” proficiency levels of performance on the SBAs are subdivided into “below proficient plus,” “below proficient minus,” “far below proficient plus,” and “far below proficient minus” to in order to measure student progress within the non-proficient performance levels. The “proficient” performance level is subdivided into “proficient” and “proficient plus” in order to recognize continued growth in students that are scoring above the minimum proficient level.

The value number table displays the points from 0 to 230 in each cell in a matrix that reflects whether the student is maintaining at the same performance level, is progressing, or is declining from the previous year’s assessment. A student scoring at the proficient level for two years in a row receives 100 points as that student made the expected growth. Students who move from a below proficient level to proficient or increase from proficient to proficient plus or advanced will earn more than 100 points depending on the amount of progress from their previous proficiency level. For example, a student who scored at the proficient level in the previous year and scored at the proficient plus level in the current year would receive 125 points, and a student who moved from the far below proficient plus level to the proficient level would receive 160 points. Students who decline in proficiency from one year to the next receive less than 100 points and may possibly receive zero points, as indicated by a drop from advanced proficient to below proficient minus. A student who drops in proficiency level from one year to the next may still have increased in his or her learning, but did not make the expected growth of one year of progress, thus the points earned are less than 100 but not necessarily zero. A student who declined from below proficient plus to far below proficient plus would receive only 30 points. The following table shows the values represented for each category of student performance on the assessments from the previous year to the current year. The values shaded in green (above the solid border) represent growth in the proficiency 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 proficiency level from the previous year. The values shaded in red (below the dashed border) represent students who declined in the proficiency level from the previous year. Note that it would be highly unusual for students to improve more than one or two categories per year on the growth and proficiency index value table.

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

To determine the school or subgroup growth and index score, all of the individual student point values are totaled and then divided by the total number of students tested during both the previous year and the current year administrations. 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, and Alaska’s current test forms are not scalable. EED will revisit this issue when the new assessment comes online. Retained students’ assessment scores are included in the achievement measure, so schools have an incentive to serve these students.) Growth and index scores of 90 or above indicate that a school is showing progress. Growth and index scores of 85 or less show declining achievement. While it is possible for a school to receive a growth and proficiency index score of greater than 100, for the purposes of the ASPI the points received will be capped at 100.

The original index table was designed in 2006 to create an incentive to be above the diagonal line (i.e., make more than one year’s growth), and a disincentive to be below the line. In addition, the table creates an incentive to have students be proficient or above. Although conceptually the table could have been designed to have negative numbers below the diagonal, a policy decision was made to not label any students as “negative numbers.” In other words, the table could have been normed in a way that resulted in negative numbers below the diagonal, but the resulting index score would be no different. The existing table has been accepted by stakeholders and by an Alaska court in the settlement of a lawsuit over the adequacy of education. Districts have demonstrated that they understand the relative value of points awarded on this table. No stakeholders have suggested that

the table be amended. The department determined that the growth and index table as shown above would be included in the ASPI as a stakeholder accepted measure of student and school progress.

In considering whether to use 100 as a maximum number of points for growth, the state performed impact data analysis. Alaska's concern was that in very small (10-40 tested students) schools, a few very-high-growth students could mask other problems. EED's impact data analysis, however, showed that the masking effect was not prevalent. The impact data also showed that capping the growth score at 100 had little overall effect except to give a few relatively high-performing schools an incentive to improve in areas other than student growth. Alaska determined that capping the growth score within the index at 100 will be a meaningful measure of growth, will provide additional incentives to higher-performing schools to address all areas of the index, and will represent a similar scale (from 0 – 100) as the other elements of the ASPI.

For the State differentiated accountability system, the growth and proficiency index will be calculated for the all-students group and for each of four primary subgroups that are represented in a school with at least five students tested in the subgroup. While Alaska reports AYP results for each of six ethnic subgroups as well as for economically disadvantaged students, students with disabilities, and English learners (otherwise known as limited English proficient) students, there are four subgroups that represent either the largest percent of students in the state or those that are the lowest-performing: Alaska Native/American Indian (AN/AI), economically disadvantaged (ECD), students with disabilities (SWD), and English learners (EL). These subgroups will be included in the ASPI if at least five students in the subgroup participated in the SBAs. This ensures that more students in each subgroup will be included in the State's accountability system, as the current minimum size for a subgroup for AYP is 26. It will provide an incentive for schools to ensure that all students' needs are being addressed in order to improve the school progress indicator of the ASPI and therefore raise the ASPI score.

The following chart shows both the percent of the all-students group represented by all currently required Alaska NCLB subgroups and the percent of students in each group at the proficient or advanced level in reading, writing, and mathematics in 2012. The highlighted cells show the lowest-performing subgroups and the subgroups of the most significant size statewide. While some schools will have ethnic subgroups that are not included in the four primary subgroups, the performance of the students in those subgroups will be tracked and reported both for meeting the AMO targets and for the student achievement section of the school district and school report cards.

2011-2012 Statewide Data		% Prof/Advanced		
Group	% of Student Population	Reading	Writing	Mathematics
All students	100.0%	80.1	74.2	68.6
African American	3.7%	74.1	67.4	54.4
Alaska Native /American Indian	22.8%	59.0	51.3	48.6
Asian/Pacific Islander	8.8%	76.3	73.2	67.9
Caucasian	50.9%	90.1	84.7	78.7
Hispanic	6.4%	80.3	75.0	66.3
Multi-Ethnic	7.5%	82.4	76.6	70.2
Economically disadvantaged	46.9%	68.9	62.0	56.4
Students with disabilities	13.1%	44.0	38.2	32.2
English learners	10.2%	31.4	27.2	26.7

The school receives points based on the growth and proficiency index score for the all-students group and for each of the primary subgroups that are represented in the school with at least five students tested. For each applicable subgroup in the school, the subgroup score would be 10% of the overall progress points, with the all-students group making up the remaining percentage of the overall points. If the school has no subgroups, the points received are the growth and proficiency index score for the all- students group. If the school has represented subgroups, then the weighting of the overall growth and proficiency index is as follows:

- One subgroup: all students – 90%, subgroup – 10%
- Two subgroups: all students – 80%, subgroups – 20%
- Three subgroups: all students – 70%, subgroups – 30%
- Four subgroups: all students – 60%, subgroups – 40%

Example: School A with no subgroups			
Group	G&P Index Score	Weighting	Component of Progress Score
Alaska Native/Am Indian	N/A	N/A	N/A
Economically disadvantaged	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A
English learners	N/A	N/A	N/A
All students	57.78	100%	57.78
School Progress Score	-	100%	57.78

Example: School B with 1 subgroup			
Group	G&P Index Score	Weighting	Component of Progress Score
Alaska Native/Am Indian	N/A	N/A	N/A
Economically disadvantaged	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A
English learners	69.33	10%	6.93
All students	76.67	90%	69.00
School Progress Score	-	100%	75.93

Example: School C with 2 subgroups			
Group	G&P Index Score	Weighting	Component of Progress Score
Alaska Native/Am Indian	N/A	N/A	N/A
Economically disadvantaged	97.44	10%	9.74
Students with disabilities	88.65	10%	8.86
English learners	N/A	N/A	N/A
All students	100.00	80%	80.00
School Progress Score	-	100%	98.60

Example: School D with 3 subgroups			
Group	G&P Index Score	Weighting	Component of Progress Score
Alaska Native/Am Indian	N/A	N/A	N/A
Economically disadvantaged	96.28	10%	9.63
Students with disabilities	88.75	10%	8.88
English learners	99.79	10%	9.98
All students	100.00	70%	70.00
School Progress Score	-	100%	98.49

Example: School E with 4 subgroups			
Group	G&P Index Score	Weighting	Component of Progress Score
Alaska Native/Am Indian	75.35	10%	7.54
Economically disadvantaged	77.40	10%	7.74
Students with disabilities	70.00	10%	7.00
English learners	80.45	10%	8.05
All students	81.13	60%	48.68
School Progress Score	-	100%	79.01

EED ran simulations on the weightings of the subgroups within the growth and performance index score. Our simulations show that substantially increasing subgroup weighting changed the star rating for only a handful of schools. (For example, increasing subgroup weight from 10% to 15% for each subgroup caused only seven schools to change star rating. These changes were because those schools were on the cusp between stars and a decrease of as small as one-tenth of a point caused the change in star rating.) Thus, subgroup performance is highly correlated to overall school performance, and the 10% weighting of the subgroups within the growth and performance index incentivizes schools to improve overall and subgroup performance.

Attendance rate indicator: The school receives points on the attendance rate indicator based on the following chart. The points are structured to provide incentives for schools to maintain or improve their attendance rate to 93% or above.

Attendance rate	Points
96.00% - 100%	100
93.00% - 95.99%	95
90.00% - 92.99%	80
85.00% - 89.99%	50
70.00% - 84.99%	25
Below 70.00%	0

Graduation rate indicator: The school receives points on the graduation rate indicator based on the school's four-year or five-year adjusted cohort graduation rate for the all-students group. The graduation rate is calculated based on the adjusted cohort formula in current regulations and the current approved Accountability Workbook. Points are assigned according to the following chart. The school receives the points for either the four-year rate or the five-year rate, whichever results in the higher number of points. The point table is structured to encourage districts to improve their four-year graduation rate.

For schools that have six or fewer students in either the four- or five-year cohort or both for the current year (the denominator of the fraction used to compute the graduation rate), the four- and five- year graduation rates will be calculated by aggregating the graduation rate data for up to three consecutive years so that the aggregated cohort (denominator of the fraction) is greater than six for each of the specified four- and five-year rate.

When there are insufficient data to make a graduation-rate determination with a cohort of at least seven students over three consecutive years in either (but not both) the four- or five-year cohort, the school will receive points based upon the four- or five-year cohort in which the graduation rate can be calculated with at least seven students. In cases when there are insufficient data to make a graduation-rate determination with a cohort of at least seven students over three consecutive years in neither the four- or five-year cohorts, the graduation-rate indicator and its weight in the overall ASPI score will be removed from the calculation.

4-year graduation rate	5-year graduation rate	Points
98.00-100	98.00-100	100
90.00-97.99	93.00-97.99	95
85.00-89.99	89.00-92.99	90
80.00-84.99	85.00-88.99	70
70.00-79.99	80.00-84.99	50
60.00-69.99	70.00-79.99	25
50.00-59.99	60.00-69.99	10
Below 50.00	Below 60.00	0

Note that graduation rates for the all students group and each NCLB required subgroup will be reported in the school and district report cards.

EED ran simulations to determine a reasonable weight for the graduation rate within the ASPI. The simulations showed that increasing graduation rate weight from 20% to 30%, reducing the student achievement from 20% to 15%, and reducing the growth from 35% to 30% changed the star rating for 30 schools, only three of which increased. Approximately one-third of the schools that decreased were alternative schools, which, in EED’s view, are special and unique situations. EED noted that increasing graduation rate weight penalized some of the rural schools that have worked extremely hard and made substantial progress in recent years. Recent progress, however, might not be reflected in graduation rate, especially in small rural schools, because some students already left school and may have moved to a different village. As a policy matter, EED believes that weighting graduation rate at 20 percent, and having a steep curve for points awarded for graduation rate, achieves the proper balance for incentives in the index between graduating seniors and improvement for all students.

In the ASPI, the graduation rates are not differentiated. They are calculated in the same manner for all schools and for all of the special populations. Alaska holds all students to the same standard for graduation rates. All schools that serve grade 12 students are held to a 20 percent weighting in the ASPI. EED has been concerned for several years with the effect, in accountability measures, of the graduation rate for extremely small schools. Specifically, EED's concerns were related to schools having graduation cohort groups of less than five students. There was much volatility due to small numbers that could prevent a relatively high-achieving school from meeting AYP. Conversely, a relatively low-achieving school could meet AYP with a modest amount of improvement in its graduation rate, again due to small numbers. The same phenomenon occurs to a much larger scale when considering special populations. EED believes that including graduation rate in the index, instead of making it a stand-alone data point, provides a better method for incentivizing improvement in graduation.

EED has several reasons for not including graduation rate points for each subgroup. First, when graduation rate was disaggregated by subgroups for AYP, it introduced the concept of differentiated graduation rates for certain subgroups. EED prefers to not have differentiated graduation rates. Second, as explained, Alaska has many very small schools for which a graduation rate for subgroups would not be valid. That would lead to some schools having graduation rates for subgroups and others not. EED prefers to be consistent. Third, introducing too many variables into an index makes the index confusing and weakens the impact of each variable. Because data on graduation rate by subgroup will be available, if a school has a significant graduation rate gap EED will take action based on the source data, without regard to whether that variable is included in the index.

As originally proposed to stakeholders, a graduation rate of 50-59 percent would receive zero points. Stakeholders strongly objected because they wanted to incentivize improvement for those schools that have graduation rates below 50 percent. In response to stakeholder input, EED's proposal now provides a nominal point value of 10 for a graduation rate of 50-59 percent, while still awarding zero points for a rate below 50 percent. Finally, as explained elsewhere in this response, several simulations were run using various weightings for graduation, and 20 percent was chosen because it was the best representation without being overly restrictive or over-masking smaller populations.

College and Career Readiness indicator: Beginning in 2014-2015, Alaska requires all students to participate in at least one state approved college- or career-ready assessment of their choice at state expense in their junior or senior year as a requirement for a high school diploma. WorkKeys (WK) assessment administered by ACT is the approved career-ready assessment. Alaska requires the WorkKeys assessments: Reading for Information, Applied Mathematics, and Locating Information. Students are encouraged to earn at least a bronze certificate, which represents entry-level qualifications in basic skills for specified jobs and which is recognized by a number of employers in the state. (See State regulation 4 AAC [06.717](#).) The approved college-ready assessments are either the ACT or the SAT. Alaska includes the optional ACT Writing assessment in the provided assessment. In 2016, Alaska will include the then-optional SAT writing assessment. In addition, the Alaska Performance Scholarship program (APS) provides incentives for students to achieve a level of readiness for college or a career. Students who complete rigorous coursework and meet a core set of requirements are eligible to receive funding to pursue college or career training in Alaska. The requirements include an increased course load with a focus on more rigorous curriculum, and tiered award levels based on grade point average, ACT or SAT scores, and WorkKeys scores. (http://akadventure.alaska.gov/Grants_and_Scholarships/Alaska_Performance_Scholarship.aspx)

To calculate the College and Career Ready indicator, each high school senior (students enrolled in 12th grade on the first day of the administration of the standards based assessments in April of the school year) who has earned a WorkKeys certificate or received a score on the ACT or SAT college entrance exam that qualifies for one of three APS scholarship levels will earn points according to the chart below. The highest score in any category will count for an individual student. The total points earned by the 12th-graders enrolled at the school will be divided by the total number of 12th-graders from the school who participated in any one or more of the WorkKeys, ACT, or SAT assessments. The assessments may have been taken in either the junior or senior year no matter where the student was enrolled.

WorkKeys Certificate	ACT Score	SAT Score	Points
Gold or Platinum	25	1680	100
Silver	23	1560	95
Bronze	21	1450	80

Elementary/Middle Grade Levels (K-8) ASPI Indicator Weightings

The chart below shows the weighting factors applied to each indicator for students in grades K-8. If a school includes grade levels only from K to 8, then the school receives an ASPI score based only on these weightings.

Category	Weighting
Academic Achievement - % of all students proficient or above (average of % proficient on reading, writing and mathematics SBAs)	35%
School Progress - growth and proficiency index score for all students group and for each primary subgroup (AN/AI, economically disadvantaged, SWDs, and ELs)	40%
Attendance Rate (all students)	25%
Total	100%

High School Grade Levels (9-12) ASPI Indicator Weightings

The chart below shows the weighting factors applied to each indicator for students in grades 9-12. If a school includes grade levels only from 9 to 12, then the school receives an ASPI score based only on these weightings.

Category	Weighting
Academic Achievement - % of all students proficient or above (average of % proficient on reading, writing and mathematics SBAs)	20%
School Progress - growth and proficiency index score for all students group and for each primary subgroup (AN/AI, economically disadvantaged, SWDs, and ELs)	40%
Attendance Rate (all students)	10%
Graduation rate (cohort of all students)	20%
College & Career Readiness Indicator (12 th -graders at score levels on WorkKeys, ACT, or SAT)	10%
Total	100%

Schools with Grades K-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 the school as reported on the first day of testing for SBAs in April in each grade span. This would include schools with all K-12 grades as well as those with grade spans that cross the grade spans, such as grades 6-12. The following chart shows an example of such a school.

Grade Span	ASPI points earned in grade span	% of students in grade span	ASPI weighted points
K-8	67.89	77.2%	52.41
9-12	51.81	22.8%	11.81
Total for school			64.22

Alternative Schools

In 2013-2014, Alaska had 15 alternative schools that have been tailored to exclusively serve high-risk secondary students in grades 7-12. Their students arrive with the following characteristics: credit deficient, below proficient, a history of low attendance, in imminent danger of dropout and/or history of dropout, and with a heightened prevalence of barriers to learning like homelessness, poverty, untreated mental health issues like depression and social anxiety, teen parenting, substance use and abuse, and unaddressed health issues. The original ASPI metric as applied to these schools makes achieving a star rating above 3 mathematically implausible, inaccurately reflects progress the schools attain, and does not accurately differentiate the quality among the state's alternative schools. Beginning with the assessments taken in 2014, schools that meet the definition of an alternative school will receive an ASPI score and star rating based on the following amendments to the ASPI that is used for all other schools. The school's ASPI report and the School Report Card will carry a special designation to indicate that the school's ASPI rating is based on the Alternative ASPI metrics.

Definition of alternative school:

“Alternative school” means a school that has been specifically designed to exclusively serve high-risk secondary students in grades 7-12. Alternative schools are designed to meet the needs of secondary students confronted with barriers to graduation such as credit deficiencies, below-proficient academic performance, a history of low attendance, high drop-out risk or drop-out history, often due to such factors as poverty, homelessness, mental health conditions, substance abuse, and teen parenting. It is important to note that an alternative school is not a program within a larger school, whether a traditional school, charter school, or correspondence school.

Amended ASPI Metric for Alternative Schools: The amended changes are proposed for the grades 9-12 component of the ASPI metric. The grades 7-8 component of the ASPI metric would remain unchanged for these alternative schools.

Attendance rate indicator for alternative schools: The school receives points on the attendance rate indicator based on the following chart. This modification adjusts for the student demographic served and reflects the hardships alternative school students face in attending school regularly (homelessness, teen parenting, poverty, mental health issues, care for siblings, substance abuse etc.) It is the rule rather than the exception for alternative schools to accept students with life challenges that resulted in histories of poor attendance and non-attendance (or dropping out) while enrolled in traditional schools. The attendance rate ranges and point values proposed will set ambitious but achievable attendance goals for these schools. Under the original ASPI metrics most alternative schools earned fewer than 25 of the 100 attendance rate points (fewer than 3 weighted points on the ASPI scale).

Alternative Schools Attendance rate	Points
88.00%-100%	100
83.00-87.99%	95
78.00%-82.99%	80
73.00-77.99%	50
65.00%-72.99%	25
Below 65.00%	0

Graduation rate indicator for alternative schools: The school receives points on the graduation rate indicator based on the school’s four-year or five-year adjusted cohort graduation rate for the all-students group. The graduation rate is calculated based on the adjusted cohort formula in current regulations and the current approved Accountability Workbook. Points are assigned according to the following chart. The school receives the points for either the four-year rate or the five-year rate, whichever results in the higher number of points. The graduation rate will work to support alternative schools’ inclusive and flexible enrollment practices and to prevent alternative school program changes simply to raise ASPI scores. The graduation rates and point values will set ambitious but achievable graduation goals for these schools. Under the original ASPI metrics, 12 of the 15 alternative schools received zero points and none received more than 25 of the 100 possible graduation points (5 out of the 20 possible weighted graduation points on the 100 point ASPI scale).

Alternative Schools Graduation Rate		
4-year rate	5-year rate	Points
80.00-100	85.00-100	100
70.00-79.99	75.00-84.99	95
60.00-69.99	65.00-74.99	90
55.00-59.99	60.00-64.99	70

45.00-54.99	50.00-59.99	50
40.00-44.99	45.00-49.99	25
35.00-39.99	40.00-44.99	10
Below 35.00	Below 40.00	0

High School Grade Levels (9-12) ASPI Indicator Weightings for Alternative Schools

The ASPI weighting of the School Progress element will be increased from 40% to 50% and the weighting of the academic achievement element will be decreased from 20% to 10%. The school progress component of ASPI reflects the work alternative schools accomplish more accurately than any of the other ASPI metrics: it holds the schools fully accountable for moving students forward academically while empowering them to accept students where they are. School progress is the ASPI element most within the school’s control to influence. The subgroups reflect the highest achievement gaps of Alaska students and as such reflect alternative school population needs. School progress measures growth of individual students on a continuous scale.

Reducing the weight of the academic achievement element by 10% offsets the increase in the school progress element by 10%. While student progress better reflects growth and achievement within the alternative schools, academic achievement is a poorer indicator of alternative schools which primarily receive students from traditional schools with a history of being below proficiency.

High School Grade Levels (9-12) ASPI Indicator Weightings for Alternative Schools	
Category	Weighting
Academic Achievement - % of all students proficient or above (average of % proficient on reading, writing and mathematics SBAs)	10%
School Progress - growth and proficiency index score for all students group and for each primary subgroup (AN/AI, economically disadvantaged, SWDs, and ELs)	50%
Attendance Rate (all students)	10%
Graduation rate (cohort of all students)	20%
College & Career Readiness Indicator (12 th -graders at score levels on WorkKeys, ACT, or SAT)	10%
Total	100%

- b. *Does the SEA’s differentiated recognition, accountability, and support system create incentives and provide support that is likely to be effective in closing achievement gaps for all subgroups of students?*

Participation Rate

For schools with a participation rate of less than 95%, non-tested students will be counted as not proficient for the Academic Achievement category of the Alaska School Performance Index. Schools must also have a 95% participation rate for the all students group and all subgroups in order to be identified as a reward school and in order to meet the AMO targets. Small schools with the all students group or subgroups with 40 or fewer eligible students will meet the participation requirement if all but two or fewer students are assessed.

ASPI Star Ratings and School Designations

Alaska will designate ranges of ASPI scores with a rating from 5 stars for the highest-performing schools to 1 star for the lowest-performing schools. The initial performance ranges will be set by reviewing the ASPI scores based on the 2012 assessment data. This will be the baseline year for setting the ASPI ranges and the AMOs. Alaska will identify the range for the 1-star schools as approximately the lowest 10% of the scores, and the 2-star schools will be approximately the next lowest 10% of the scores. The range for the 5-star schools will be approximately 10% of the highest scores. The remaining ranges will represent the 3-star and 4-star schools, which represent the schools in the average to above-average performance ranges. Once these ranges are determined, Alaska anticipates maintaining the corresponding star ratings for each range over the next three years, until the new assessments are implemented. This will provide an incentive to all schools to increase performance in order to raise their star rating. The goal would be for all schools to move out of the 1- and 2-star categories and for more schools to move into the 5-star category. Alaska will review the school performance data, ASPI indicators and scores, and star ratings annually and, if adjustments are needed, will seek to amend its waiver request to adjust the index and ratings to best reflect the overall performance of a school. Alaska will revise the AMO targets and the ASPI index based on data in the year the new assessments are implemented.

Alaska Schools Performance Index

Intervals	ASPI Score	Star Rating
Highest (~10%)	94 - 100	*****
Next Highest (~35%)	85 - 93.99	****
Middle (~35%)	65 - 84.99	***
Next Lowest (~10%)	55 - 64.99	**
Lowest (~10%)	0 - 54.99	*

The following chart shows the proposed ranges for points on the Alaska School Performance Index and the corresponding star rating. It also shows the number of schools in each category by grade span and by Title I status that would receive each star rating.

Summary of Schools with ASPI scores and proposed star ratings

Summary counts	# all schools	% of all schools	ASPI range	Rating	# EM	% EM	# HS	% HS	# K12	% K12	# Title I schools	% Title I in star rating
Highest range	58	11.5%	94 - 100	*****	47	81.0%	0	0.0%	11	19.0%	15	25.9%
Next Range	167	33.0%	85 - 93.99	****	117	70.1%	13	7.8%	37	22.2%	76	45.5%
Next range	179	35.4%	65 - 84.99	***	53	29.6%	25	14.0%	101	56.4%	119	66.5%
Next Lowest 10%	51	10.1%	55 - 64.99	**	3	5.9%	2	3.9%	46	90.2%	43	84.3%
Lowest 10%	51	10.1%	less than 55	*	2	3.9%	15	29.4%	34	66.7%	33	64.7%
Total all schools	506	100.0%			222		55		229		286	56.5%

Key	
Schools with only grades K-8	EM
Schools with only grades 9-12	HS
Schools with both EM & HS	K12

The chart below shows the number of schools in each proposed star rating as compared to the current AYP levels. Note that an AYP level of 0 means that a school made AYP. Each level number refers to the number of consecutive years that a school has missed AYP. An AYP level of 5 means that a school is in restructuring, and may have been at Level 5 for a number of years. The chart shows that while many of the higher-rated star schools are making AYP and many of the lower-rated star schools are at high levels of school improvement, corrective action or restructuring under the current law, there are some schools that are currently making AYP but are still very low-performing, and some schools that are at high levels of not making AYP but are fairly high-performing schools overall.

Proposed ASPI Star Ratings	# Schools in each category compared to AYP levels					
	AYP levels					
	0	1	2	3	4	5
1 star	5	3	6	5	2	30
2 stars	2	7	3	5	5	29
3 stars	63	39	10	13	8	46
4 stars	81	30	18	17	4	17
5 stars	52	4	0	1	0	1

Sample School Charts Showing Overall ASPI Score Calculation

Anytown Elementary School		#	%
	Students in grades K-8	502	100%
	Students in grades 9-12	0	0%
Grades K-8			
Category		Points Earned	Weight
			Weighted points
Academic Achievement - % of all students proficient or above on SBAs)		63.5	35%
School Progress – growth and proficiency index score for all students group and for each primary subgroup (AN/AI, ECD, SWD, & EL)		93.98	40%
Attendance Rate (all students)		85	25%
Total			100%
ASPI Overall Score			81.07
Star Rating			***

Anytown High School		#	%
	Students in grades K-8	0	0%
	Students in grades 9-12	2211	100%
Grades 9-12			
Category		Points earned	Weight
			Weighted points
Academic Achievement - % of all students proficient or above on SBAs		65.82	20%
School Progress – growth and proficiency index score for all students group and for each primary subgroup (AN/AI, ECD, SWD, & EL)		86.38	40%
Attendance Rate (all students)		50.00	10%
Graduation rate (cohort of all students)		50.00	20%
College & Career Readiness Indicator (11 th or 12 th graders scores on SAT, ACT, or WorkKeys)		73.53	10%
Total			100%
ASPI Overall Score			70.06
Star Rating			***

Anytown K-12 School		#	%
	Students in grades K-8	132	77%
	Students in grades 9-12	39	23%
Grades K-8			
Category	Points Earned	Weight	Weighted points
Academic Achievement - % of all students proficient or above on SBAs	28.06	35%	9.82
School Progress – growth and proficiency index score for all students group and for each primary subgroup (AN/AI, ECD, SWD, & EL)	80.19	40%	32.07
Attendance Rate (all students)	100	25%	25.00
Total		100%	66.89
Grades 9-12			
Category	Points earned	Weight	Weighted points
Academic Achievement - % of all students proficient or above on SBAs	10.42	20%	2.08
School Progress – growth and proficiency index score for all students group and for each primary subgroup (AN/AI, ECD, SWD, & EL)	76.59	40%	30.64
Attendance Rate (all students)	0.00	10%	0.00
Graduation rate (cohort of all students)	70.00	20%	14.00
College & Career Readiness Indicator (11 th or 12 th graders scores on SAT, ACT, or WorkKeys)	24.00	8%	2.40
Total		100%	49.12
ASPI Overall Score (66.89*77% + 50.64*23%)			62.81
Star Rating			***

- c. *Did the SEA provide a plan that ensures that the system will be implemented in LEAs and schools no later than the 2013–2014 school year?*

State Level Incentives and Support for All Schools

The State will publicly report the following information for all schools. The overall ASPI score will be reported, along with a chart showing how the score was calculated for each school. The percent of students proficient or advanced in the all-students group and all traditional subgroups on the reading, writing, and mathematics SBAs will be reported, along with whether the school has met the AMO targets in each of those areas. For schools with grade 12 students, the high school graduation rate will be reported for the all-students group and all current NCLB-required subgroups. The schools will have incentives to improve their ASPI score by focusing on the areas where all students or subgroups need additional support.

The State will perform a desk audit to review the above data for each school annually. The ASPI score and corresponding star rating of a school, combined with school data about meeting the AMO targets for achievement in reading, writing and mathematics, and the graduation rate targets for all subgroups will determine the types of supports and interventions that the school will receive.

EED's State System of Support provides resources and support to all schools through a tiered system of support and resources. The tri-tiered model represents SSOS efforts to help districts build their capacity. The work of the SSOS is based on the Alaska Effective Schools Framework. The framework is based on six domains that represent important areas of school functioning: curriculum, assessment, instruction, supportive learning environment, professional development, and leadership. Each domain includes a set of indicators and a rubric against which evidence of implementation is rated – from little or no development or implementation to exemplary level of development and implementation of the indicator. These six domains are the basis of several tools used to determine areas in which schools need to improve and in planning school improvement strategies and actions to increase the school's level of implementation of effective practices in each domain. The Alaska Self-Study Tool and the Alaska STEPP (Steps Toward Educational Progress and Partnership) online school improvement tool both use the Alaska Effective Schools Framework indicators and rubrics to assist schools in completing a needs assessment and developing school improvement plans targeted to fully implementing the six domains. The SSOS system and Alaska STEPP is described more completely in section 2G of this application and on the website at <https://education.alaska.gov/aksupport/#c3gtabs-stepp>.

Universal supports available to all schools regardless of star status include the following:

- The online continuous improvement planning tool Alaska STEPP (an extension of the Indistar model) is available to all schools in the state regardless of star status. This includes training and quarterly webinars open to all schools in the state.
- The twice yearly Curriculum Alignment Institute provides a forum for training and professional development.
- Support from two coaching programs:
Alaska Administrative Coaching Project. This coaching program serves new principals in developing leadership for successful school reform. Principals attend cohort institutes and receive follow-up coaching visits to strengthen their work in their school.
Alaska Statewide Mentor Project. While this project places mentors with new teachers regardless of school performance, schools that would be designated as Priority and Focus often experience high teacher turn-over rates and are more likely than not served by new teacher mentors.

One-star and 2-star designated schools will be held accountable through the district- and school-level audit process. (The State System of Support uses this process each year to review school performance, assess district-level support for school improvement work, and provide directed support and oversight, as required by Alaska regulations. See 4 AAC 06.872.)

Oversight and support provided to 1-star and 2-star schools through this audit process will be the following:

- Mandatory participation of selected schools in **professional development events** such as Curriculum Alignment Institute, Alaska School Leadership Institute, and Anchorage RTI

conference.

- **School Improvement Plan** and District Improvement Plan reviews to check for fidelity of implementation. The Alaska Effective Schools Framework provides guidance for assessing school improvement progress and organizing further action. The online planning tool Alaska STEPP embodies this framework and provides the structure for schools and districts to be continually engaged in their own improvement efforts.
- Upon review of districts' school improvement plans and efforts, the audit process can recommend an **independent onsite audit** of instructional practice to further clarify the school improvement progress and needs of a district and the designated schools.
- **School leadership support** through Alaska Innovative School Leaders Academy (AISLA) targeting experienced principals working in 1-star and 2-star schools. AISLA members will participate in a wide array of face-to-face and web-based activities that provide the knowledge and resources to address the specific challenges of implementing educational reforms. New principals working in 1- and 2-star schools will continue to be served by the Alaska Administrative Coaching Project upon which AISLA is based.
- **State System of Support Coaches** will continue to serve the lowest performing schools and districts – the priority schools. Each coach, assigned to one or two high-needs schools or districts, provides ongoing improvement planning, professional development, and support of School Improvement Plans. This support includes one site-visit (of five days) per month and ongoing distance coaching between visits. (See District Coaching Agreement - pages 24-27 of the State System of Support Operations Manual.)

The Alaska State System of Support provides support and oversight to districts and schools using a three-tiered approach with interventions at each tier level organized around the Alaska Effective School Framework's six domains of Leadership, Professional Development, Instruction, Assessment, Curriculum, and Supportive Learning Environment. The following table (see page 9, SSOS Operations Manual) presents the tiered intervention structure as it currently exists.

Tier I: Universal Access

- **Description:** Designed to provide all districts with access to information about the best practices in the six domains of effective schools (curriculum, assessment, instruction, supportive learning environment, professional development, and leadership).
- **Example:** Districts and schools meeting AYP.
- **Focus:** Tier I sites use most effective practices to improve student achievement and ask for support when they need it.
- **Support Provided by EED:** SSOS is available to help identify and leverage resources for school and district improvement. In addition, EED offers access to our website, audio and web conferences, and regional or State conferences.

Tier II: Targeted

- **Description:** Designed to provide districts and schools in **greater need** with additional assistance.
- **Example:** Districts and schools not meeting AYP, "872" schools, and most Level 4 Districts in Corrective Action.
- **Focus:** Tier II schools and districts submit District Improvement Plans (DIPs), "872" schools and Title I schools at Level 2 or above are required to submit School Improvement Plans (SIPs).
- **Support Provided by EED:** SSOS staff ensures that leadership teams identify the evidence of implementation as well as its impact on students. In addition to providing Tier II with a centralized pool of resources, EED may offer expertise provided by contractors who work directly with teachers and administrators on implementing effective instructional practices.

Tier III: Comprehensive

- **Description:** Designed to provide districts in the **highest level of need** with rigorous and explicit interventions.
- **Example:** High-needs "872" schools; Districts in Intervention.
- **Focus:** Tier III schools and districts focus on key areas that will have an immediate impact on student achievement. Expectations are clearly defined by district and EED. Implementation is monitored by EED.
- **Support Provided by EED:** In addition to providing Tier III schools and districts with a centralized pool of resource, SSOS provides support for administrators and teachers in the implementation of effective instructional and leadership practices and systems through a SSOS Coach.

The State System of Support will conduct a desk audit of all districts in the state that contain one or two-star schools. This audit process includes a close data survey of district performance and review of the district improvement plan to ensure alignment to the needs of identified schools. It will further identify areas of concern based upon the six domains of effective schools. EED will consult directly with district management to verify district efforts and resource alignment, and assess district capacity and intent to support reform. Districts will then be designated as one of three tiers. Tier I districts have broad latitude in determining effective policy and participate in a broad array of generally available technical assistance on a volunteer basis. These districts clearly have the capacity to support and develop effective schools. Tier II districts receive more directed attention through a desk audit / consultation process which requires district preparation of an improvement plan that aligns to the needs of one and two-star schools. As needed, EED can initiate an onsite instructional audit of Tier II districts to determine if capacity exists to effectively support school improvement. Tier III districts are those that typically have at least 25% of their schools identified as 1- or 2-star schools and are in need of outside assistance in the form of greater EED oversight and support via an onsite school improvement coach. This coach, assigned to a Tier III district or the priority schools within the district, work to provide technical assistance and drive implementation of the district and school improvement plans.

Schools with Average or Above Star Ratings (3- to 5-star schools)

Schools with ASPI ratings of 3 stars will be required to create a plan and timeline addressing key areas of the six domains of the Alaska Effective Schools Framework to improve the performance of the school and all subgroups within the school. Schools with ASPI ratings of 4 or 5 stars, including

Title I schools, that are missing AMO targets in any one subgroup for two years in a row, that have a subgroup that missed the participation rate, or that have a subgroup that missed its graduation rate target (for schools with grade 12) will be required to create a plan and timeline with specific strategies for improving the achievement or graduation rates of the subgroup(s) affected. The plans for 3, 4, and 5 star schools must be submitted to the district for review and approval. The district will be responsible for providing support to those schools, and may request support through the State System of Support. These schools will generally have access to the universal level of SSOS support available to all schools and districts, but may request support in specific areas as needed. The state will identify the highest-performing and high-progress reward schools for recognition from among the 5-star and 4-star schools. The criteria for identification and the recognition process for reward schools are described in section 2.C of this application.

Schools with Lowest Star Ratings (1-star and 2-star schools)

The State will perform a desk audit on all 1-star and 2-star schools. In addition to the ASPI score, the State will use the growth and performance index score for the all-students group and each subgroup, information about whether the school is meeting the AMO targets, information about the graduation rate, and information about the size and characteristics of the schools. For each school district with 1-star and 2-star schools, the State will consider data about the performance of other schools in the district, including the number and percent of schools in each star ranking, information about the previous levels of improvement in the schools in the district including identification as “872” schools, whether the schools and district have been in intervention status, change in key district or school personnel, and any progress being shown by the schools in the district. (Note: “872” schools are low-performing schools that meet the specific criteria as stated in 4 AAC 06.872, a State regulation to identify low-performing schools that require more support and possibly intervention from SSOS. The “872” schools are not required to be Title I schools – it applies to all schools. The regulations are being revised to reflect the 1- and 2-star schools as the lowest performing, rather than calling them “872” schools.) The State will determine the priority schools and focus schools from the 1- and 2-star schools. There will be a minimum of 14 Title I schools identified as priority schools and 29 Title I schools identified as focus schools. The identification criteria and complete description of the priority and focus schools are found in sections 2.D and 2.E of this application. The 1-star schools receive the most-comprehensive support from SSOS in the form of rigorous and explicit interventions. The 2-star schools would receive the targeted level of support from SSOS, such as on-site professional development opportunities or specific content area institutes provided by contractors. School districts that have a larger number or percent of schools with 1-star and 2-star ratings or priority and focus schools will receive comprehensive support.

Superintendents of school districts with 1-star and 2-star schools will be required to participate in a conversation with members of the SSOS team and EED leadership (by phone or in person) to address the areas of low performance in the school(s) and how they are being addressed by the district. The calls will address key areas of the six domains of the Alaska Effective Schools Framework. Based on the information gathered from those phone calls, EED will determine the level of support and interventions required in each school. In providing support and requiring interventions, EED will work with the school district and hold the district accountable for working with the schools. Depending on the level of assistance required and need shown by the desk audit and phone calls with the superintendent, support and interventions may include:

- On-site visit by EED staff to gather further information about needs in the school and district.

- Facilitated support to the school and district in completing the self-study of the Alaska Effective Schools Framework.
- On-site external team to perform an instructional audit of the school, or selected schools in the case of a district with more than one lowest-performing school.
- Required use of the online school improvement planning tool Alaska STEPP.
- Provision of specialized training for the staff and leadership at the school and district.
- Required participation of school and district staff in initiatives such as the Alaska School Leadership Institute, the Curriculum Alignment Institutes, etc.
- Provision of a SSOS on-site coach.
- If identified as a Priority or Focus school, interventions and support as specified in the descriptions in sections 2D-2G of this application.

The State System of Support has been using the above process for identification of the lowest-performing schools in the state and providing direct support through intervention in five school districts since 2007. Since that time, two of the school districts have met the State-defined criteria to exit intervention status. The SSOS support and intervention in schools has evolved over time and continues to change based on feedback from schools and evaluation of the supports that have shown to be effective. The Alaska Legislature recognized the need for more State support to assist low-performing schools and has increased state funding for the SSOS program through additional positions in EED as well as for on-site coaches through contracts.

The new recognition, accountability, and support system proposed by this application will significantly increase the focus and attention on the issue of subgroup performance over what was occurring under AYP. This is because the high-stakes nature of AYP required that Alaska have a minimum N and a confidence interval regarding whether a school or district met AYP for that subgroup. In contrast, inclusion of a point value in an index is not itself a high-stakes matter, even though the overall index point value is high stakes. This allows Alaska to relax the minimum N for inclusion of subgroups into the index to five. In Alaska, the impact of this change will be significant because most of our schools were small to medium-sized schools that were affected by the minimum N/confidence interval for subgroups. In reviewing the proposed ASPI model, the Governor's Council on Disabilities and Special Education provided comment in favor of the increased accountability that the minimum N of five will bring to the students with disabilities subgroup. Furthermore, in order to maintain high accountability for subgroups, Alaska has resisted requests to consider a super subgroup or to eliminate duplication for students in more than one subgroup. Thus, the system is designed to close achievement gaps.

In addition, schools are still required to set and meet AMOs for each subgroup. Whether a school has met its AMOs for subgroups will be included as a factor in determining whether a school is a focus or a priority school. This is further evidence that the system is designed to close achievement gaps.

The State System of Support has provided and will continue to provide resources and training on addressing needs of Alaska Natives, English learners, students with disabilities, and economically disadvantaged students in struggling schools and districts. As described, we work with all schools (not just struggling schools) on achievement gap issues.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.</p>	<p>Option B</p> <p><input type="checkbox"/> If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:</p> <ul style="list-style-type: none">a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; andb. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.
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Alaska currently administers separate content assessments in reading and writing as well as mathematics. Reading and writing together have been reported for the language arts adequate yearly progress (AYP) targets. In this waiver proposal, reading and writing would be reported separately, but are considered to comprise the language arts assessment.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Alaska will set new AMO targets for six years through 2020-2021 based on the baseline data for 2014-2015 using the current process under Option A. Alaska will set new AMO targets for six years through 2020-2021 based on the baseline data for 2014-2015 using the current process under Option A. For 2014-2015, Alaska will create an “Accountability Indicators Report” to report the percentage of students meeting the standards (achievement levels 3 and 4) as compared to the percentage of students in the state that met the standards. The report will include a footnote that “For only the 2015 administration of AMP, a comparison to statewide achievement has been provided instead of noting whether a target was met to meet the requirement in ESEA section 1111(b)(1)(C)(ii). Using 2015 data as a new baseline, meeting a target in 2016 through 2021 will be determined by a comparison to school-specific Annual Measurable Objective (AMO) targets for all students and each subgroup.” Alaska will also use the state percentage of students meeting standards as the target in 2014-2015 for any other programs that require a measurement of meeting an AMO target. In particular, a district must meet or exceed the percentage of LEP students in the state meeting the standards in ELA and Math in order to meet the AMAO Target 3. There are no further changes to section 2.B for the renewal request.

Option A	Option B	Option C
<input checked="" type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	<input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	<input type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2011–2012 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)

Option A: Did the SEA set its AMOs so that they increase in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years?

i. Did the SEA provide the new AMOs and the method used to set these AMOs?

The State will set AMO targets based on Option A so that they increase in annual increments toward a goal of reducing by half the percentage of students who are not proficient within six years in each assessment area: reading, writing, and mathematics. The targets will be set for each content area assessment separately rather than combining the results of the reading and writing assessments into one language arts target. This will provide more information about the areas of need in reading and in writing and progress from year to year can be determined on the individual content assessments.

ii. Did the SEA use current proficiency rates from the 2011–2012 school year as the base year?

The following chart shows the process of calculating the AMO targets using 2011-2012 proficiency rates as the base year:

AMO Calculation Example	
68.0	2012 % proficient or advanced
32.0	% Not proficient or advanced
16.0	% to reduce not proficient in 6 years
84.0	Target at the end of 6 years
2.7	Equal annual increments
70.7	2012-2013 AMO Target
73.3	2013-2014 AMO Target
76.0	2014-2015 AMO Target
78.7	2015-2016 AMO Target
81.3	2016-2017 AMO Target
84.0	2017-2018 AMO Target

iii. If the SEA set AMOs that differ by LEA, school, or subgroup, do the AMOs require LEAs, schools, and subgroups that are further behind to make greater rates of annual progress?

AMO targets will be set at both the state level and for each individual school and district. Targets will be set for the all-students group and for each current NCLB subgroup: African American, Alaska Native/American Indian, Asian/Pacific Islander, Caucasian, Hispanic, Multi-ethnic, economically disadvantaged, students with disabilities, and English learners (formerly known as LEP students). The effect of setting AMO targets for each subgroup means that the lower-performing subgroups that have a lower percentage of students proficient in the baseline year will have a larger percent of not-proficient students and thus larger annual increments for the AMO targets, requiring the subgroup to make a greater rate of progress than the all-students group. Schools and districts will be determined to have met the AMO target in a specific subject and subgroup if they have met either their own target or the state target. Schools and districts that are far below the state targets will need to make more progress from their baseline year to

reach their own AMO target, but meeting their own AMO target will be more likely to be achieved than making a jump to the higher level state target. Schools and districts that are already above the state targets will be considered to have met the targets if they remain at or above the state targets.

Because Alaska has chosen to waive the requirement to report schools as making Adequate Yearly Progress (AYP), the following requirements in the currently approved Accountability Workbook will apply to reporting whether schools and districts meet the AMO targets:

- Participation rate must be 95% for all students and all subgroups.
- Only “full academic year” (FAY) students will be included.
- 1% cap for students with disabilities who take the alternate assessment based on alternate achievement standards will still apply.
- Recently arrived English learners (ELs or LEP) who take the ELP assessment will count toward the participation rate for the reading/language arts assessment, and the school district may choose not to include the scores of those students on the reading/language arts or mathematics assessments.
- Reading/language arts and mathematics assessment scores for former English learners and students with disabilities may be included for up to two years.
- For the purposes of determining whether a school district met the target for English learners in reading/language arts and mathematics under Title III (AMAO3), the target would be based on meeting the participation rate, the graduation rate, and the AMO targets for the English learners subgroup.

The following provisions would no longer apply or will be revised for new accountability system.

- The provision of “safe harbor” would no longer apply to meeting AMOs because that is a provision directly related to making AYP.
- The subgroup size for meeting AMO targets will be changed to be a minimum of five students to be included.
- The confidence interval would no longer be applied.

AMO targets will be used for reporting purposes for all schools and NCLB-required subgroups. Whether a school has met the AMO targets will be used as one of the criteria for identification as a reward or priority school, but it will not be a factor in the ASPI score.

The state AMO targets for the all-students group and each subgroup based on 2011-2012 data are shown in the table below. The AMO targets will be in place until the year of the implementation of the new assessments that are aligned with Alaska’s college- and career-ready standards 2014-2015. At that time, the targets will be reset using the data on the new assessments as the baseline year.

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

2.C REWARD SCHOOLS

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools. If the SEA’s methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

For the purposes of submitting its waiver renewal request, Alaska is not proposing any changes to section 2C. No new Reward schools will be identified in 2015-2016 based on the 2014-2015 assessments. This section will be amended in January 2016.

Table 2 demonstrates that the reward, priority, and focus schools meet the required definitions. The LEA name and school name have been omitted in Appendix 9 until the data model to identify these has been approved. The reward, priority and focus school columns, though, have been completed based on the current model with the criteria listed for the designation and represents actual schools within the state; 72 reward, 14 priority and 29 focus schools.

Did the SEA describe its methodology for identifying highest-performing and high-progress schools as reward schools? If the SEA’s methodology is not based on the definition of reward schools in ESEA Flexibility (but is instead, e.g., based on school grades or ratings that take into account a number of factors), did the SEA also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools Meet ESEA Flexibility Definitions” guidance?

- a. *Is the SEA’s methodology for identifying reward schools educationally sound and likely to result in the meaningful identification of the highest-performing and high-progress schools?*

Alaska will identify up to the top 10% of schools in each grade span category (Elementary/Middle, High School, or combination of K-12) that meet the highest-performing or high-progress definition described below as reward schools. The schools will be selected from among all schools that meet the criteria, without regard to Title I status, for State recognition.

Reward schools selection criteria:

- Highest-Performing Schools
 - Rank schools in order of greatest to least ASPI score.
 - Find the top 10% based on the ASPI score of schools that meet the following criteria:
 - Made AYP in 2010-2011 and 2011-2012. For future years after the waiver is implemented, the schools must have met the AMO targets and participation rates of at least 95% for two consecutive years in each subject (reading, writing, and mathematics) for all students and for each subgroup.
 - Have at least an 85% graduation rate average over the two most recent consecutive years, if the school includes 12th grade (or, in a school with a two-year graduation cohort of fewer than 10 students, all but one of those students graduates).
- High-Progress Schools
 - Rank schools in order of greatest to least on the school progress indicator (growth and proficiency index for all students).

- Find the top 10% of schools based on the growth and proficiency index that meet the following criteria:
 - Growth and proficiency index for the all students group average over the most recent 3 consecutive years must be ≥ 95.0 .
 - Growth and proficiency index for each applicable primary subgroup in the school (AN/AI, ECD, SWD, and EL) must be ≥ 90.0 for the current year.
 - School met participation rate of at least 95% for current year for all students group and each applicable primary subgroup.
 - Have at least an 85% graduation rate average over the two most recent consecutive years, if the school includes 12th grade (or, in a school with a two-year graduation cohort of fewer than 10 students, all but one of those students graduates).

2.C.ii Provide the SEA’s list of reward schools in Table 2. (See Attachment 9)

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

- *Are the recognition and, if applicable rewards proposed by the SEA for its highest-performing and high-progress schools likely to be considered meaningful by the schools?*
- *Has the SEA consulted with LEAs and schools in designing its recognition and, where applicable, rewards?*

All Highest-Performing and High-Progress schools will be recognized on the EED website, through announcement in the EED *Information Exchange* newsletter, through press releases, and with letters of congratulation and/or certificates from the education commissioner and possibly from the governor. Additional recognition options include legislative proclamations, a logo that may be used by the school on newsletters, website, signs, etc., and recognition by the education commissioner or governor at local events. Schools recognized as Highest-Performing or High-Progress will be among the pool of schools asked to present at workshops or serve as models or mentors to other schools. Informal feedback from the State’s previous recognition program indicated that the schools were very proud of their congratulatory letters that were received from that program.

Title I Highest-Performing and Title I High-Progress schools with at least 35% poverty may apply to be considered for the Title I Distinguished Schools program. Interested schools will submit applications to be considered. One Title I school will be selected in each category and given financial support (as resources allow) to travel to the National Title I Conference to be recognized and to participate in the professional development opportunities of the conference. Alaska has participated in the Title I Distinguished Schools program since 2007-2008. The schools that have been selected have been very excited about the recognition and have found attendance at the National Title I Conference to be very beneficial. Several schools have presented over the years both at state conferences and at the national conference, sharing their effective strategies with other schools.

EED will recognize reward schools using the following strategies:

- Statewide announcement on EED *Information Exchange* and published list on EED website.
- Annual recognition ceremony (in conjunction with Association of Alaska School Boards’ or superintendents’ meetings in Juneau).
- Opportunity for photo with Commissioner of Education.

- A public relations packet for schools to use locally that would include: sample press release, parent letter, flyer, and social media messages.
- Based upon available resources, an award banner/pennant schools can display on-site.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools. If the SEA’s methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

For the purposes of submitting its waiver renewal request, Alaska will not identify any new Priority schools for the 2015-2016 school year. The Priority schools identified for the 2013-2014 school year will be in their third year of implementation in the 2015-2016 school year. Priority schools will continue to revise and update their plans with new tasks/activities for the 2015-2016 school year. Schools are encouraged to use other sources of local data available, including data other than state or local assessments, to ensure a comprehensive understanding of the needs of each school and enable the districts and schools to choose specific, targeted interventions, and assess the efficacy of those interventions. These schools will continue to be supported by EED liaisons and coaches and resources to improve outcomes for all students, including English learners and students with disabilities. Alaska will submit an updated list of schools that are scheduled to begin implementing interventions in the 2016-2017 school year along with its amendment request by January 31, 2016. The amendment request will also outline revised criteria for exiting priority status at the end of the 2015-2016 school year, and the identification of any schools that have not made sufficient progress to exit priority status. For those schools that have not made sufficient progress to meet the exit criteria, Alaska will re-identify those schools as Priority schools for an additional three years and will ensure increased rigor of those interventions and supports by the start of the 2016-2017 school year. Examples of increased rigor of interventions and supports include the following and will be based on an analysis of the data and the capacity of the district and school leadership and staff:

- *Requiring a school district to implement specific instructional strategies*
- *Requiring external coaches or providers to support the school in identified areas*
- *Scheduling additional technical assistance and monitoring of implementation of selected strategies by EED*
- *By appointing a trustee or other external contractor to oversee the finances of the district*
- *By causing the district’s funding under ESEA or State funding to be redirected to pay for required actions or to a holding account for the district until the actions are completed.*

The remainder of section 2D has not changed.

Alaska had 286 Title I schools in 2011-12. The state will identify 5%, or at least 14, of those schools as the lowest-performing schools, the priority schools. To identify these schools, the State will begin with the Title I schools with a 1-star rating. There are 33 Title I schools with a 1-star rating. Within this list, the State will choose the 14 Title I priority schools based on consideration of these factors: ASPI score, SBA proficiency rates in the all-students group and in the four primary subgroups over three years, growth and proficiency index scores averaged over three years, and graduation rates less than 60% (in schools with 12th-graders) over three consecutive years. Additional factors of consideration include: schools with current SIG grants; data from the

SSOS desk audit and conversations with the superintendent, school district and school leadership about the school improvement strategies and interventions currently in place; schools currently in corrective action school districts under State intervention; the number and percent of other Title I schools on the 1-star list in the same district; and the size and characteristics of the schools. Schools in districts that have a higher number or percentage of 1- and 2-star schools would be an indicator that more support is needed for those schools and districts. Schools of very small size or special populations may not be schools that would best fit the comprehensive interventions required for priority schools. Based on the factors described above, schools will be chosen as priority schools that are identified as having the greatest need for support and within districts having the greatest need for support. For example, a school with 12th-graders may have graduation rates less than 60% for three years, but the graduation rate is showing improvement. Or, the school may have a low percentage of students that are proficient on the SBAs, but the growth and performance index score shows that the school is improving. The schools identified as priority schools will be of sufficient size for the interventions required by the turnaround principles to be meaningfully applied and to have the most likelihood of success. For example, schools with an enrollment of less than 50 students or with only primary grades may not be schools that would benefit the most from interventions aligned with the turnaround principles. Schools with SIG grants will not automatically be identified as priority schools as schools that have made progress may no longer be in the category of the lowest-performing 5% of Title I schools. Title I eligible high schools with less than 60% graduation rates will be considered for priority school identification if the schools earned a 1- or 2-star ASPI rating. Of the Title I high schools (those schools with only grades 9-12) that were identified with a graduation rate of less than 60%, all also received a 1-star ASPI rating, so these schools will be included in the schools from which the priority schools will be determined. (Attachment 2.8)

2.D.ii Provide the SEA's list of priority schools in Table 2. (See Attachment 9)

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Are the interventions that the SEA described aligned with the turnaround principles and are they likely to result in dramatic, systemic change in priority schools?

Priority schools will be required to implement meaningful interventions aligned with all seven of the turnaround principles beginning in the first year and continuing for a minimum of three years. Each identified priority school will complete a needs assessment and an implementation plan with assistance from and approval by a department staff liaison assigned to the school. The plan will include specific interventions based on the school’s needs assessment, a timeline for the interventions, and the key dates for reporting and monitoring implementation of the plan. The turnaround principles align with the Alaska Effective Schools Framework. The framework is based on six domains that represent important areas of school functioning: curriculum, assessment, instruction, supportive learning environment, professional development, and leadership. Each domain includes a set of indicators and a rubric against which evidence of implementation is rated – from little or no development or implementation to exemplary level of development and implementation of the indicator. These six domains are the basis of several tools used to determine areas in which schools need to improve and in planning school improvement strategies and actions to increase the school’s level of implementation of effective practices in each domain. The Alaska Effective Schools Framework is described in the State System of Support Operations Manual found in the attachments. The following chart shows the specific alignment of required interventions with the six domains of the framework. (Attachment 2.4)

- a. *Do the SEA’s interventions include all of the following?*
- b. *Are the identified interventions to be implemented in priority schools likely to —*
 - (i) *increase the quality of instruction in priority schools;*
 - (ii) *improve the effectiveness of the leadership and the teaching in these schools; and*
 - (iii) *improve student achievement and, where applicable, graduation rates for all students, including English Learners, students with disabilities, and the lowest-achieving students?*
- c. *Has the SEA indicated that it will ensure that each of its priority schools implements the selected intervention for at least three years?*

Turnaround Principle	Required implementation
Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;	(1) The school district will review the performance of the current principal. The performance of the current principal will be based on alignment with the indicators of Domain 6, Leadership of the Alaska Effective School Framework, as well as on performance evaluations of the principal for the employment at the current school (up to the most recent three years if the principal has served the school longer than three years), and student achievement and growth data on the standards based assessments for the most period of the principal’s employment at the school (up to the most recent three years). The required indicators in Domain 6

	<p>that will be measured for the principal (instructional leader) in a priority school are:</p> <p>6.1 Instructional leader facilitates the development of the school improvement goals.</p> <p>6.2 Instructional leader assists teachers in understanding student achievement data and its use in improving instruction.</p> <p>6.5 Instructional leader conducts formal and informal observation and provides timely feedback to teachers on their instructional practice.</p> <p>6.6 Instructional leader has a productive, respectful relationship with parents and community members regarding school improvement efforts. And</p> <p>6.8 Instructional leader regularly analyzes assessment and other data, and uses the results in planning for the improved achievement of all students.</p> <p>(2) The school district may demonstrate to EED that the current principal has a track record in improving student achievement and the ability to lead the turnaround effort by providing evidence that the principal is operating at the “fully functioning and operational level” or higher of at least 80% of the indicators in Domain 6, that the performance evaluations of the principal for the most recent three years are satisfactory or above, and that the student achievement and growth data at the school is increasing.</p> <p>If the district determines that the principal will be replaced, the district must demonstrate to EED that the district will recruit for a principal with the skills and abilities as referenced in the indicators of Domain 6 and that it will hire the candidate that has been demonstrated through the application process and previous employment references to have those skills and abilities to lead the turnaround effort in the school.</p> <p>(3) The school district will outline what operational flexibility will be provided to the principal in the areas of scheduling, staff, curriculum, and budget and what parameters will be around that flexibility. For example, the district may allow the principal to determine start and stop times of the school day within the week to meet the needs of the local community, but may not allow the principal to shorten the length of time that students are in school.</p>
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<p>Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;</p>	<ol style="list-style-type: none"> (1) The school district, in conjunction with the principal, will review the quality of all teachers in the school. The indicators of quality will include the most recent performance evaluations of the teachers (up to the three most recent years of employment). If the previous teacher evaluations did not include a measure of data related to student growth, the school district will include, at a minimum, information on the growth in student achievement on the State standards-based reading, writing, and mathematics assessments, if applicable, as well as any other indicators of student academic progress available for each teacher (student benchmark or progress monitoring data, etc.). The school district will retain teachers who, based on the review, have demonstrated that they are effective and are likely to be successful in the turnaround effort. If a teacher is determined not to be effective, the school district will remove that teacher from the school through any of the following means, as required by applicable contract and statute: non-retain the teacher prior to the beginning of the school year; transfer to another school in the school district; or place the teacher on a plan of improvement for the coming school year with a clear timeline and set of criteria for non-retention or dismissal if the criteria for improvement are not met. The school district will identify, in consultation with EED, the skills and abilities that are desired for teachers to be newly hired for the priority school. The school district will recruit and hire teachers with the identified skills and abilities to fill any vacant positions in the school. (2) The school district will require that only teachers that have been determined to be effective in other district schools through the same review process as described in (1) above may transfer to the designated priority school, and only with the concurrence of the school's principal. (3) The school district will ensure that it will provide job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs. This will be aligned with the indicators in Domain 5, Professional Development, of the Alaska Effective School Framework and will be documented in the school's priority turnaround plan in AK STEPP. Required indicators in Domain 5 include: 5.1. Student achievement data are a primary factor in
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	<p>determining professional development priorities, and 5.2 District teacher and principal evaluation processes are aligned with the Alaska Professional Teacher Standards and the Standard's for Alaska's Administrators.</p>
<p>Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;</p>	<p>The school district will be required to ensure that the school redesigns the school day, week, or year to include additional time for student learning and teacher collaboration. Priority schools must have a minimum of 90 minutes of core reading instruction and 60 minutes of core mathematics instruction per student per day. The schedules must include additional time for Tier II instruction/interventions and additional time for Tier III intensive interventions. The school will provide copies of the school schedules for the prior year and the coming year identifying the changes. These strategies will be demonstrated through these indicators in Domain 4, Supportive Learning Environment and Domain 5, Professional Development:</p> <p>4.1 Effective classroom management strategies that maximize instructional time are evident throughout the school day.</p> <p>4.2 School-wide operational procedures are in place to minimize disruptions to instructional time.</p> <p>4.8 Extended learning opportunities are made available and utilized by students in need of additional support.</p> <p>5.3 Professional development is embedded into the daily routines and practices of school staff.</p> <p>5.5 Sufficient time and resources are allocated to support professional development outlined in the school improvement plan.</p>
<p>Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;</p>	<p>The priority school will be required to improve the school's instructional program to ensure that it is based on student needs and that the program is research-based, rigorous and aligned with Alaska academic content standards. This will be demonstrated through an analysis of the current instructional program in Domains 1 and 3 (Curriculum and Instruction) of the Alaska Effective Schools Framework, and by the creation of the timeline, strategies and action steps in the school turnaround plan to implement improvements in the instructional program. Priorities for curriculum and instruction areas of improvement will be based on the analysis of the current</p>

	<p>instructional program and the needs determined through the analysis of student achievement data. The priorities will be informed by the teacher and principal evaluation system data that identify areas in need of improvement. Priority schools will be required to adopt core reading and mathematics programs that are aligned with the Alaska’s college- and career-ready standards. The reading program must address the essential elements of reading. Required indicators for the instructional domains in priority schools are:</p> <p>1.1 The district-approved curricula, which are aligned with Alaska State Content Standards, are being implemented.</p> <p>1.4 Statewide assessment data are used to identify gaps in the curricula.</p> <p>3.1 There is a system in place to ensure that classroom instructional activities are aligned with the Alaska State Content Standards.</p> <p>3.2 A coherent, written, school-wide plan to help low performing students become proficient has been implemented.</p> <p>3.3 The use of research-based instructional practices guides planning and teaching.</p>
<p>Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;</p>	<p>The priority school will be required to use data to inform instruction and for continuous improvement. The school will use a three-tiered Response to Instruction/Intervention model. The priority school will identify appropriate screening assessments to be given to all students three times during the school year, such as AIMSweb or an equivalent tool approved by EED. The results of those screening assessments will be used to determine which students need additional interventions and support in Tier II, and which students will need even more intensive interventions and support in Tier III. The use of data to inform instruction will be demonstrated through indicators in Domains 2 and 3, Assessment and Instruction, of the Alaska Effective Schools Framework. Indicators from Domains 2 and 3 that are required of priority schools are:</p> <p>2.1 School-wide assessments are aligned Alaska State Content Standards and district curricula.</p> <p>2.3 Universal screening assessments are administered multiple times a year, in all SBA-tested content areas.</p> <p>2.4 School staff review SBA data to evaluate school programs and student performance.</p> <p>3.4 Teachers regularly measure the effectiveness of</p>

	instruction using formative assessment.
<p>Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and</p>	<p>The priority school will be required to establish a school environment that improves school safety and discipline. It will be required to address other non-academic factors such as student's social, emotional, and health needs to the extent possible in the school/community situation. The school will be required to implement a schoolwide behavior plan, such as Positive Behavior Intervention and Support, CHAMPS or another plan of the school's design, that is comprehensive and implemented school-wide. This will be demonstrated through Domain 4, Supportive Learning Environment, of the Alaska Effective Schools Framework. Indicators from Domain 4 that are required of priority schools are:</p> <p>4.1 Effective classroom management strategies that maximize instructional time are evident throughout the school.</p> <p>4.6 The school and classroom environments reflect cultural awareness and understanding of cultural values of the students and community.</p>
<p>Providing ongoing mechanisms for family and community engagement.</p>	<p>The priority school will be required to provide ongoing mechanisms for family and community engagement. These mechanisms will be aligned with these indicators of Domain 4, Supportive Learning Environment, of the Alaska Effective Schools Framework</p> <p>4.6 The school and classroom environments reflect cultural awareness and understanding of cultural values of the students and community. The rubrics for the Alaska Cultural Standards for Educators will be used to determine implementation of these standards by the teachers and principal in the school. A focus on family and community engagement strategies will be expected in the priority school turnaround plan.</p> <p>4.7 Staff communicates effectively with parents about learning expectations, student progress, and ways to reinforce learning at home.</p>

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA’s choice of timeline.

➤ *Does the SEA’s proposed timeline distribute priority schools’ implementation of interventions in a balanced way, such that there is not a concentration of these schools in the later years of the timeline?*

All identified priority schools will begin implementation of the meaningful interventions aligned with all of the turnaround principles in 2013-2014. If a school that is identified as a priority school has already been required to implement specific interventions aligned with the turnaround principles through current state intervention support, that school will be required to continue to implement those interventions and to revise and update its needs assessment, turnaround plan, and timeline in AK STEPP. The timeline will specify the priority implementations over a three-year period. If a school is identified as a priority school that has not previously been receiving State support through intervention, the State will work with that school (after the State’s ESEA Flexibility Waiver application has been approved) to complete its comprehensive needs assessment during the 2012-2013 school year. The State will collaborate with the school district and the priority school to determine the priorities and timeline for implementation of the required interventions over the three-year period. While some interventions may be phased in over the three year cycle, interventions will be identified for all seven turnaround principles. For example, if the needs assessment shows that the school needs to improve its instructional program in all subject areas, the priority for implementation in the first year would be the adoption and implementation (if needed) of a reading instructional program that includes all the essential elements of reading as identified by research, as well as a 90 minute reading block and a 60 minute math block. The State System of Support staff member assigned to the priority school will assist the school in developing the needs assessment, the required components of each intervention, and the timeline for implementation to ensure that the school is able to implement them successfully and the district is able to provide appropriate resources and support to the priority school. EED will approve and monitor the implementation plan. See the Alaska STEPP District and School Indicators and Expectations for Districts and Schools in Intervention that describe the indicators and rubrics aligned with the six domains of the Alaska Effective Schools Framework at the school and district level, and the current expectations for sites and districts in interventions. These expectations will be those expected of priority schools and districts with priority schools as described in this waiver application. (See Attachments 2.4, 2.5, 2.6 and 2.7)

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

i. *Do the SEA’s criteria ensure that schools that exit priority status have made significant progress in improving student achievement?*

➤ *Is the level of progress required by the criteria to exit priority status likely to result in sustained improvement in these schools?*

A priority school must implement the turnaround plan for a minimum of three years. During this three-year period, the State System of Support staff member assigned to the school and the on-

site coach assigned to the school will regularly monitor both the implementation of the interventions as well as student progress on the universal screenings and the state assessments. At any time, if the interventions are not being implemented according to the plan and timeline, or if student progress is not being made, the state may require changes in the interventions or additional interventions, and will provide more intensive oversight and support to the school and district.

In order to exit priority status, the school must have improved at least 6 points on the ASPI and have a three- year average (consecutive years, including the current year) on the growth and proficiency index score for the all students group and each primary subgroup of at least 90 points to show that progress is being made. A school that meets this target at the end of the first or second year of priority status will be recognized as making progress, but it will not be removed from the list of priority schools until the end of the full three years of implementation of interventions. This will allow the school to continue to qualify for the additional funding and support to continue on the path of improvement. If the priority school is not ready to exit priority status at the end of three years, the State will re-identify the school as a priority school for the next three-year cycle and may take additional actions by requiring the school district to implement specific instructional strategies, by requiring external coaches or providers to support the school in identified areas, or by appointing a trustee or other external contractor to oversee the finances of the district, or by causing the district's funding under ESEA or State funding to be redirected to pay for required actions or to a holding account for the district until the actions are completed. The department has statutory authority to remove administrators who are responsible for the lack of progress. AS 14.07.030(14)(A). The department also has authority to redirect funding for a school or district that does not make progress. AS 14.07.030(14)(B) and 14.07.030(15). Alaska regulations 4 AAC 06.840 (j)-(l) and 4 AAC 06.872 describe the current actions and authority the State may take for school districts in corrective action or low-performing schools that meet certain criteria (known as “872” schools). These regulations are illustrative of the types of actions the state would take with districts that have priority schools that have not exited priority status after three years. These regulations would be revised and incorporated into new regulations based on the provisions of the approved ESEA Flexibility Waiver.

EED was very deliberate in selecting exit criteria for priority schools. The selection of two different measures, and the requirement that subgroups show significant gains, were intended to ensure that even if one measure was not rigorous for a particular school, the others would be. Also, the requirement that subgroups show significant growth was intended to narrow achievement gaps. (Alaska has a wide range of school size and demographics. One measure might be easy for one school to meet and difficult for another. Therefore, EED has required that schools meet all measures to exit.) EED has done extensive simulations of impact data to study the exit criteria. The simulations show that the exit criteria for priority schools may be somewhat too demanding. Of the 14 schools that would have been identified as priority schools in 2011, five were able to meet the requirement of a six-point gain in the ASPI. Only one school, was able to meet the requirement of a three-year average of 90 on the growth and proficiency index for the school as a whole, but even that school could not demonstrate growth for all four subgroups. This result shows that the exit criteria are sufficiently rigorous. Further analysis will be necessary to determine whether a minimum N is required for subgroups to avoid having a school remain in priority status due to a subgroup population too small to accurately measure.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.” If the SEA’s methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

For the purposes of submitting its waiver renewal request, Alaska will not identify any new Focus schools for the 2015-2016 school year. Focus schools initially identified in 2013-2014 are completing their second year in 2014-2015 and would have been eligible to exit focus status based on the 2015 assessment results, but the exit criteria included use of the growth and proficiency index which is not applicable to the 2015 assessments. Focus schools will continue to revise and update their plans with new tasks/ activities for the 2015-2016 school year. Schools are encouraged to use other sources of local data available, including data other than state or local assessments, to ensure a comprehensive understanding of the needs of each school and enable the districts and schools to choose specific, targeted interventions, and assess the efficacy of those interventions. These schools will continue to be supported by EED liaisons and resources to improve outcomes for all students, including English learners and students with disabilities. Alaska will submit an updated list of Focus schools that are scheduled to begin implementing interventions in the 2016-2017 school year along with its amendment request by January 31, 2016.

The amendment request will also outline revised criteria for exiting focus status at the end of the 2015-2016 school year, and the identification of any schools that have not made sufficient progress to exit priority status. For those schools that have not made sufficient progress to meet the exit criteria, Alaska will re-identify those schools as Focus schools for an additional two years and will ensure increased rigor of those interventions and supports by the start of the 2016-2017 school year. Examples of increased rigor of interventions and supports include the following and will be based on an analysis of the data and the capacity of the district and school leadership and staff:

- *Requiring a school district to implement specific instructional strategies*
- *Requiring external coaches or providers to support the school in identified areas, especially areas of gaps in achievement or graduation rate between subgroups*
- *Scheduling additional technical assistance and monitoring of implementation of selected strategies by EED*
- *By appointing a trustee or other external contractor to oversee the finances of the district*
- *By causing the district’s funding under ESEA or State funding to be redirected to pay for required actions or to a holding account for the district until the actions are completed.*

The remainder of section 2E has not changed.

- In identifying focus schools, was the SEA’s methodology based on the achievement and lack of progress over a number of years of one or more subgroups of students identified under ESEA section 1111(b)(2)(C)(v)(II) in terms of proficiency on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system or, at the high school level, graduation rates for one or more subgroups?*
- Is the SEA’s methodology for identifying focus schools educationally sound and likely to ensure that schools are accountable for the performance of subgroups of students?*

Alaska had 286 Title I schools in 2011-2012. The state will identify 10%, or at least 29, of those schools as focus schools. According to the definition of focus schools in “ESEA Flexibility, June

7, 2012,” focus schools are defined to be those that are contributing to the achievement gap in the state. In Alaska, the focus schools will be those that have a subgroup or subgroups with low achievement or, at the high school level, low graduation rates. These are low-achieving schools overall rather than schools with within-school gaps between high-achieving and low-achieving subgroups. Focus schools will, in general, represent the next-lowest-performing group of Title I schools. After the identification of the Title I priority schools, the remaining Title I schools with a 1-star rating will be identified as focus schools. Next, the State will sort the Title I schools with a 2-star rating from the least to greatest ASPI score and will select the remainder of the 29 focus schools from this ranked list from least to greatest. Schools identified as focus schools will have one or more low-achieving subgroups and/or a low graduation rate because all the Title I schools with a 1- or 2-star rating had one or more of the four primary subgroups as a factor in their ASPI score and most also had graduation rates of less than 60%. (See Attachment 2.8)

2.E.ii Provide the SEA’s list of focus schools in Table 2. (See Attachment 9)

2.E.iii Describe the process and timeline the SEA will use to ensure that each LEA that has one or more focus schools will identify the specific needs of the LEA’s focus schools and their students. Provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

- *Has the SEA demonstrated that the interventions it has identified are effective at increasing student achievement in schools with similar characteristics, needs, and challenges as the schools the SEA has identified as focus schools?*
- *Has the SEA identified interventions that are appropriate for different levels of schools (elementary, middle, high) and that address different types of school needs (e.g., all-students, targeted at the lowest-achieving students)?*

All identified Title I focus schools will begin implementation of interventions targeted to improve the performance of students who are the furthest behind in 2013-2014. After the ESEA Flexibility Waiver is approved, the State will work with school districts that have focus schools identified in their districts to complete a needs assessment by the end of the 2012-2013 school year to identify specific areas of need, especially in low-subgroup achievement or graduation rates. The needs assessment will be completed in AK STEPP and will be aligned with the six domains of the Alaska Effective Schools Framework. If a school that is identified as a focus school has been required already, through current State intervention support, to implement specific interventions that are based on a comprehensive needs assessment and aligned with the six domains of the Alaska Effective Schools Framework, that school will be required to continue to implement those interventions and to revise and update its focus school improvement plan and timeline in AK STEPP. The State will collaborate with the school district and the focus school to determine and prioritize the interventions and strategies that will best address the areas of need in the school and the timeline for implementation of the identified interventions. EED will approve the plan and timeline for the specific interventions required of the focus school. The school will be required to use AK STEPP for its plan of improvement for focusing on specific subgroups of concern and for specific indicators including curriculum, instruction, assessment, and professional development. The SSOS will provide support to focus schools through reading and mathematics content support specialists, and for EL or SWD student subgroups through additional resources

and professional development through contracts with external partners for specific areas of need. AK STEPP includes links (called Wise Ways) to resources and strategies that enable the school to target resources and instructional strategies to specific needs, including support for instruction for English learners and students with disabilities.

EED already has in place a robust system for identifying schools and districts that would “benefit from a program for improvement of instructional practices” (See SSOS Operations Manual and 4 AAC 06.872). This process identifies schools (essentially equivalent to the 1-star and 2-star schools that will be designated by the ASPI if this application is granted) based upon student performance criteria.

The specific interventions for focus schools will depend on the need of the school—one size does not fit all. Typically, however, the department has worked collaboratively with the district/school through the needs-identification process of Alaska STEPP, and the interventions include the criteria such as the following:

- A dedicated reading block.
- A dedicated math block.
- Curriculum alignment to ensure that the district’s curricula are aligned to State standards and that teachers are trained to engaged in the process.
- Adoption of a reading program that includes all of the essential elements or reading.
- Adoption of a reading program that includes a core curriculum for students who are on grade-level and supplemental curricula materials for struggling students.
- Employment of literacy specialists.
- Dedicated time for teacher collaboration.
- Adoption of student behavior program.

Further descriptions of specific interventions can be found at Attachment 2.7 (Expectations for Sites in Intervention), some or all of which may apply to a focus school. As described elsewhere in this response, the interventions are supported by coaches, mentors, and program specialists from the department (although to a lesser degree than provided to Tier I schools).

The significant interventions for focus schools, including addressing the needs of students with disabilities, English learners, and schools with low graduation rates or large achievement gaps are tailored to the need of the school through the Alaska STEPP process. As schools engage in continuous improvement through the use of Alaska STEPP, they are required to work with identified indicators of effective practice across the domains of the Alaska Effective Schools framework. In addition, schools work with student outcome indicators. These indicators require schools to look at multiple data points and to create SMART (Specific, Measurable, Attainable, Realistic, Time-bound) goals. Under the current accountability system, goals must be created for each subgroup that did not make AYP on the most recent State assessment. The SMART goals are linked to actions and tasks within the indicators of effective practice, effectively targeting resources and instructional practices to improve the performance of special populations. The use

of Alaska STEPP as a diagnostic tool and a structure for targeting intervention and change to subgroups will be required for focus schools if this application is accepted.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

a. Do the SEA's criteria ensure that schools that exit focus status have made significant progress in improving student achievement and narrowing achievement gaps?

➤ Is the level of progress required by the criteria to exit focus status likely to result in sustained improvement in these schools?

A Title I focus school must implement interventions for at least two years and until the school has met the exit criteria. During this two-year period, the State System of Support staff member assigned to the school will regularly monitor both the implementation of the interventions as well as student progress on the universal screenings and on the state assessments. At any time, if the interventions are not being implemented according to the plan and timeline, or if student progress is not being made, the state may require changes in the interventions or additional interventions, and will provide more intensive oversight and support to the focus school and district. In order to exit focus status, the school must show improvement of at least 5 points in the growth and proficiency index (average of three consecutive years, including the most current year) in the all students group and in any specific subgroups in which the school was identified as a focus school. If the school was identified as a focus school for a graduation rate less than 60%, then the graduation rate must improve to greater than 60% (measured as an average over three consecutive years, including the current year). If a Title I focus school exits focus status before the end of three years from initial identification, the State will review the Title I schools with 1- and 2-star ratings on the current year's data that are not already identified as priority or focus schools, and will use the same process to select replacement focus school(s) to keep the number of Title I focus schools at 29 over the period of three years until the ASPI and AMO targets are reset based on the new assessments.

Alaska's accountability plan requires that all focus schools *must* implement the interventions for at least two years, regardless of how much growth they show in year 1. This requirement is designed to show that the improvement in the school is not a one-year anomaly, but occurs after two years of intervention. To conduct impact analyses, EED reviewed the growth of the schools that would have been identified as focus schools in 2011 and studied their growth and graduation rates in 2012. Disappointingly, none of the schools that were identified as focus schools under the graduation rate requirement would have met the graduation rate required to exit focus status. This indicates that the graduation rate requirement for exit is rigorous. It also indicates one area in which EED needs to focus its interventions. EED notes that only two of these schools would have met the criteria for growth, which indicates that the criteria of a five-point gain in the growth and proficiency index is a rigorous requirement. Of the schools that were not identified under the graduation rate requirement, only two met the growth requirement. EED notes that one of these schools was placed on "watch" status in 2011 (similar to focus status), and EED approved the interventions at that school for 2011. Although EED is pleased with the level of growth in 2012, that school would not have been eligible to exit focus status until 2013. Both of these schools

significantly closed the achievement gap by demonstrating more than a five-point gain in the Alaska Native subgroup, based on a rolling three-year average—a very rigorous measure. Finally, the impact data showed that subgroup data for the focus schools closely track the all-students data, and that a school will need to close the achievement gap in addition to making gains in the all-student group in order to exit. In short, the data demonstrate that the exit criteria are rigorous and will result in significant progress in improving student achievement, increasing graduation rates, and narrowing achievement gaps.

The department has statutory authority to remove administrators who are responsible for the lack of progress. AS 14.07.030(14)(A). The department also has authority to redirect funding for a school or district that does not make progress. AS 14.07.030(14)(B) and 14.07.030(15). Although the department has had best success in interventions that are led by the district, the department has appointed a trustee in one district and been deeply involved in personnel and curricular matters in two other districts in which progress has been delayed. In short, the department has many tools in its tool chest, and is able and willing to take extreme action when necessary.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA’s list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school. (See Attachment 9)

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
<i>Ex. Washington</i>	<i>Oak HS</i>	<i>111111100001</i>		<i>C</i>	
	<i>Maple ES</i>	<i>111111100002</i>			<i>H</i>
<i>Adams</i>	<i>Willow MS</i>	<i>222222200001</i>	<i>A</i>		
	<i>Cedar HS</i>	<i>222222200002</i>			<i>F</i>
	<i>Elm HS</i>	<i>222222200003</i>			<i>G</i>
TOTAL # of Schools:					

Total # of Title I schools in the State: 286

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

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

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

- 2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

For the purposes of submitting its waiver renewal request, Alaska will require all other schools, including Title I schools, to continue with any school improvement plans in 2015-2016 that were in place for 2014-2015 based on the requirements of their ASPI scores and star ratings from the 2014 assessments. Schools will continue to revise and update their plans with new tasks/activities for the 2015-2016 school year. Schools are encouraged to use other sources of local data available, including data other than state or local assessments, to ensure a comprehensive understanding of the needs of each school and enable the districts and schools to choose specific, targeted interventions, and assess the efficacy of those interventions. Once the reports are available for the 2014-2015 data, schools will be supported in understanding their data on the AMP performance, what it means, and how it compares to the performance of the same student groups statewide. EED will support schools that are below the state percentages in certain areas or subgroups in determining strategies to include in their school improvement plans to be implemented either in 2015-2016 or at the beginning of the 2016-2017 school year.

As described below, schools with ASPI ratings of 3 stars must complete a comprehensive school improvement plan and schools with 4- or 5-star ratings must complete a plan if one or more subgroups miss either AMOs or graduation rate targets or both for two years in a row. These plans are submitted to the district for review and approval. Alaska reviews the star-ratings, ASPI scores, and progress toward AMO and graduation rate targets annually. If it is determined that schools are continuing to miss AMO targets and/or graduation rate targets, Alaska will increase the monitoring of the plans that the district approved, and provide additional technical assistance and support to the LEAs to ensure that the LEAs are providing interventions and supports for the schools so identified. The increased monitoring and technical assistance will be based on an analysis of the data and the capacity of the district and school leadership and staff and may include:

- *Requiring a school district to implement specific instructional strategies*
- *Requiring external coaches or providers to support the school in identified areas, especially areas of gaps in achievement or graduation rate between subgroups*
- *Scheduling additional technical assistance and monitoring of implementation of selected strategies by EED*

Revisions and updates for this section will be submitted with the amendment request for Principle 2 in January 2016. The remainder of section 2F has not changed.

- i. *Does the SEA’s differentiated recognition, accountability, and support system provide incentives and supports for other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps?*
- ii. *Are those incentives and supports likely to improve student achievement, close achievement gaps, and increase the quality of instruction for all students, including English Learners and students with disabilities?*

The State’s differentiated recognition, accountability and support system will provide incentives and support for all schools, including Title I schools that are not identified as priority or focus schools. Public reporting of the ASPI scores and star ratings, the academic proficiency rates and progress toward the AMO targets and the graduation rates will provide intrinsic motivation for schools to

improve those scores and ratings for all students as well as for students in lower performing subgroups.

The State will review the data for each school annually. The ASPI score and corresponding star rating of a school, combined with school data about meeting the AMO targets for achievement in reading, writing and mathematics, and the graduation rate targets for all subgroups will determine the types of supports and interventions that the school will receive. All schools will have support available at the universal level from the SSOS that includes access to a number of resources in areas such as transition to the Alaska college- and career-ready standards and support for students with disabilities and English learners.

Schools with ASPI ratings of 3 stars will be required to create a plan and timeline addressing key areas of the six domains of the Alaska Effective Schools Framework to improve the performance of the school and all subgroups within the school. Schools with ASPI ratings of 4 or 5 stars, including Title I schools, that are missing AMO targets in any one subgroup for two years in a row, that have a subgroup that missed the participation rate, or that have a subgroup that missed its graduation rate target (for schools with grade 12) will be required to create a plan and timeline with specific strategies for improving the achievement or graduation rates of the subgroup(s) affected. The plans for 3, 4, and 5 star schools must be submitted to the district for review and approval. The district will be responsible for providing support to those schools, and may request targeted support through the SSOS. The SSOS will provide requested targeted support as resources allow, and will prioritize requests for support in assisting students with disabilities and English learners.

Alaska’s interventions under 4 AAC 06.850 and 4 AAC 06.872 are designed to drill down into the data and provide support where needed. That is why EED refers to Alaska’s system as “diagnostic,” why EED performs individualized desk audits, and why a step in the audit includes an interview with the superintendent. One way that EED supports *students* is through the school’s use of Alaska STEPP. When a school engages in the Alaska STEPP process, it begins its work by completing a self-assessment using indicators of effective practice. These research-based indicators are spread across the domains of curriculum, assessment, instruction, supportive learning environment, professional development and leadership. Based upon the assessment results, schools begin to build improvement plans that are specifically designed to target the identified deficiencies. Schools also work through an additional domain that is focused on subgroups. This Data Analysis domain requires school teams to look at multiple data points (including the most current State assessment results) and to create goals that are specific to subgroups that did not meet their AMO target. For example, if the English learners did not meet the AMO target, a school would create a SMART (Specific, Measurable, Attainable, Realistic, Time-bound) goal that was specific to their need as identified by data analysis. The goals written in the Data Analysis domain are linked to the work within the domains of effective practice. AK STEPP includes links (called Wise Ways) to resources and strategies that enable the school to target resources and instructional strategies to specific needs, including support for instruction for English learners and students with disabilities. By partnering the work within the indicators of effective practice and the outcome indicators in the data analysis domain, schools are able to move the entire school population forward while still paying attention to the specific needs of special populations. If the waiver is granted, schools will be required to create SMART goals for any subgroup that did not meet the AMO.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT

LEARNING

- 2.G Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
 - ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
 - iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

For the purposes of submitting its waiver renewal request, Alaska will retain the tier designation of districts into 2015-2016 based on the number and percent of 1- and 2-star schools identified through the 2014 assessments. EED will provide the level of support and oversight for all districts by tier designation in 2015-2016 as it did in 2014-2015. Department staff from the ESEA/Title team, the School Support Team, and the Special Education team will continue and increase collaboration to provide monitoring, support, and technical assistance to districts with the schools that have the highest need. The School Support administrator has worked extensively with the Special Education administrator in developing the State Systemic Improvement Plan (SSIP). The primary goals of the SSIP are to increase the graduation rate of the population of students with disabilities in priority schools. Strategies for increasing the graduation rates for students with disabilities will also support increased achievement for those students as well as other students in those schools. Revisions and updates for this section will be submitted with the amendment request for Principle 2 in January 2016. The remainder of section 2G has not changed.

- ii. *Is the SEA’s process for ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources) likely to result in successful implementation of such interventions and improved student achievement?*
- iii. *Is the SEA’s process for holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools, likely to improve LEA capacity to support school improvement?*

Capacity building and supports for districts are described throughout this application. A state-level accountability system will necessarily be implemented through the school districts. EED’s experience indicates that the best results are achieved when school-level reform is initiated by the district. Accordingly, where EED has identified priority and focus schools, its effort will be to build capacity in the district and assist the district in leading the interventions in the schools that are described in section 2.A of this waiver application. Where district-level intervention is necessary, as occurred in up to five districts in the past, and as EED is continuing to do in three districts at the

present time, EED will intervene as necessary to provide direct support and build the capacity of the district to support improvement in the schools.

Each year the department “conducts a school level desk audit of all schools in the state.” The desk audit is defined in Alaska Administrative Code 4 AAC.06.872 and 4 AAC.06.840. These regulations are currently being revised to reflect the new state-developed accountability system as proposed in this waiver. Based upon student learning data, schools are identified, then consultation with each district is undertaken to assess each identified school’s performance, assess needs using the Alaska Effective Schools Framework, and review district plans to support each school. Districts will be held accountable through the audit process. 4 AAC.06.840(j). If EED determines that district capacity and support are lacking, an independent onsite instructional audit is conducted to determine if the district should be placed in intervention status. Once in intervention status, the district (and identified schools) are assigned onsite school improvement coach(es) to support and strengthen school turnaround actions.

This school- and district-level audit (needs assessment, onsite instructional audit, leading to possible intervention designation of the district) will be undertaken with all 1-star and 2-star schools as identified using the proposed Alaska School Performance Index. Where needs are identified at the district level, EED will continue to support district capacity through:

- Twice yearly Curriculum & Alignment Institutes to support alignment of curriculum and instructional materials to the newly adopted ELA and math standards.
- Training and tools to use the six domains of the Alaska Effective Schools framework in managing school improvement work.
 - Yearly training and bi-monthly webinar support of the online planning tool Alaska STEPP.
 - District Self-Assessment Tool.
- Title I monitoring visits to districts.
- A website to support the implementation of the new English/language arts and mathematics standards has been developed to support districts. This website has been designed to deliver to districts planning documents and processes, professional development planning tools and frameworks, and provide classroom ready materials for implementation of the new standards.

All Schools

EED’s State System of Support provides resources and support to all schools through a tiered system of support and resources. The tri-tiered model represents SSOS efforts to help districts build their capacity. The SSOS provides aligned resources, information, professional development, and technical assistance within the six domains of the Alaska Effective Schools Framework that represent aspects of best practices that substantially influence school and student performance. The six domains are: curriculum, assessment, instruction, supportive learning environment, professional development, and leadership. Depending on which tier a district is in, SSOS provides the district with varying degrees of support within each domain. Although all districts have access to the supports, the districts with schools designated at the lowest-performing levels will have targeted support or may be required to participate in comprehensive support activities.

Tier I: Universal Access. At the Universal Access level of support, all districts and schools have access to information and resources aligned to the six domain areas. Examples of assistance provided at the Universal Access level are information provided through the Alaska Comprehensive Center and EED websites (visit <http://alaskacc.org/ssos> or <http://education.alaska.gov/>), through audio or web

conferences, and through regional or state conferences offered to participants from all districts. School districts with schools at the higher-performing levels 4-stars and 5-stars on the ASPI index score and meeting AMOs or showing growth in all traditional subgroups and the graduation rate generally use effective practices to improve student achievement and ask for support when they need it. SSOS is available to help identify and leverage resources for school and district improvement.

Tier II: Targeted Level. The SSOS Targeted level is designed to provide school districts with schools in greater need with additional assistance. At the Targeted level of support (Tier II), SSOS provides increased resources and support available to schools and districts identified in greater need.

Examples of this support are on-site professional development opportunities or specific content area institutes provided by contractors. Schools in this category will typically be schools with 2- or 3-star ratings and those that have been identified as focus schools. Districts that have a number of schools with 2-star ratings or focus schools will be supported at the Targeted level.

Tier III: Comprehensive Level. The SSOS Comprehensive level is designed to provide school districts with schools in the highest level of need with rigorous and explicit interventions. At the Comprehensive level of support, SSOS provides focused support for those districts and schools at the highest level of need to assist them in meeting the expectations set out by the State. Examples of this support include the assignment of SSOS coaches and on-site professional development. The schools and districts with the highest level of need will need to focus on key areas that will have an immediate impact on student achievement.

Expectations are clearly defined by the district and the state. Implementation is monitored by the State. In addition to providing schools and districts in Tier III with a centralized pool of resources, SSOS provides support for administrators and teachers in the implementation of effective instructional and leadership practices and systems through a SSOS coach. Schools in this category will typically be schools with 1-star and 2-star ratings and those that have been identified as priority schools. Districts that have a number of schools with 1-star and 2-star ratings or priority and focus schools will receive comprehensive support.

The SSOS also works in partnership with the following agencies to provide support and assistance to schools and districts in the state:

- iv. Alaska Administrator Coaching Project
- v. Alaska Comprehensive Center
- vi. Alaska Staff Development Network
- vii. Alaska Statewide Mentor Project
- viii. Assessment & Accountability Comprehensive Center
- ix. Association of Alaska School Boards
- x. Center on Innovation and Improvement
- xi. Consortium on Reading Excellence
- xii. Education Northwest
- xiii. Mid-Continent Research for Education & Learning (McRel)
- xiv. Measured Progress
- xv. Rural Alaska Principal Preparation & Support
- xvi. Special Education Service Agency

A primary support tool made available by the state is Alaska STEPP (Steps Toward Educational Progress and Partnership), the Alaska-customized version of the Indistar online school improvement tool developed by the Center for Instruction and Improvement, a member of the Comprehensive Center network funded by the U.S. Department of Education. The State is in the third year of implementing AK STEPP. The process began through Alaska's participation in the Academy of Pacesetter States. The State has been phasing in the use of the AK STEPP tool through cohorts of schools. The State encouraged the lowest-performing schools to participate and

offered the opportunity to additional schools. In the first and second years, the State provided on-site training to all schools in Cohort 1 and Cohort 2 of implementation. The training and support is more than just training for how to use the online tool; it is geared to assist schools in developing and implementing a true collaborative approach to school improvement. The advantage of AK STEPP is that the plan is not a printed plan lost on a shelf in the principal's office, but rather an active plan that is updated regularly and provides a point-in-time picture of implementation of strategies and interventions. All schools in the state may choose to use AK STEPP. Schools identified as Title I priority and focus schools will be required to use the tool and receive training and support for its use. AK STEPP includes links (called Wise Ways) to resources and strategies that enable the school to target resources and instructional strategies to specific needs, including support for instruction for English learners and students with disabilities.

- i. *Is the SEA's process for ensuring timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools likely to result in successful implementation of these interventions and in progress on leading indicators and student outcomes in these schools?*
 - *Did the SEA describe a process for the rigorous review and approval of any external providers used by the SEA and its LEAs to support the implementation of interventions in priority and focus schools that is likely to result in the identification of high-quality partners with experience and expertise applicable to the needs of the school, including specific subgroup needs?*

Title I Priority Schools

The State will provide support and technical assistance to districts with priority schools to ensure implementation of the required interventions and to hold school districts accountable for implementing the interventions with fidelity to turnaround their priority schools. The State will identify one or more staff as the priority school liaison to be the primary contact and support for each school. Each priority school will be required to complete a needs assessment and an implementation plan for all seven turnaround principles with assistance from the state's priority school liaison. The plan will include specific interventions based on the school's needs assessment, a timeline for the interventions, and the key dates for reporting and monitoring implementation of the plan. EED will approve the plan of implementation.

During the process of identifying priority schools, the State will perform a desk audit of the school's achievement, progress, and graduation data over the last three years and conduct subsequent discussions with the superintendent and key district leaders. Depending on the results of the desk audit and discussions with the district superintendent, the State may require a priority school to have an instructional audit based on the Alaska Effective Schools Framework by an external review team. If such an instructional audit is performed, the results will inform the comprehensive needs assessment and turnaround plan of the school.

All priority schools will be required to use the AK STEPP online school improvement planning tool. The school will use the tool either to complete a self-assessment of their level of progress on key indicators of the six domains of the Alaska Effective Schools Framework, or to enter the results of the instructional audit as the needs assessment. The school will then use AK STEPP to create its turnaround plan and timeline for implementation by prioritizing, in consultation with and supported by the district and the State priority school liaison, the areas of need identified through the needs assessment and required interventions aligned with the turnaround principles. Priority schools that have received training and have been using AK STEPP for the immediately preceding one to three year(s) that have already completed a needs assessment will be required to update that needs assessment, to evaluate if their strategies are bringing about the improvement expected, and

continue with revisions and implementation of their school turnaround plan. Priority schools that have not yet begun to use AK STEPP will receive on-site training from the State. All priority schools will participate in continued support for the use of AK STEPP and the continuous school improvement process through webinars and individual assistance.

The State will support priority schools by providing a SSOS school improvement coach. The SSOS Coaching Program provides on-site technical assistance to support schools and districts in their efforts to improve systems and structures that increase student achievement. Coaches work collaboratively with educators to assess district and school needs and to design and implement interventions based on education research. The SSOS coach will provide on-site support at the school at least one week per month and additional support by distance through email, Skype, phone, etc. The coach will be provided to each priority school through the SSOS State funds, to the extent resources allow. The State will provide additional support to priority schools through SSOS-supported initiatives such as the Curriculum Alignment Institutes, the annual Alaska School Leadership Institutes, and Cognitive Coaching training. Priority schools will be given first priority in placement of teacher mentors through the Alaska Statewide Mentor Project and principal coaches through the Alaska Administrator Coaching Project. The State may provide support through school board and parent engagement coaches, as resources allow. At its option, the district may engage an external provider to guide the school through the turnaround process for at least three years.

School districts with priority and focus schools that elect to use external providers to provide support to the schools, either as an external partner to guide the turnaround process, or as an external provider providing support or professional development to the school in a specific area, must use a rigorous process for recruiting, screening, and selecting any external providers. The screening process must verify that a provider has a meaningful plan for contributing to the reform efforts in the school, will implement strategies that are research-based, has a record of success in similar schools, has a healthy fiscal history, and has the capacity to implement the strategies it is proposing. The State priority school liaison will be included as a reviewer in the external provider selection process for any turnaround partners and for any providers that will be providing significant support that do not already have a track record of providing effective support to Alaska's low-achieving schools. (External providers may be used to provide technical expertise in implementing various components of the intervention model, such as helping a school evaluate its data and determine changes that are needed, providing job-embedded professional development, assisting in curriculum alignment, designing teacher and principal evaluation systems that rely on student data, etc.)

In addition to support provided to the school through the SSOS program and funds, the State will make SIG 1003g funds available for priority schools as they become available. Current SIG schools from Cohort 2 that are identified as priority schools will have a third year of SIG funds available for 2013-2014. New SIG funds received by the state in 2013-2014 will be available to award to other priority schools upon application by school districts with those schools that choose to implement one of the approved SIG intervention models. The State will make funds from the set-aside from the Title I allocation under 1003(a) for school improvement available for priority and focus schools. Depending upon the amount of funds available in a given year, the State will determine the funding level available to each priority school and will require the priority schools to apply for the funds through a budget and narrative that shows alignment with the required interventions. The State will require a district to use up to 20% of its Title I allocation to serve its priority and focus schools (in lieu of the set-aside required for SES and school choice) as needed, if other funds are not sufficient.

The State will monitor the progress of priority schools regularly by reviewing results of the screening assessments three times per year and reviewing State assessment data annually. The State will

monitor progress of implementation of required interventions through review of the online priority turnaround plan in AK STEPP and through discussions with school and district staff at least three times per year through phone calls, video conferences and, when possible, on-site visits. If progress is not being shown and/or there are indications of less than full implementation of the interventions, the State will work more closely with the district and school to require specific strategies and interventions, provide more on-site support, and provide increasing levels of oversight and intervention.

Title I Focus Schools

The State will provide support and technical assistance to districts with Title I focus schools to ensure implementation of the identified required interventions and to hold districts accountable for implementing the interventions with fidelity to increase the graduation rate and/or the achievement rate of the low-performing subgroups. The State will identify a staff member as the focus school liaison to be the primary contact and support for each school. Each focus school will, with assistance from the state's priority school liaison, be required to complete a needs assessment and an implementation plan for interventions to meet the needs of the low performing subgroups and/or graduation rate. The plan will include specific interventions based on the school's needs assessment, a timeline for the interventions, and the key dates for reporting and monitoring implementation of the plan. EED will approve the plan of implementation.

Focus schools will be required to use AK STEPP to complete a comprehensive needs assessment and to create an ongoing focus school improvement plan. Focus schools that have not yet begun to use AK STEPP will receive on-site training from the State. All focus schools will participate in continued support for the use of AK STEPP and the continuous school improvement process through webinars and individual assistance.

The SSOS will provide support to focus schools through reading and mathematics content support specialists, and for EL or SWD student subgroups through additional resources and professional development through contracts with external partners for specific areas of need. Focus schools will be given second-priority (after priority schools) to participate in SSOS State initiatives such as such as the Curriculum Alignment workshops, the annual Alaska School Leadership Institutes, Cognitive Coaching training, the Alaska Statewide Mentor Project, and the Alaska Administrator Coaching Project.

Districts with priority and focus schools that elect to use external providers to provide support to the schools must use a rigorous process for recruiting, screening, and selecting any external providers. The criteria for selecting external providers are described in the section on priority schools above.

The State will make available funds from the set-aside from the Title I allocation under 1003(a) for school improvement for priority and focus schools. Depending upon the amount of funds available in a given year, the State will determine the funding level available to each Title I focus school and will require the focus schools to apply for the funds through a budget and narrative that shows alignment with the identified interventions in its focus school improvement plan. The State will require a district to use up to 20% of its Title I allocation to serve its priority and focus schools (in lieu of the set-aside required for SES and school choice) as needed, if other funds are not sufficient.

The State will monitor the progress of focus schools regularly by reviewing results of any screening assessments identified for implementation at least twice per year and reviewing state assessment data annually. The State will monitor progress of implementing identified interventions through review of the online focus school improvement plan in AK STEPP and through discussions with school and district staff at least twice per year through phone calls, video conferences and, when possible,

on-site visits. If progress is not being shown and/or there are indications of less than full implementation of the interventions, the State will work more closely with the school district and school to require specific strategies and interventions, provide more on-site support, and provide increasing levels of oversight and intervention.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	Option B
<p><input type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ol style="list-style-type: none"> i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2012–2013 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2012–2013 school year (see Assurance 14). 	<p><input checked="" type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ol style="list-style-type: none"> i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

Alaska adopted new English/Language Arts and Math Standards in June 2012. These new college- and career-ready standards were assessed for the first time in spring of 2015 with a new computer based assessment. The increased rigor of these standards have significantly changed the daily work of educators across the state. With this in mind, it is incumbent on evaluation systems to efficiently identify the needs of Alaska’s educators, provide the support to improve their practice and celebrate their successes. As districts move toward the full implementation of their redesigned educator evaluation and support systems, Alaska anticipates the information gathered through the new systems will become essential data in determining professional development plans for district and school staff. Additionally, the system will increase each district’s ability to differentiate support for struggling, novice, and exemplary teachers. The ultimate goal for Alaska is a statewide teaching workforce that is focused on the efficacy of their daily practice to best promote the success of all students.

- *i) Is the SEA’s plan for developing and adopting guidelines for local teacher and principal evaluation and support systems likely to result in the successful adoption of those guidelines by the end of the 2012-2013*

school year?

As described below, the guidelines the SEA has adopted were modified regularly since 1975, in an effort to lead to the development of evaluation and support systems that increase the quality of instruction for students and improve student achievement.

Historically, Alaska has recognized the importance of teacher and principal evaluation in increasing the quality of instruction for students and improving student achievement. Since 1975 by regulation, the State Board of Education & Early Development (State Board) has required districts to evaluate professional employees, including teachers and principals. As defined in the regulation, the purposes of evaluation were continual professional growth for educators, the continuous improvement of instruction and the gathering of data relevant to subsequent employment decisions. In addition, Alaska regulation 4 AAC 19 Evaluation of Professional Employees allowed for the use of multiple measures to capture a wide range of what educators do, it required a formal written evaluation at least once per contract year to encourage the provisions of feedback for improvement, and it mandated in-service training in evaluation techniques for all certified staff. School districts also were required to submit their evaluation procedures to the Department of Education & Early Development (EED) for review.

In 1994, Alaska established standards for teachers and administrators that reflect the highest abilities and qualities of the teaching profession. These have been and continue to be the foundation of our educator evaluation and support system. (See Figure 3.A & 3.B) These can also be found on the EED website at <http://education.alaska.gov/standards/pdf/teacher.pdf> and <http://education.alaska.gov/standards/pdf/administrators.pdf>.

STANDARDS FOR ALASKA'S TEACHERS

1 A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.

Performances that reflect attainment of this standard include

- engaging in thoughtful and critical examination of the teacher's practice with others, including describing the relationship of beliefs about learning, teaching, and assessment practice to current trends, strategies, and resources in the teaching profession; and
- demonstrating consistency between a teacher's beliefs and the teacher's practice.

2 A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice.

Performances that reflect attainment of this standard include

- accurately identifying and teaching to the developmental abilities of students; and
- applying learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception, and cognitive style.

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

Performances that reflect attainment of this standard include

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

4 A teacher knows the teacher's content area and how to teach it.

Performances that reflect attainment of this standard include

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

5 A teacher facilitates, monitors, and assesses student learning.

Performances that reflect attainment of this standard include

- organizing and delivering instruction based on the characteristics of the students and the goals of the curriculum;
- creating, selecting, adapting, and using a variety of instructional resources to facilitate curricular goals and student attainment of performance standards;
- creating, selecting, adapting, and using a variety of assessment strategies that provide information about and reinforce student learning and that assist students in reflecting on their own progress;

and that assist students in reflecting on their own progress;

- organizing and maintaining records of students' learning and using a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences; and
- reflecting on information gained from assessments and adjusting teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals.

6 A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.

Performances that reflect attainment of this standard include

- creating and maintaining a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively;
- communicating high standards for student performance and clear expectations of what students will learn;
- planning and using a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn; and
- assisting students in understanding their role in sharing responsibility for their learning.

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

Performances that reflect attainment of this standard include

- promoting and maintaining regular and meaningful communication between the classroom and students' families;
- working with parents and families to support and promote student learning;
- participating in schoolwide efforts to communicate with the broader community and to involve parents and families in student learning;
- connecting, through instructional strategies, the school and classroom activities with student homes and cultures, work places, and the community; and
- involving parents and families in setting and monitoring student learning goals.

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

Performances that reflect attainment of this standard include

- maintaining a high standard of professional ethics;
- maintaining and updating both knowledge of the teacher's content area or areas and best teaching practice;
- engaging in instructional development activities to improve or update classroom, school, or district programs; and
- communicating, working cooperatively, and developing professional relationships with colleagues.



Figure 3.A

STANDARDS FOR ALASKA'S ADMINISTRATORS

1 An administrator provides leadership for an educational organization.

Performances that reflect attainment of this standard include

- working with and through individuals and groups;
- facilitating teamwork and collegiality, including treating staff as professionals;
- providing direction, formulating plans and goals, motivating others, and supporting the priorities of the school in the context of community and district priorities and staff and student needs;
- focusing on high priority issues related to student learning and staff competence;
- recognizing and acknowledging outstanding performance;
- solving or convening others to solve problems and making sound judgments based on problem analysis, best practice, and district goals and procedures;
- prioritizing and using resources effectively to accomplish organizational goals through planning, involving others, delegating, and allocating resources sufficiently to priority goals;
- taking action to carry out plans and accomplish goals; and
- maintaining the administrator's own professional goals.

2 An administrator guides instruction and supports an effective learning environment.

Performances that reflect attainment of this standard include

- supporting the development of a schoolwide climate of high expectations for student learning and staff performance;
- ensuring that effective instructional methods are in use;
- maintaining school or program-level records of student learning and communicating students' progress to the appropriate individuals or entities;
- developing and supporting instructional and auxiliary programs for the improvement of teaching and learning; and
- facilitating the establishment of effective learning environments.

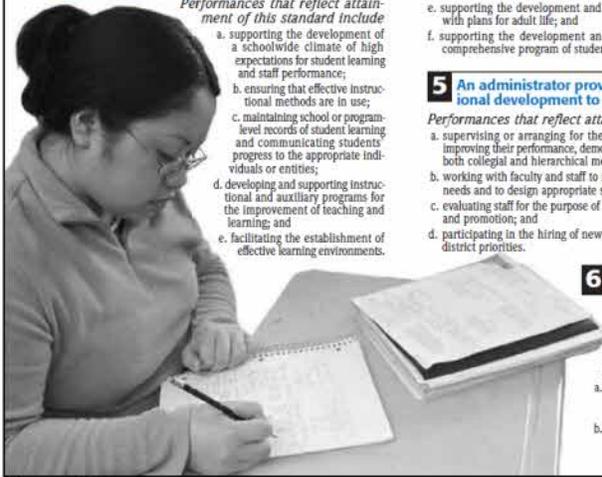


Figure 3.B

3 An administrator oversees the implementation of curriculum.

Performances that reflect attainment of this standard include

- demonstrating knowledge of current major curriculum design models, including a standards-based curriculum;
- interpreting school district curricula in terms of school-level organization and program;
- facilitating staff's alignment of materials, curricula, methods, and goals and standards for student performance;
- monitoring social and technological developments as they affect curriculum.

4 An administrator coordinates services that support student growth and development.

Performances that reflect attainment of this standard include

- implementing and overseeing student behavior and discipline procedures that promote the safe and orderly atmosphere of the school;
- providing for student guidance, counseling, and auxiliary services;
- coordinating outreach for students, staff and school programs, community organizations, agencies and services;
- being responsive to parent and family requests for information, involvement in student learning, and outreach assistance;
- supporting the development and use of programs that connect schooling with plans for adult life; and
- supporting the development and overseeing the implementation of a comprehensive program of student activities.

5 An administrator provides for staffing and professional development to meet student learning needs.

Performances that reflect attainment of this standard include

- supervising or arranging for the supervision of staff for the purpose of improving their performance, demonstrating the ability to apply, as appropriate, both collegial and hierarchical models;
- working with faculty and staff to identify individual and group professional needs and to design appropriate staff development opportunities;
- evaluating staff for the purpose of making recommendations about retention and promotion; and
- participating in the hiring of new staff based upon needs of the school and district priorities.

6 An administrator uses assessment and evaluation information about students, staff, and the community in making decisions.

Performances that reflect attainment of this standard include

- developing tools and processes to gather needed information from students, staff, and the community;
- using information to determine whether student, school, or program goals have been met and implementing changes where appropriate;

- interpreting assessment information and evaluations for others; and
- relating programs to desired standards or goals.

7 An administrator communicates with diverse groups and individuals with clarity and sensitivity.

Performances that reflect attainment of this standard include

- communicating clearly, effectively, and with sensitivity to the needs and concerns of others, both orally and in writing;
- obtaining and using feedback to communicate more effectively;
- recognizing the influence of culture on communication style and communicating with sensitivity to cultural differences; and
- communicating a positive image of the school in the community.

8 An administrator acts in accordance with established laws, policies, procedures, and good business practices.

Performances that reflect attainment of this standard include

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

9 An administrator understands the influence of social, cultural, political, and economic forces on the educational environment and uses this knowledge to serve the needs of children, families, and communities.

Performances that reflect attainment of this standard include

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

10 An administrator facilitates the participation of parents and families as partners in the education of children

Performances that reflect attainment of this standard include

- supporting and respecting the responsibilities of parents and families, recognizing the variety of parenting traditions and practices in the community;
- ensuring that teachers and staff engage parents and families in assisting student learning;
- maintaining a school or program climate that welcomes parents and families and invites their participation; and
- involving parents and community in meaningful ways in school or program decision-making.

In 1996, the State enacted House Bill 465 to strengthen the Alaska teacher and principal evaluation system and to allow for non-retention of tenured teachers and principals based on the evaluation system. Alaska Statute 14.20.149, enacted by House Bill 465, requires each district to align its evaluation system to the professional performance standards adopted by the State Board and incorporate information from all stakeholders—students, parents, and community members, as well as education professionals—in the evaluation system's design and implementation. The district evaluation system also must collect information on performance from a variety of sources, contain provisions for improvement of sub-standard performance, and provide training for those employees subject to the evaluation system, as well as the principals and administrators who conduct evaluations. HB 465 also revised the portion of AS 14.20.175 that provides guidelines for the non-retention of tenured teachers or principals who failed to meet the performance objectives set out in a plan of improvement. (See Attachment 10)

In order to assist districts in the successful design and implementation of a new evaluation system that incorporated all the requirements set forth in House Bill 465, EED and the Association of Alaska School Boards co-sponsored the Professional Evaluation Project Committee from June to December 1996. These two organizations were joined by representatives of the Alaska Council of School Administrators, NEA-Alaska and the Alaska Parent Teacher Association. At the request of the committee, EED assembled information on certificated employment evaluation from around the state and the nation. The information was compiled, synthesized, and presented the information in

a manner that would be useful to districts as they revised, modified and strengthened their existing evaluation system to meet the new requirements. See http://education.alaska.gov/akaccountability/educator/resources_sd/evaluationhandbook.pdf.

By July 1, 1997, all 54 Alaska districts were required to adopt an educator evaluation system that complied with the new requirements and to submit their educator evaluation systems to EED for review. Since that time, districts have been utilizing the improved system developed in the 1990's or a slightly modified version of that system.

When the 2009 Alaska Education Summit was convened, the state had been making improvements to educator evaluation for thirteen years. Participants from across the state expressed their desire to take a closer look at a few of the many aspects of teacher quality for further progress.

As a direct result, the Teacher Quality Working Group (TQWG) was established to work on issues related to teacher quality, including teacher education and certification, teacher employment, and teacher and principal evaluation. The TQWG served as an advisory committee to the State Board and EED. Based on the TQWG's recommendations, the State Board adopted regulations that require districts to make available to the public a blank copy of the form, template, or checklist that the district uses to evaluate teachers and principals on the districts' websites. EED produced and published an e-Learning module on teacher and principal evaluation to assist districts with the required teaching and principal evaluation training based on the TQWG's recommendations.

During the 2010-2011 and 2011-2012 school years, the TQWG focused its discussions on teacher and principal evaluation. The working group began by reviewing Alaska statutes and regulations. (See Attachment 10). The working group also reviewed the most recent research on teacher and principal evaluation and sought information concerning the use of student assessment data in teacher and principal evaluation. (See Attachment 3.9) Student assessment data in teacher and principal evaluation was being used increasingly nationwide and the TQWG searched for evidence on whether this trend was promising in terms of improving instruction and increasing student achievement.

On May 18, 2011, the Alaska Technical Advisory Committee (TAC) discussed the use of Alaska's standards-based assessment (SBA) data to evaluate teachers and principals. The TAC recommended that Alaska's current SBAs, which are not on a vertical scale, be used only as one of many data points to define student growth and achievement when evaluating teachers and principals. The TAC also recommended that teachers and principals be included in the decision-making process as Alaska determined how to incorporate student assessment data into its teacher and principal evaluation system. The TAC's recommendations were shared with the TQWG and helped to frame the working group's discussion in this area. (See Attachments 3.10 and 3.11)

In March 2012, the TQWG made recommendations to the State Board regarding teacher and principal evaluation. (See Attachments 3.4 and 3.5). The recommendations included:

- Allowing school districts to either choose to revise their current teacher and principal evaluation framework, system or model to incorporate specific criteria or use a research-based model that meets the same criteria.

- Using the term “student learning data” instead of student achievement or student growth data to allow for change in student learning to be measured by pre/post-tests; end-of-course tests; student work samples; and performance (e.g., music, drama, speech) in addition to standardized tests to be included in determining a teacher’s or principal’s overall performance rating. The term “student learning data” was recommended to provide school districts the greatest possible flexibility in the types of assessments they may select to substantiate the effectiveness of teachers and principals. It also provided accommodations for the teachers of special needs students, English language learners, and students in non-tested subjects.
- Working with a group of stakeholders to develop and provide guidance for school districts as the new evaluation system is implemented.
- Revising the existing regulations to reflect current research on effective teacher and principal evaluation.
- Expanding the professional development requirements of teachers and principals who are performing below proficient on any performance standard.
- Establishing the four clear, specific performance levels of exemplary, proficient, basic and unsatisfactory for individual standards and the overall rating.
- Setting the weight given to student learning data at 20% of the overall rating and establishing a rule that would prevent a teacher or principal from receiving an overall rating of exemplary or proficient if any one performance area, including the student learning data component, was rated as basic or unsatisfactory.
- Establishing a timeline for the incorporation of student learning data that would provide districts sufficient time to adopt appropriate standards and evaluation procedures.
- Encouraging the State and local school boards to develop a continuous improvement cycle in regards to educator evaluation and support system development and implementation.

At its June 2012 meeting, the State Board opened a period of public comment on changes to 4 AAC 04.200(f) professional content and performance standards; 4AAC 04.205(b)(c)(d) District performance standards; 4 AAC 19.010 Purpose and scope of evaluation; 4AAC 19.020 Scope of evaluation; 4 AAC 19.030 Evaluation procedures; 4 AAC 19.040 Confidentiality of the evaluation; 4AAC 19.050 Reporting of evaluation results and local incorporation of student learning data; 4AAC 19.060 Evaluation training; and 4 AAC 19.099 Definitions.

The proposed regulations included the recommendations made by the TQWG and the following:

- School districts must provide evaluator training that assures inter-rater reliability;
- School districts must report to EED at the end of the 2015-2016 school year the number and percentage of teachers and principals at each overall performance rating (so EED can identify districts where educator evaluation ratings do not reflect student growth and provide them with support to improve their evaluation system);
- School districts must provide additional supports to teachers and principals who receive a rating of basic on two or more performance areas;
- Definitions of the terms “student learning data,” “measurements,” “measurements of student growth,” and “objective, empirical, and valid measurements” (so districts would

use consistent, meaningful definitions); and

- The percentage and timeline for the inclusion of student learning data in teacher and principal evaluations.

Following public comment on proposed regulations and further review by the department, the State Board made slight modifications meant to improve educator evaluation to better support improved instruction and increased student learning prior to adopting the new regulation on December 7, 2012. The statutes and adopted regulations are found at <https://education.alaska.gov/akaccountability/educator/statregs.html>.

With Alaska’s statutes and the revised teacher and principal evaluation regulations adopted in December 2012, Alaska successfully adopted guidelines that expanded districts’ evaluation and support systems to satisfy the requirements of Principle 3. During the 2015-2016 school year, all districts are required to implement a redesigned educator evaluation system that provides for the continuous improvement of instruction, differentiates performance using four performance levels, uses multiple measures in determining performance levels, evaluates teachers and principals on a regular basis, provides clear, timely, and useful feedback that identifies needs and guides professional development, and informs personnel decisions. (See question 3.A.ii for detailed information concerning the guidelines.) These new evaluation and support systems embody a range of features that are expected to increase the quality of instruction for students and improve student achievement. ...

In addition to implementing Alaska’s new ELA/Mathematics standards and preparing for the first administration of the new state assessments aligned to the new standards, districts have been working diligently to revise their existing educator evaluation systems during the past two years. All of this work has taxed the districts’ systems at the classroom, school, district, and state level. It has been a heavy lift. With that in mind, district leadership, administrators, principals and teachers expressed concern about the full implementation of Principle 3, especially around the inclusion of the student learning data, on the original timeline. Overwhelmingly, stakeholders expressed the need for additional time to develop and implement this component of their educator evaluation and support systems in such a way as to assure that measures of teachers’ and administrators’ contribution to student learning data are valid and can help identify and provide appropriate, tailored supports to educators.

At the March 19-20, 2015, meeting, the State Board responded to the concerns of stakeholders by proposing revisions to the regulations adopted in 2012. The changes provide for the following:

- Postpones the use of the standard for student learning when determining level of support and overall rating until the 2016-2017 school year– allowing districts to spend more time defining how to address this standard accurately and fairly.
- Accordingly, requires the determination of an overall rating for the 2016-2017 school year that includes the student learning data component for the first time. The 2016-2017 school year is the first year that student learning data, including data from the state’s standard-based assessment, will be used to determine an educator’s level of support and inform personnel decisions in Alaska.
- Requires all districts to pilot a process during the 2015-2016 school year to incorporate student learning data into their educator evaluation system. As the state’s standard-based assessment will not be available during this time period, districts will focus on other

measures of student learning data for their pilots.

- Allows for the use of up to three years of previous student learning data– this provides educators that have served in a school or district for longer periods with larger sample sizes that will be less affected by anomalies in student performance. Teachers who do not have this depth of student learning data will still be required to have student learning data used in their evaluation for at least the current school year.
- Eliminates the 20/35/50 percentage requirements for student learning data in the overall rating calculation and exclusively uses a rule that prohibits a teacher or an administrator from receiving an exemplary or proficient overall rating if a rating of unsatisfactory was received on any one standard, including the standard for student learning. This increases stakeholder buy-in and allows time for research to be conducted on the wide ranges of percentages used nationwide for best future decision-making.
- Requires the determination an overall rating and level of support for all educators based on professional practices for the 2015-2016 school year. Overall rating will be reported to EED for the first time on September 15, 2016, and EED can analyze the data as described above.
- Clarifies and expands district reporting requirements to allow for additional indicators of the impact of the new evaluation systems – again, providing EED with additional information to better support districts.

With these revisions to Alaska’s educator evaluation regulations, all Alaska school districts will be piloting the use of student learning data to evaluate teachers and principals during the 2015-2016 school year. The districts will be required to determine a performance rating based on the pilot that will be shared with the teacher or principal. Using information gathered through the pilot, districts will refine and adopt the student learning component of their systems so that student learning data will be include in the level of support and overall rating determination and be used to inform personnel decisions for the first time in the 2016-2017 school year. The definition of student growth is as found in 4 AAC 19.099: (6) "student growth" means measurable gains made by a student in the student's knowledge, understanding, or skill in a subject; (7) "student learning data" means objective, empirical, and valid measurements of a student's growth in knowledge, understanding, or skill in a subject that occurred during the time the student was taught that subject by a teacher. The terms student learning data and student growth are used interchangeably in this document.

➤ *Did the SEA provide evidence of the adoption of the guidelines?*

Evidence of the adoption of the guidelines can be found in Alaska statutes 14.20.149 – 14.20.180 and Alaska regulations 4 AAC 04.200, 4 AAC 04.205, and 4 AAC 19.010 – 4 AAC 19.099. The current statutory and regulatory requirements for educator evaluation are available at <http://education.alaska.gov/akaccountability/educator/statregs.html>.

A copy of the revisions proposed to be adopted in August, 2015 is located in the Alaska State Board of Education June Packet beginning on page 74. The board packet is available at https://education.alaska.gov/State_Board/pdf/15-June-Packet.pdf.

- *Did the SEA have sufficient involvement of teachers and principals in the development of these guidelines?*

EED has engaged teachers and principals in the development of these guidelines. The Teacher Quality Working Group and the Educator Evaluation Advisory Committee are composed of teachers, principals, and administrators from across Alaska. See more information in the

Consultation section.

3.A.ii SEA’s guidelines for teacher and principal evaluation and support systems consistent with Principle 3

Alaska’s educator evaluation system meets all of the waiver elements in this Principle (3Aii a-f). The elements have been cross-walked in the chart at the end of this section with Alaska statutes and regulations. It should be noted that all districts will be expected to fully implement all elements with the exception of the requirement for the use of student learning data during the 2015-2016 school year. The student learning data component will be piloted with all teachers that year and fully implemented in the 2016-2017 school year.

a. Will be used for continual improvement of instruction?

The purpose of educator evaluation is clearly stated in Alaska statutes and regulations. Evaluation should be used to improve the performance of a district’s teachers and administrators. The information and analysis of the information gathered as part of the evaluation process should help educators grow professionally and improve the effectiveness of instruction within the schools. In order to satisfy the purposes as outlined, districts are required to adopt and implement systems that utilize the latest research around effective evaluation and support practices...

As the result of the summative evaluation of educators, a level of support will be determined for each educator. If the educator is rated as unsatisfactory in any one area, the district will need to develop a plan of improvement with the educator that identifies clear, specific performance expectations and describe the ways the educator’s performance can be improved. If the educator is rated as basic in two or more areas, the district will provide the educator with additional support and assistance to improve in the identified areas and may place the educator on a plan of professional growth. Educators who are mostly meeting or exceeding expectations on all standards are expected to identify a professional development focus as part of the evaluation process that will satisfy the statutory and regulatory requirements for continuous improvement of instruction.

In addition to identifying professional development needs at the individual educator level, district systems must be able to analyze the professional development needs at the school and district levels. The identified needs will serve the foundation for the planning of long term professional development activities within the schools and districts.

- *Are the SEA’s guidelines likely to result in support for all teachers, including teachers who are specialists working with students with disabilities and English Learners and general classroom teachers with these students in their classrooms that will enable them to improve their instructional practice?*

Educators working with students with disabilities and English learners and classroom teachers with these students in their classrooms are held to the same requirements as all educators in Alaska and will be held to the same standards as their colleagues that teach other student populations. However, in regulations, there is a provision that requires districts to consider the context of the job requirements when applying those standards to educators who have these unique roles. (4 AAC 04.205 (d))

b. Meaningfully differentiate performance using at least three performance levels?

Alaska has put in place a system that is expected to meaningfully differentiate performance. It requires that districts develop and/or adopt educator evaluation and support systems that use four performance level ratings for all educators: unsatisfactory, basic, proficient, and exemplary. Districts will determine the exact definitions of the four rating levels that will be used with both the professional practice and student learning data components of their systems.

Within regulations, Alaska defines the highest abilities and qualities of the teaching profession through the Alaska standards for teachers and administrators (4 AAC 04.200). Districts will use these standards to further develop a framework/rubric or will use a nationally recognized framework approved by EED that aligns with the Alaska standards (4 AAC 19.030 (b)(3)). If the nationally recognized framework has more than four performance level ratings, the district will need to equate the imbedded ratings to the required four performance levels.

With the support of the Northwest Comprehensive Center (NWCC), EED has aligned Alaska's Standards for Teachers with the Danielson Framework for Teaching, the Marzano Art and Science of Teaching Framework, and the University of Washington's Center of Educational Leadership Five Dimensions of Teaching and Learning Instructional Framework and Teacher Evaluation Rubric. The alignment document is available at http://education.alaska.gov/akaccountability/educator/resources_sd/teacher_standards_framework_alignment.pdf.

As such, the system is designed towards differentiation. Further, EED plans to examine the data that districts submit at the end of each school year, specifically the percentage of teachers at each of the performance ratings, to ensure that differentiation exists. If it does not, EED will follow up with the relevant districts to determine whether their teaching workforce is homogeneous or if the lack of differentiation reflects a weakness in the evaluation process. EED would then provide guidance to districts in the latter situation to remedy it in a timely manner.

- *Does the SEA incorporate student growth into its performance-level definitions with sufficient weighting to ensure that performance levels will differentiate among teachers and principals who have made significantly different contributions to student growth or closing achievement gaps?*

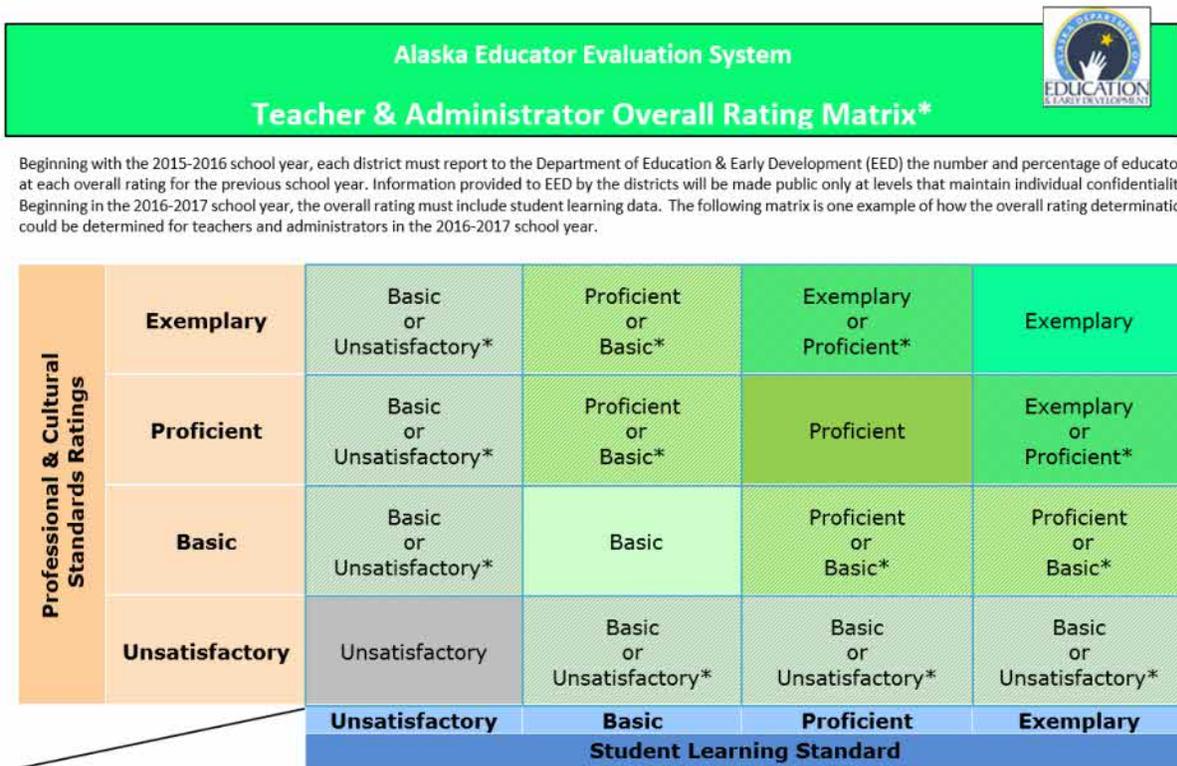
Alaska requires that districts establish standards for performance based on student learning data (student growth) that will be combined with seven of the eight professional practice standards for teachers and the ten professional practice standards for administrators, to determine the overall ratings for teachers and principals (4 AAC 04.205(e)). The standards for performance based on student learning data will have the same four levels of performance as the professional practice standards: unsatisfactory, basic, proficient, and exemplary.

Alaska regulations adopted in December 2012 require that the rating for the performance standard based on student learning data comprise 20% of the overall rating for the 2015-2016 and 2016-2017 school years, 35% of the overall rating for the 2017-2018 school year, and 50% of the overall rating for the 2018-2019 school year. Alaska also established a rule that prohibits teachers and principals from receiving an overall rating of proficient or exemplary if any one standard, including the standards based on student learning data, is rated as basic or unsatisfactory.

EED made available to districts templates that provided more detailed directions on how to combine the professional practice standards with the standards based on student learning data to determine the overall rating for teachers and principals.

The Educator Evaluation Advisory Committee and other stakeholders have expressed that the rules around the calculation of the overall rating for teachers and principals which were adopted in 2012 were confusing. Having a percentage method with a rule rather than a straight mathematical calculation has been difficult to communicate during the numerous awareness presentations by EED. Based on this input and experience, the State Board will revise the section describing the overall rating calculation at the meeting on August 24, 2015. The regulation amendment eliminates the percentage method and uses a rule exclusively.

The new rule will prohibit a district from awarding an overall rating of proficient or exemplary to a teacher or principal if their student learning data component is rated unsatisfactory. As such, the student learning data component plays a significant role in the overall rating and avoids experimenting with percentages that span a wide range across the nation and are not based on extensive, high-quality research. Figure 3.C illustrates the new rule through an overall rating matrix.



*Districts are required to develop a method within their educator evaluation and support system to determine the overall rating. This method must follow the regulations which prohibits an educator from receiving an overall rating of proficient or exemplary if any one standard is rated as unsatisfactory. For purposes of this illustration, this chart shows the overall rating for the Professional & Cultural Standards calculated using the rule, then the inclusion of the Student Learning Standard.

Figure 3.C

Alaska system requirements also include a provision that requires a teacher’s or principal’s performance on each of the standards, including the standards based on student learning data, be used to determine the educator’s level of support. If any one of the standards is rated as unsatisfactory, the individual would be placed on a plan of improvement, which could lead to non-retention or dismissal. The two infographics below illustrate the consideration of each standard in determining teachers and principals’ levels of support.

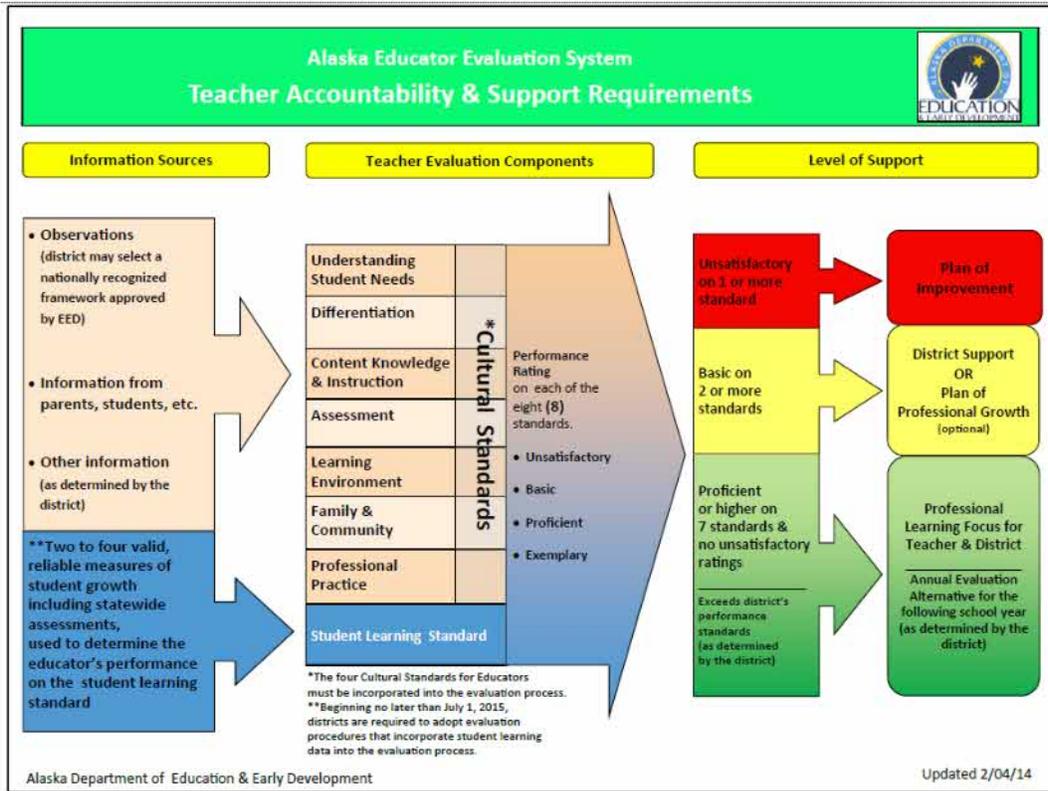


Figure 3.D

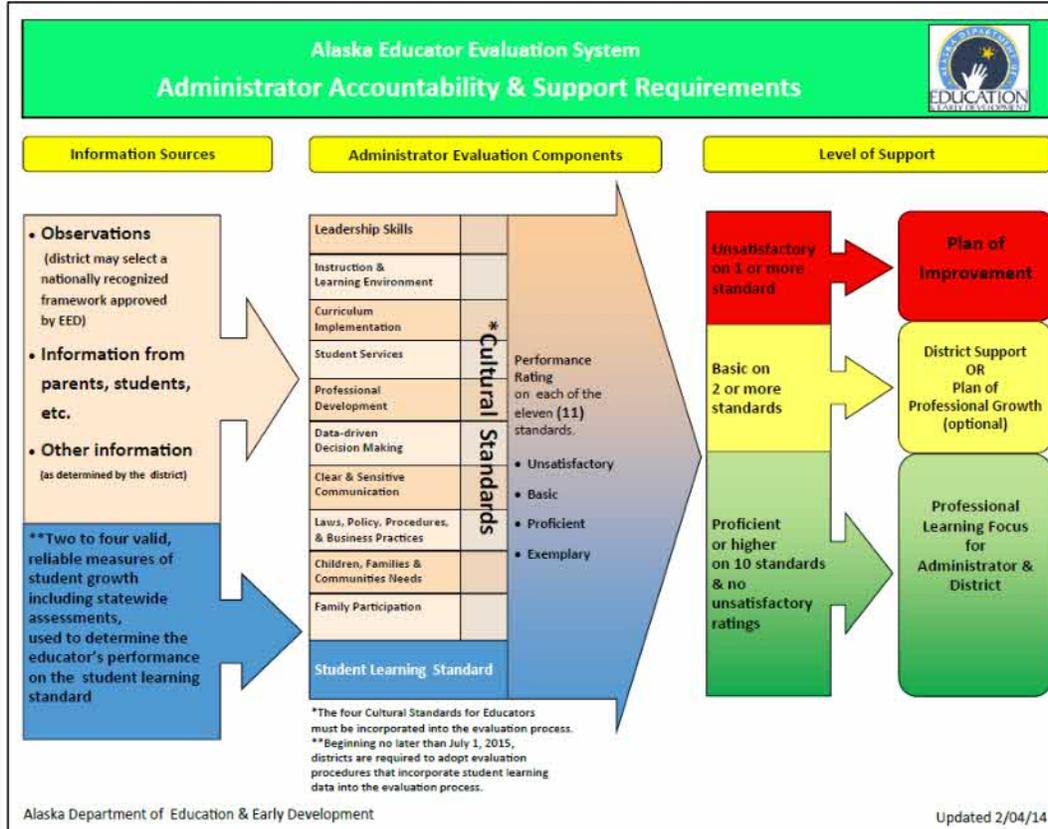


Figure 3.E

- c. Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English Learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys)?

Alaska requires the use of multiple sources of information to determine teachers and administrator level of performance in the area of professional practices and student learning data. The information gathered is used as evidence to support the ratings assessed on the individual standards. Alaska requires observations of the educators in their workplace and consideration of information provided by students, parents, community members, and colleagues. (4 AAC 19.030 (a)(1-2) & AS 14.20.149(b)(7)) Alaska districts are using an existing, validated framework, whether they have adopted a nationally-recognized one, or created their own and aligned it to the same high-level criteria.

Additionally, regulations allow the inclusion of surveys of students, parents, community members, and colleagues. Valid survey tools are increasingly available nationwide. Districts are also allowed to consider information from other sources if the information is relevant to the performance of the educators. EED recommends the use of portfolios and other artifacts as sources of information to assist with the determination of the performance level.

Alaska requires two to four valid, reliable measures of student growth to determine a teacher's or principal's performance on the student learning standard. The Alaska Measures of Progress (AMP), Alaska's new standards based assessment, will be one of the measures used by all teachers and principals that are responsible for instruction in English/Language Arts and/or Mathematics for grades three through ten.

Alaska requires all educators, including teachers of English language learners and teachers of students with disabilities to be evaluated; however, there is provision in regulations that directs districts to interpret and apply performance standards in the context of the job requirements of the teacher. (4 AAC 04.205(d)). For teachers of English language learners and teachers of students with disabilities, districts are required to make appropriate adjustments to the professional practice standards and the standards based on student learning data for those unique situations; however, those adjustments may not exclude the professional practice or student learning data component.

- *Does the SEA have a process for ensuring that all measures that are included in determining performance levels are valid measures, meaning measures that are clearly related to increasing student academic achievement and school performance, and are implemented in a consistent and high-quality manner across schools within an LEA?*

Alaska will use the following process for ensuring that all measures that are included in determining performance levels are valid measures that are clearly related to increasing student academic achievement and school performance. While districts are given the authority to design their evaluation systems, the guidelines provided in statutes establish clear expectations to which district must adhere. In regards to ensuring valid measures, the statutes indicate that a district's evaluation must be based on the professional standards adopted by EED through regulations (AS 14.20.149(b)(1)). See figure 3.A and 3.B for a copy of Alaska standards. During the review of districts' revised educator evaluation and support systems, EED will be checking for compliance

with this requirement.

Through regulation, Alaska has also encouraged districts to use nationally recognized evaluation frameworks that aligns with Alaska standards. With the support of NWCC, EED has aligned the Marzano, Danielson, and CEL frameworks with Alaska’s Standards for Teachers. Many districts have taken this opportunity to utilize these frameworks that come with multiple resources that support consistent, high-quality implementation. Seventeen Alaska districts will be using the Danielson framework; twenty-four districts will be using the Marzano framework; and two districts have elected to use the Center for Educational Leadership (CEL) rubric. Districts that are not using the support materials developed for the nationally recognized framework will need to provide more information on reliability of their systems.

Alaska will ensure that the valid measures are implemented in a consistent and high-quality manner across schools within a district by reviewing the materials and processes that the district uses to complete the required annual in-service training provided to all educators that are subject to the evaluation system. By statute, the training must include the procedures and the standards that will be used in evaluating the educator’s performance, including the procedures and the standards that will be used when evaluating an educator’s contribution to student learning data. In the meantime, Alaska has promoted the consistent use of high-quality measures across schools within a district in multiple rounds of training to districts, including specific recommendation in that aim.

By regulations, districts must also provide training that will ensure inter-rater reliability of those individuals responsible for conducting the evaluations. The materials and processes for these training will also be reviewed by EED.

- *For grades and subjects in which assessments are required under ESEA section 1111(b)(3), does the SEA define a statewide approach for measuring student growth on these assessments?*

Alaska will use a statewide approach for measuring student growth in the grades and subjects in which assessments are required under ESEA section 1111(b)(3).

The 2014-2015 school year has been one of transition. Students in grades 3-10 took the Standards Based Assessment (SBA) in Reading, Writing, and Math for the final time in April 2014. During a five-week window in the spring of 2015, students in the same grade-span configuration took the computer-based Alaska Measures of Progress (AMP) in English Language Arts and Math.

Along with the shift to AMP, districts are also in the process of implementing educator evaluation and support systems. Current regulations required the commissioner’s approval to use results of the AMP assessment as a valid and reliable measure of student growth in an educator’s evaluation. The commissioner has required delay in using AMP results until the 2016-2017 school year pending the determination that the assessments are valid and reliable. When the AMP results are approved for use in educator evaluations, they will be required to be included in a proportion as high as any other of the one to three additional required student learning measures.

At the time of submission of this waiver renewal application, the scale of and growth measures based on Alaska’s new assessment, Alaska Measures of Progress (AMP) have not yet been determined. For purposes of educator evaluation, AMP’s scale and growth measures are of the upmost importance. Subsequent to the end of the first AMP test window on May 1, 2015, the Achievement and Assessment Institute (AAI), EED’s test vendor, begin the statistical analyses

necessary to present scale recommendations to EED. Preliminary data and scale options were presented to EED’s Technical Advisory Committee (TAC) on June 10-11, 2015, in Juneau. EED has requested a vertical scale allowing for easier determinations of growth from year to year. At the last TAC meeting in October 2014, however, EED was advised that a vertical scale may not be possible or even desirable. At the June 2015 meeting, the TAC recommended that EED defer consideration of a vertical scale until the 2017 administration of AMP.

The standard-setting process on July 7-10, 2015, will determine AMP’s cut scores. EED will present these scores and the expected outcomes of adopting them to the State Board of Education at its August 24 scheduled meeting. The SBOE will then vote on whether to open a period of public comment on the associated regulatory changes. If this happens, the cut scores will be on the agenda for adoption by the State Board during its scheduled meeting on October 9. Results from the 2015 administration of AMP would be reported to students and school districts soon afterward.

It will not be until after the second administration of AMP in the spring of 2016 that districts and EED will have access to student growth for student learning data. By this time, regulations should be in place to integrate the new AMP-related growth calculations into school accountability determinations. The calculation of each student’s growth used for educator evaluation is expected to be the same as the student’s growth calculation used for school accountability. Upon receipt of the 2016 results, districts would also be able to include AMP as one of the required measures of student growth in their educator evaluation and support systems. However, as Alaska districts finalize their educator evaluations prior to the end of March, at least two months before the AMP assessment data will be available, the results of the 2016 AMP administration will be too late for its inclusion in teachers’ and principals’ evaluations for the 2015-2016 school year. As this will be an ongoing issue, EED is recommending the AMP student growth from the previous school year(s) be used as one of the measures of student learning data in the current school year. Because of the timelines described above, Alaska will be unable to use AMP data to measure growth for use in educator evaluation until the 2016-2017 school year. The student growth from the 2016 AMP will be one of the measures of student learning data included in teacher and principal evaluation for the 2016-2017 school year.

For the reasons described above, Alaska is changing its timeline for the inclusion of student learning data from the 2015-2016 school year to the 2016-2017 school year.

- *For grades and subjects in which assessments are not required under ESEA section 1111(b)(3), does the SEA either specify the measures of student growth that LEAs must use or select from or plan to provide guidance to LEAs on what measures of student growth are appropriate, and establish a system for ensuring that LEAs will use valid measures?*

Alaska has provided guidance to districts concerning the selection of valid measures of student growth that are appropriate for grades and subjects in which assessments are not required under ESEA section 1111(b)(3).

As mentioned previously, Alaska uses the phrase “student learning data” to specify the type of assessments that can be utilized to evaluate teachers’ and principals’ contributions to student growth. Alaska defines student learning data as an objective, empirical, valid measurement of a student’s growth in knowledge, understanding, or skill in a subject area. The growth must have occurred during the time the student was taught the subject by a teacher. The measurement must be:

- Based on verifiable data or information that has been recorded or preserved;

- Able to be repeated with the same expected results, and;
- Independent of the point of view or interpretation of the person giving the assessment. (4 AAC 19.099)

For grades and subjects in which assessments are not required under ESEA, Alaska is recommending the use of a Student Learning Objective (SLO) approach. Alaska has provided guidance to districts concerning the SLO approach through FAQs, the development of a SLO template and checklist samples, and an assessment quality assurance checklist. These resources are available at http://education.alaska.gov/akaccountability/educator/resources_cd.html. Alaska has also provided multiple SLO trainings to districts over the past few years.

When designing the student data component of the teacher and principal evaluation and support system, districts are required to include a process to insure that they are using valid assessments to assess an educator’s level of performance on the standards set for student learning data.

d. Evaluate teachers and principals on a regular basis?

Tenured and non-tenured teachers must be evaluated yearly per AS 14.20.149(b). All principals must also be evaluated yearly. (AS 14.20.149. (b)(5)). Furthermore, districts must require at least two observations for the evaluation of each non-tenured teacher in the district each school year within their evaluation procedures and process per AS 14.20.149(b)(2).

At the discretion of the districts, statutes allow tenured teachers who consistently exceed the district’s standards to be evaluated every other year. In Alaska, tenure is granted on the first day of the fourth year of continuous employment according to AS 14.20.150. Alaska requires districts to design their own evaluation system. Within their evaluation system, districts will define “exceeding the standards”. Alaska anticipates that districts will equate “exceeding the standards” with the overall rating of exemplary. For those tenured teachers who “exceed the standards,” districts are allowed to evaluate and provide them feedback every other year.

e. Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development?

- *Will the SEA’s guidelines ensure that evaluations occur with a frequency sufficient to ensure that feedback is provided in a timely manner to inform effective practice?*

Districts are required to annually evaluate all educators. Non-tenured teachers are required two observations within the districts’ evaluations systems. Teacher who are identified as needing a plan of improvement or plan of professional growth are required to have at least two additional observations during the timeline developed for their plan. The nationally-recognized observation frameworks many Alaska districts have adopted highly recommend three in-person meetings between educator and evaluators. While the initial meeting is likely to focus on planning for the year, the other two are opportunities for feedback based on observations. The mid-cycle meeting is also an opportunity for the educator and evaluator to review interim student learning data, to guide further feedback.

- *Are the SEA’s guidelines likely to result in differentiated professional development that meets the needs of teachers?*

Alaska identifies the improvement of the performance of educators as the primary purpose of educator evaluation. Districts' evaluation systems are required to provide information and analysis that helps educators to grow professionally and improve the effectiveness of instruction. In the construction of their educator evaluation systems, districts will be required to illustrate how their process identifies the professional development needs of all educators, including those individuals who are demonstrating proficient and exemplary levels of performance.

EED will review district evaluation systems to determine if there are opportunities provided within the procedures for clear, timely and useful feedback to be provided to the educator. The review will also look for evidence that an appropriate level of support is provided to educators based on the results of their evaluation. Furthermore, EED will look for evidence that districts have a variety of professional development opportunities that allow for the individualization of the support provided to their educators.

At its August 24th meeting, the State Board will be increasing the educator evaluation reporting requirements that will require districts to report the number of educators receiving support through a Plan of Improvement and the number of educators receiving support through a Plan for Professional Growth. EED will use this information as one indicator of the districts' evaluation systems ability to differentiate the support need by educators.

f. Will be used to inform personnel decisions?

Alaska requires the use of educator evaluation results to inform district personnel decisions.

For all teachers and administrators, a school district is required to prepare and implement a plan of improvement for a teacher or administrator whose performance did not meet the district performance standards, except if the teacher's or administrator's performance warrants immediate dismissal. (AS 14.20.149) Beginning in the 2016-2017 school year, districts will be using performance standards for student learning data that will be incorporated into the level of support determination as well as to inform personnel decisions.

Per statutes, a school district must provide a tenured teacher whose performance, after evaluation, did not meet the district performance standards with a plan of improvement. The evaluating administrator shall consult with the tenured teacher in setting clear, specific performance expectations to be included in the plan of improvement. The plan of improvement must address ways in which the tenured teacher's performance can be improved and shall last for not less than 90 workdays and not more than 180 workdays unless the minimum time is shortened by agreement between the evaluating administrator and the teacher. The plan of improvement shall be based on the professional performance standards outlined in the locally adopted school district evaluation procedure. The school district must observe the teacher at least twice during the course of the plan. If, at the conclusion of the plan of improvement, the tenured teacher's performance again does not meet the district performance standards, the district may non-retain the teacher. (AS 14.20.149 & AS 14.20.175(b)(1))

A school district may place an administrator who has previously acquired tenure, whose performance, including performance as an evaluator under the district's certificated employee evaluation system, does not meet the district performance standards on a plan of improvement. The plan must address ways in which the administrator's performance can be improved and shall last for not less than 90 workdays and not more than 210 workdays unless the minimum time is shortened

by agreement between the evaluating administrator and the administrator being evaluated. The school district must observe the administrator being evaluated at least twice during the course of the plan. If, at the conclusion of the plan of improvement, the administrator's performance again does not meet the district performance standards, the district may terminate its employment contract with the administrator. (AS 14.20.149)

In order to gain tenure an educator must receive, in the third year of any three-year period of continuous employment with the district, an evaluation under the district's evaluation system stating that the teacher's or administrator's performance meets the district performance standards. (AS 14.20.150 (a)(3))

	Located in statutes	Located in regulations
a. Continual improvement of instruction	AS 14.20.149 (a-b)	4 AAC 19.010
b. Meaningfully differentiates performance using at least three performance levels		4 AAC 19.010 (b-g)
c. Multiple measures in determining performance levels, includes in a significant factor data on student growth	AS 14.20.149(b)(1 & 7)	4 AAC 19.030 4 AAC 19.010(e)(2) 4 AAC 19.010(f) 4 AAC 19.030(d)
d. Evaluates teachers and principals on a regular basis	AS 14.20.149 (b)	4 AAC 19.055
e. Provide clear, timely and useful feedback that identifies needs and guides professional development	AS 14.20.149 (b)(6)	4 AAC 19.010(a)(1-2) 4 AAC 19.010(g-j)
f. Will be used to inform personnel decisions	AS 14.20.149 (b)(6) AS 14.20.149 (e)(f) AS 14.20.150 (a)(3) AS 14.20.170 (a) AS 14.20.175 (b)(1)	4 AAC 19.010 (g)

3.B ENSURE LEAs IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

- 3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines.

Alaska has a process for ensuring that each district develops, adopts, and implements high-quality teacher and principal evaluation and support systems that are consistent with Alaska’s adopted guidelines, with the involvement of teachers and principals, including mechanisms to review, revise, and improve systems. Alaska’s educator evaluation system meets all of the waiver elements in Principle 3B. The waiver elements have been cross-walked in the chart at the end of this section with Alaska statutes and regulations.

- *Is the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, evaluation and support systems consistent with the SEA’s adopted guidelines likely to lead to high-quality local teacher and principal evaluation and support systems?*

AS 14.20.149. (g) provides EED with each school district’s certificated employee evaluation system and changes the district makes to the systems. Regulations also require districts to post their evaluation systems on the web. By July 1, 2015, each district is required to adopt a revised teacher and principal evaluation system that meets the requirements, including the use of student learning data, set by the State Board. As districts revise their systems to meet these new requirements, EED will review each district’s evaluation system.

Prior to each of EED’s component reviews, districts will be required to post their evaluation process, procedures, timelines, forms, etc. to their website and provide EED with a hyperlink to the site. (4 AAC 19.015). To expedite the review of the districts’ systems, districts will be required to complete a self-review of their systems using the Evaluation System Comprehensive Worksheet & Gap Analysis located at http://education.alaska.gov/akaccountability/educator/resources_sd/compliance_worksheet_gap_analysis.docx. Many components of this document address features of a high-quality local teacher and principal evaluation and support systems, such as improvement of effective instruction specifically (row 19), as well as adherence to standards, use of a quality observation tool, teacher and evaluator training, validity and reliability of student learning measures, and educator involvement.

Anticipating that the changes to the implementation timeline for the student learning data component will be adopted by the State Board in August 2015, EED will divide the review of the districts’ systems into two sections, one for the professional practice component and one for the student learning data component. In July 2015, EED will begin the review of the professional practice component of each of the 54 districts’ revised evaluation systems.

EED will begin reviewing the districts’ professional practice component of their evaluation systems for compliance with the state’s guidelines. EED will provide targeted assistance to districts that are not in full compliance with all statutory and regulatory requirements prior to the beginning of the 2015-2016 school year.

Educator Involvement

As a requirement of submitting their revised evaluation systems, school districts will need to document that they have involved teachers and principals in developing, piloting, and implementing their systems (for example, in rows 1, 7 and 17 of the document cite in the paragraph above). When reviewing the submitted evaluation systems, EED will specifically seek evidence of stakeholder involvement.

Further, the adopted regulations contain a provision to ensure that each district works with teachers and principals to develop the process for incorporating student learning data in the district evaluation system.

Finally, EED has also convened a series of technical assistance sessions called “Educator Evaluation Redesign Intensives,” that required districts to bring a team of stakeholders in order to participate. The intensives are designed to engage teachers and principals in the redesign process.

District reporting

Beginning in 2016, each district is required to report to EED the number and percentage of teachers and principals scoring at each of the four performance levels for the preceding school year.

The proposed changes also expand the information that districts will need to provide EED concerning the results of their systems. Districts will report the number and percentage of educators receiving the various level of supports resulting from the educator evaluation process.

- *Did the SEA describe the process it will use to ensure that all measures used in an LEA’s evaluation and support systems are valid, meaning measures that are clearly related to increasing student academic achievement and school performance, and are implemented in a consistent and high-quality manner across schools within an LEA (i.e., process for ensuring inter-rater reliability)?*

The adopted regulations require that two to four measures of student growth be used to determine a teacher’s or principal’s overall rating. EED will ensure that all measures are valid and are implemented in a consistent and high-quality manner across schools within a district using a couple of mechanisms. EED has developed guidelines that provide recommendations concerning the types of measures and procedures for the incorporation of student learning data into the teachers’ and administrators’ evaluations. EED has also provided districts an assessment quality assurance checklist to evaluate the measures being used to determine their validity.

The adopted regulations require districts to use data from AMP, the new statewide assessment, selected by the commissioner of education as a measure of student growth if the assessment employs measurements of achievement that are comparable across grade levels. Alaska’s new ELA and mathematics assessment will satisfy these requirements. When the new assessment is available, teacher and principal evaluations will be required to incorporate the data generated from that assessment for the grades in which those assessments are administered. See 4 AAC 04.205(e)(3) available at the following link:

http://education.alaska.gov/TeacherCertification/docs/recent_changes_4aac_04_200_04_205_4aac_19.docx

The nationally recognized frameworks a large number of districts have adopted come with evidence

of validity. Further, the regulations contain the provision that within the evaluation training each district must provide an assurance of inter-rater reliability. EED is encouraging districts to use training available through the nationally recognized frameworks that they have adopted whenever possible. If district choose to develop their own training, they will need to demonstrate how the training will lead to inter-rater reliability.

- *Does the SEA have a process for ensuring that teachers working with special populations of students, such as students with disabilities and English Learners, are included in the LEA’s teacher and principal evaluation and support systems?*

During the development and adoption of a new or revised evaluation system, districts are required to comply with the applicable statutes governing the revision of their evaluation system (Attachment 10). The statute requires that the district consider input from all of their stakeholders, including teachers of students with disabilities and English learners. The new regulations require that teachers and administrators are consulted in the development of the performance standard for the student learning component and the development of the procedures used to incorporate the student learning data into the overall rating of teachers and administrators.

Districts’ revised evaluation systems must include evidence that input from teachers of students with disabilities and English learners was considered in the construction of the evaluations system.

- *Is the SEA’s plan likely to be successful in ensuring that LEAs meet the timeline requirements by either: (1) piloting evaluation and support systems no later than the 2014–2015 school year in preparation for full implementation of the evaluation and support systems consistent with the requirements described above no later than the 2015–2016 school year; or (2) implementing these systems no later than the 2014–2015 school year?*

Alaska’s district are on track to fully implement the professional practice component of their revised educator evaluation system during the 2015-2016 school year. The student learning data component will be piloted with all principals and teachers during the 2015-2016 school year and in full operation by the 2016-2017 school year. The following timeline outlines the major activities required of the State Board, EED, and districts.

EED expects the plan to be successful because its implementation is linked to funding. Specifically, according to Alaska Statute 14.07.070, “state funds may not be paid to a school district or teacher that fails to comply with the school laws of the state or with the regulations adopted by the department.” The state directly funds K-12 education each year. For fiscal year 2013, the total state support for the K-12 public school foundation program was approximately \$1.2 billion. Districts are obligated to adhere to state statutes and regulations; if they fail to comply, they jeopardize their state funding.

Timeline	Activities	Responsible Parties	Resources	Challenges
2013-2014	<ul style="list-style-type: none"> • Districts begin to revise existing educator evaluation systems. • Districts begin training educators on the professional practice component and pilot it, if possible. 	Districts EED	NWCC SERRC	

	<ul style="list-style-type: none"> • EED convene the Educator Evaluation Advisory Committee to develop guidance and technical assistant sample documents. • EED pilots redesign intensive with Southeast Districts, in partnership with NWCC & SERRC. • EED begins awareness campaign by presenting at all 2013-2014 Alaska educational conferences. 			
2014-2015	<ul style="list-style-type: none"> • Districts continue to revise existing educator evaluation systems. • Districts begin training educators on the professional practice component and pilot it, if possible. • Districts builds awareness around the student learning data component and provides teachers and administrators training on the development of SLOs. • EED continues for convene the Educator Evaluation Advisory Committee to develop guidance and technical assistant sample documents. • EED provides Student Learning Objective training for districts at their request with the support of NWCC and SERRC. • EED provides a series of three Educator Evaluation & Support System Redesign Intensives. All districts are invited to participate. • EED provide district leaders and other stakeholder monthly updates and technical assistance through webinars. • Kenai & Ketchikan School Districts pilot SLO process. 	Districts EED	SERRC NWCC	
March 19-20, 2015	<ul style="list-style-type: none"> • Alaska State Board of Education put out for public comment changes to educator evaluation regulations. Revisions include changes to overall rating calculation, reporting requirements and the student learning data timeline. 	SBOE EED		
March 26-27, 2015	<ul style="list-style-type: none"> • Alaska Staff Development Network partners with EED to host the annual ASDN/EED Spring Leadership Working Conference that focuses on the implementation of the professional practice and student learning data components of redesigned systems. 	ASDN EED	NWCC SERRC	
March 31, 2015	<ul style="list-style-type: none"> • Alaska Department of Education & Early Development submits ESEA Flexibility Waiver Renewal Application to USED. Included in the renewal is proposed changes to the original waiver request. 	EED		
April, 2015	<ul style="list-style-type: none"> • First administration of Alaska’s new standard-based assessment, Alaska Measures of Progress (AMP). 	Districts AAI	EED	Internet connectivity/ Bandwidth Adequate preparation at the district level
April–June, 2015	<ul style="list-style-type: none"> • Districts post revised evaluation system to their websites. The posting will make clear 	Districts		

	<p>how stakeholders were involved in the redesign of the system.</p> <ul style="list-style-type: none"> • Districts notify EED that their observation components of revised educator evaluation system are available for the review and compliance check. • EED review districts’ observational component of their revised educator evaluation system for compliance with statutes and regulations. • EED provides technical to districts that are not in compliance with requirements. 	EED		
June 4-5, 2015	<ul style="list-style-type: none"> • Alaska State Board of Education will consider public comment concerning proposed changes to educator evaluation regulations. Revisions include changes to overall rating calculation, reporting requirements and the student learning data timeline. After any necessary adjustments, the State Board will vote to adopt the proposed changes. 	SBOE	EED.	
June 10-11, 2015	<ul style="list-style-type: none"> • Alaska Technical Advisory Committee (TAC) will meet to review proposed scale for the new Alaska Measures of Progress assessment, suggested by AAI, Alaska’s test vendor. • TAC will discuss use of the proposed scale for the purpose of determining student growth in educator evaluation. 	TAC EED	AAI	Technical difficulties
July 1, 2015	<ul style="list-style-type: none"> • Local school boards adopt the revised observation component of their educator evaluation systems consistent with the new regulations. 	Districts	EED	Adequate local funding and staff capacity
July 7-10, 2015	<ul style="list-style-type: none"> • EED with support from AAI will work with educators from across the state to complete the standard-setting study for the AMP, Alaska’s standard-based assessment. 	EED Alaska Educators	AAI	
<p>2015-2016 Focus:</p> <p>District implementation of their revised professional practices component</p> <p>District pilot of their student learning data component.</p>	<ul style="list-style-type: none"> • Districts train all certified staff members on newly adopted evaluation systems and implement professional practices components of revised evaluation systems. • Districts pilot student learning data components; all teachers and administrators must participate in the pilot. • EED meets regularly with Educator Evaluation Advisory Committee to create tools and templates to assist districts with varying aspects of the required changes. • EED continues to provide technical assistance to districts concerning the development of a process to capture student learning data and appropriate use of that information to evaluated teachers and principals. 	Districts EED	EED staff SERRC staff NWCC staff Pioneering districts	<p>Adequate local funding and staff capacity for implementation in districts</p> <p>Adequate EED funding and staff capacity for providing technical assistance.</p>
April, 2016	<ul style="list-style-type: none"> • Second administration of Alaska’s new standard-based assessment, Alaska Measures 	Districts AAI	EED	

<p>April-June, 2016</p>	<p>of Progress (AMP).</p> <ul style="list-style-type: none"> • EED will calculate student growth for school and educator accountability. • AAI will test the validity of the vertical scale or alternative means used to calculate student growth. • EED will provide growth data to districts by student that will use in teacher and principal evaluations for the 2016-2017 school year. • Districts repost revised evaluation system to their websites. The posting will make clear how stakeholder were involved in the redesign of the system, highlighting the engagement of teachers and principal around the inclusion student learning data. • Districts submit the student learning data components of their revised educator evaluation systems to EED for review and compliance check. • EED reviews and checks for compliance the student data components of districts' educator evaluation system. 			
<p>July 1, 2016</p>	<ul style="list-style-type: none"> • Local school boards adopt student learning data component of their educator evaluation systems consistent with the new regulations. 	<p>Districts</p>	<p>EED</p>	<p>Adequate local funding and staff capacity</p>
<p>September 15, 2016</p>	<ul style="list-style-type: none"> • Summary of educator evaluation ratings and other data for the 2015-2016 school year reported to EED. Student learning data not included. 	<p>Districts EED</p>	<p>EED Staff</p>	
<p>2016-2017 Focus: District Implementation of complete system Ongoing monitoring and support of implementation by EED</p>	<ul style="list-style-type: none"> • Districts train all certified staff members on all components of their adopted evaluation systems, including the student learning data components for teachers and administrators. • Districts fully implement all components of revised evaluation systems, including the student learning data components for teachers and administrators. • EED meets regularly with Educator Evaluation Advisory Committee to create tools and templates to assist districts with varying aspects of the required changes. 	<p>Districts</p>	<p>EED staff SERRC staff NWCC staff</p>	<p>Adequate local funding and staff capacity for implementation in districts</p>
<p>September 15, 2017.</p>	<ul style="list-style-type: none"> • Summary of educator evaluation ratings and other data for the 2016-2017 school year reported to EED. Student learning data included. 	<p>Districts EED</p>	<p>EED Staff</p>	
<p>2017-2018 Focus: District Implementation of complete system Ongoing monitoring and support of implementation by EED</p>	<ul style="list-style-type: none"> • Districts train all certified staff members on all components of their adopted evaluation systems, including the student learning data components for teachers and administrators. • Districts fully implement all components of revised evaluation systems, including the student learning data components for teachers and administrators. • EED meets regularly with Educator Evaluation Advisory Committee to create tools and templates to assist districts with varying aspects of the required changes. 	<p>Districts</p>	<p>EED staff SERRC staff NWCC staff</p>	<p>Adequate local funding and staff capacity for implementation in districts</p>

EED is sharing the new timeline with districts with the following document:

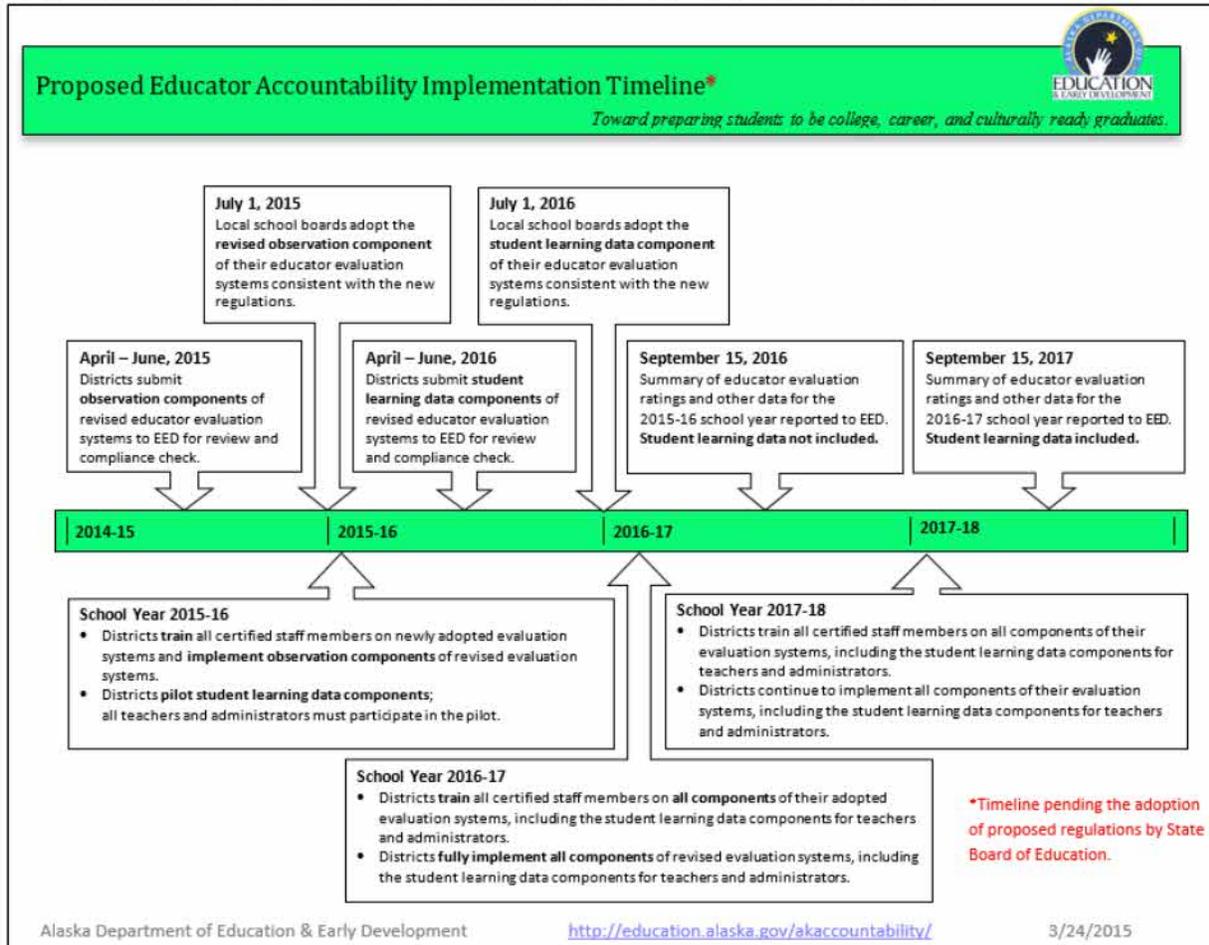


Figure 3.G

The proposed revisions to the timeline allow school districts the time to collaborate with their teachers and principals and other stakeholders on the student learning data component of their evaluation systems. It also allows EED to work with the Educator Evaluation Advisory Committee and other interested school districts to develop a peer review process that districts and utilize to improve their evaluation systems and comply with adopted teacher and principal evaluation regulations.

- *Is the SEA plan for providing adequate guidance and other technical assistance to LEAs in developing and implementing teacher and principal evaluation and support systems likely to lead to successful implementation?*

Alaska has developed guidance and provided technical assistance to districts centered on the redesign and implementation of their evaluation and support system. EED has worked with Northwest Regional Comprehensive Center (NWRCC) and Southeast Regional Resource Center (SERRC) to develop infographics, fact sheets, and FAQs to clarify the new requirements. The resources are available at <http://education.alaska.gov/akaccountability/>.

Also found on the website is the most current list of technical assistance events, system design resources, numerous presentations and workshops conducted by EED, and modules for use in the districts' redesign efforts.

- *Is the pilot broad enough to gain sufficient feedback from a variety of types of educators, schools, and classrooms to inform full implementation of the LEA's evaluation and support systems?*

Districts are at various stages of implementation. A few districts have been able to pilot the professional practice components and will move to full implementation during the 2015-2016 school year for all components except the inclusion of the student learning data. Most districts have not had the opportunity to pilot, but they are required to fully implement the redesigned professional practice components of their education evaluation in 2015-2016 and make necessary modifications as they move forward.

With the changes described previously, all districts will be required to pilot the student learning data component during the 2015-2016 school year. All teachers and principals will be required to participate. The information gathered during the pilot will inform the full implementation of all components in the 2016-2017 school year.

During the development and adoption of their revised evaluation system, districts are required to comply with the applicable statutes governing the revision of their evaluation system (Attachment 10). The statute requires that the district consider input from all of their stakeholders, including teachers of students with disabilities and English learners. The new regulations require that teachers and administrators are consulted in the development of the performance standard for the student learning component and the development of the procedures used to incorporate the student learning data into the overall rating of teachers and administrators.

Districts' revised evaluation systems must include evidence that input from teachers of students with disabilities and English learners was considered in its construction, as well. EED will review districts' systems for evidence of broad stakeholder input during the spring of 2015 and 2016.

	Statutes	Regulations
Process for reviewing and approving an LEA's teacher and principal evaluation and support systems to ensure that they are consistent with the SEA's guidelines and will result in the successful implementation of such systems	14.20.149 (g)	4 AAC 19.015
Process for ensuring that an LEA develops, adopts, pilots, and implements its teacher and principal evaluation and support systems with the involvement of teachers and principals	14.20.149 (a)	4 AAC 04.205 (e)(1) 4 AAC 19.030 (b).

Process it will use to ensure that all measures used in an LEA's evaluation and support systems are valid, meaning measures that are clearly related to increasing student academic achievement and school performance, and are implemented in a consistent and high-quality manner across schools within an LEA (i.e., process for ensuring inter-rater reliability)		4 AAC 04.205 (e) 4 AAC 19.060 4 AAC 19.099.
Process for ensuring that teachers working with special populations of students, such as students with disabilities and English Learners, are included in the LEA's teacher and principal evaluation and support systems	14.20.149 (a)	
Is the SEA's plan likely to be successful in ensuring that LEAs meet the timeline requirements by implementing these systems no later than the 2014–2015 school year		4 AAC 19.015
Timelines reflect a clear understanding of what steps will be necessary and reflect a logical sequencing and spacing of the key steps necessary to implement evaluation and support systems consistent with the required timelines	See timeline above.	
Providing adequate guidance and other technical assistance to LEAs in developing and implementing teacher and principal evaluation and support systems likely to lead to successful implementation	See website at http://education.alaska.gov/akaccountability/	
Pilot broad enough to gain sufficient feedback from a variety of types of educators, schools, and classrooms to inform full implementation of the LEA's evaluation and support systems		4 AAC 19. (Proposed regulations)

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

Hi, all,

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

Thank you!

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

If you have questions, please contact Eric Fry at 907-465-2851 or eric.fry@alaska.gov.

STATE OF ALASKA

Department of Education & Early Development

Teaching & Learning Support

SEAN PARNELL, GOVERNOR

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

To: Superintendents

cc: Federal Programs Coordinators

From: Margaret MacKinnon
 Title I/NCLB Administrator

Date: May 31, 2012

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

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

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

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

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Office of Superintendent

Dr. Steve Atwater

148 North Binkley Street Soldotna, Alaska 99669-7553

Phone (907) 714-8888 Fax (907) 262-9132

August 20, 2012

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

Dear Commissioner Hanley,

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

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

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

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

Sincerely,



Steve Atwater, Ph.D.
 Superintendent

ESEA Flexibility Waiver Comments

8/23/2012 2:47:22 PM

8/21/2012 Dan Walker LKSD

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

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

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

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

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

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

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



Anchorage School District

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

SCHOOL BOARD

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Kathleen Plunkett
Treasurer

Jeff Friedman
Clerk

Pat Higgins

Crystal Kennedy

Don Smith

SUPERINTENDENT

Carol Comeau

June 8, 2012

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

Ms. MacKinnon:

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

The district strongly supports the department seeking this waiver.

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

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

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

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

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



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Carol Comeau

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

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

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

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

Sincerely,

Carol Comeau
Superintendent

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

MacKinnon, Margaret H (EED)

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

June 7, 2012

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

Dear Ms. McKinnon,

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

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

Thank you for seeking comment on the proposed waiver application.

Sincerely,

Steve Atwater

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

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

The information contained in this E-mail is confidential and intended only for the designated recipient(s). If the reader of this E-mail page is not the intended recipient, you are hereby notified that the intended review, dissemination, distribution, or copying of this information is forbidden. If you have received this information in error, please notify the sender immediately and delete the message.

Notice and Information Provided to the Public

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

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

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

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

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

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

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

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

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

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

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

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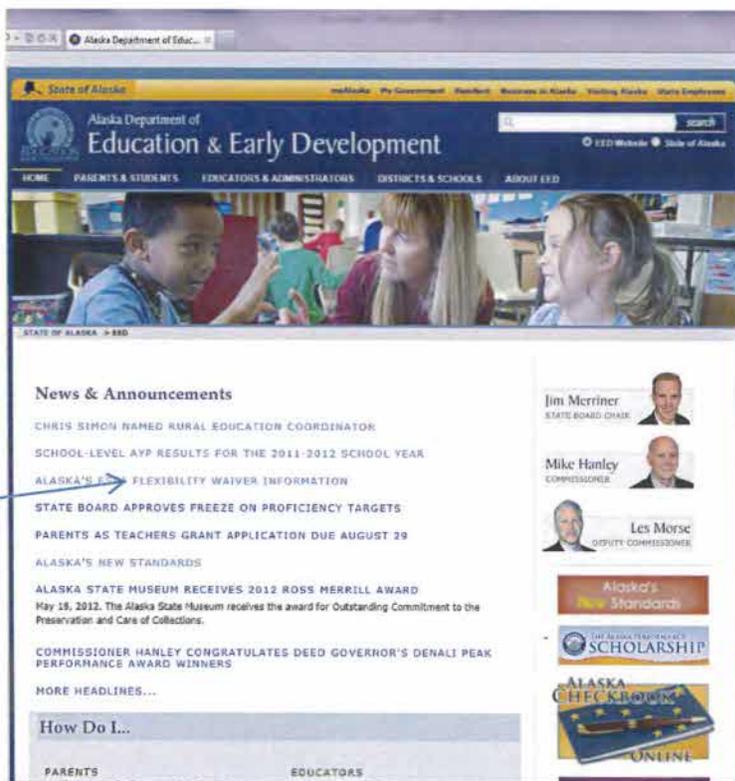
We invite you to distribute this e-mail to your organization's members and to encourage anyone interested in school accountability to participate in the webinars and enter comments about Alaska's draft proposal. Thank you for your consideration.

If you have questions, please contact Eric Fry at 907-465-2851 or eric.fry@alaska.gov.

Alaska Department of Education & Early Development

Webpage screen shots showing waiver information for stakeholder outreach

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



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



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

State of Alaska
 Alaska Department of Education & Early Development

Comment on Alaska's Draft ESEA Flexibility Waiver

Comments due no later than August 21, 2012

Please use the form below to submit your comments on Alaska's Draft [ESEA Flexibility Waiver](#). In addition to your comment(s), please indicate your name and any organizations you represent.

Name

Organization I Represent (optional)

Comments on Principle 1:
College and Career Ready Standards and Assessment

Maximum 1000 characters

Comments on Principle 2:
State-Developed Differentiated System of Recognition, Accountability & Support

Maximum 1000 characters

Comments on Principle 3:
Effective Instruction and Leadership (Teacher and Principal Evaluation & Support Systems)

Maximum 1000 characters

How Do I...

PUBLIC

- Find school calendar?
- Find standards for educators in Alaska?
- Get mailing labels of Alaska schools/districts?
- Make comments on regulations?

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

State of Alaska
 Department of Education & Early Development
 Division of Teaching & Learning Support

STATE OF ALASKA > EED > TLE > NO CHILD LEFT BEHIND > ESEA FLEXIBILITY WAIVER INFORMATION

No Child Left Behind

ESEA Flexibility Waiver Information

Alaska is preparing a proposal to request flexibility from the current provisions of No Child Left Behind (NCLB). The proposal will be submitted to the US Department of Education on September 6, 2012.

- Comment on Alaska's Flexibility Waiver Proposal (due August 21)
- Alaska Draft ESEA Waiver Proposal - pdf
- ESEA Flexibility Waiver Requirements Overview (powerpoint)
- Key Elements of AK Waiver Principle 1 – Standards & Assessments (powerpoint)
- Key Elements of AK Waiver Principle 2 – Accountability & Support (powerpoint)
- Key Elements of AK Waiver Principle 3 – Teacher/Educator Quality & Support (powerpoint)

Listen to the recorded webinar explaining the waiver proposal at the following link (approximately 90 minutes):

- <https://sas.elluminat.com/mr.jsp?suid=M.DE25EF811818F8973F48302C1C3C70&sid=2010175>

Table I Committee of Practitioners Meeting – August 20, 2012, 3:30 – 5:00 PM

- Webinar link: <https://sas.elluminat.com/mr.jsp?password=M.447E863E2505C89FA086923F90E9&sid=2010175>
- Audio conference call in #1-800-315-4338, passcode 2970#

- Notification of Alaska's Intent to Apply for Waiver to Freeze AMOs for AYP Determinations for 2011-2012 - pdf
- Alaska's Request to Freeze AMOs for AYP Determinations - pdf
- Alaska Statewide Achievement Gaps: 2009-2011 - pdf

How Do I...

PUBLIC

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- Make comments on regulations?

Website Information District & Schools Info Department Links

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

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

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

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

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



UNIVERSITY
of ALASKA
Many Traditions One Alaska

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

June 7, 2012

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

Dear Secretary Duncan:

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

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

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

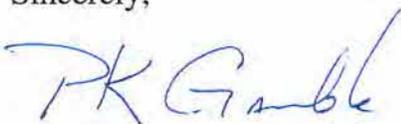
Alaska also utilized two national experts who were involved in developing the Common Core Standards: Dr. Brian Gong and Dr. Karin Hess from The National Center for the Improvement of Education Assessment, Inc. (NCIEA). Dr. Gong and Dr. Hess facilitated five meetings and several activities that included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

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

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

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

Sincerely,



Patrick K. Gamble
President, University of Alaska

Alaska Statewide Proficiency Rates 2012 Assessments

Percent proficient or above based on all students tested

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

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

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

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

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

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

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

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

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

Total # of Title I schools in the State: 287

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

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

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

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

STATUTES

Sec. 14.20.149. Employee evaluation.

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

(b) The certificated employee evaluation system must

(1) establish district performance standards for the district's teachers and administrators that are based on professional performance standards adopted by the department by regulation;

(2) require at least two observations for the evaluation of each nontenured teacher in the district each school year;

(3) require at least an annual evaluation of each tenured teacher in the district who met the district performance standards during the previous school year;

(4) permit the district to limit its evaluations of tenured teachers who have consistently exceeded the district performance standards to one evaluation every two school years;

(5) require the school district to perform an annual evaluation for each administrator;

(6) require the school district to prepare and implement a plan of improvement for a teacher or administrator whose performance did not meet the district performance standards, except if the teacher's or administrator's performance warrants immediate dismissal under AS 14.20.170(a); and

(7) provide an opportunity for students, parents, community members, teachers, and administrators to provide information on the performance of the teacher or administrator who is the subject of the evaluation to the evaluating administrator.

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

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

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

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

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

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

Sec. 14.20.170. Dismissal.

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

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

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

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

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

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

Sec. 14.20.175. Nonretention.

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

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

(1) the school district demonstrates that

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

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

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

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

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

REGULATIONS

4 AAC 04.200. Professional content and performance standards

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

Teacher Standards

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

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

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

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

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

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

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

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

Performances that reflect attainment of this standard include

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

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

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

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

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

(B) creating, selecting, adapting, and using a variety of instructional resources to facilitate curricular goals and student attainment of performance standards and grade level expectations;

(C) creating, selecting, adapting, and using a variety of assessment strategies that provide information about and reinforce student learning and that assist students in reflecting on their own progress;

(D) organizing and maintaining records of students' learning and using a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences; and

(E) reflecting on information gained from assessments and adjusting teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals.

(6) A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members. Performances that reflect attainment of this standard include

(A) creating and maintaining a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively;

(B) communicating high standards for student performance and clear expectations of what students will learn;

(C) planning and using a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn; and

(D) assisting students in understanding their role in sharing responsibility for their learning.

(7) A teacher works as a partner with parents, families, and the community. Performances that reflect attainment of this standard include

(A) promoting and maintaining regular and meaningful communication between the classroom and students' families;

(B) working with parents and families to support and promote student learning;

(C) participating in schoolwide efforts to communicate with the broader community and to involve parents and families in student learning;

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

Administrator Standards

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

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

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

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

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

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

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

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

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

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

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

Beginning Teacher Standards

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

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

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

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

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

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

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

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

(i) theories of learning and motivation; and

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

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

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

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

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

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

- (A) teaching lessons based on

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

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

(7) A beginning teacher works as a partner with parents, families, and the community. Performances that reflect attainment of this standard include

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

(8) A beginning teacher participates in and contributes to the teaching profession. Performances that reflect attainment of this standard include

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

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

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

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

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

Cultural Standards for Educators

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

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

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

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

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

4 AAC 04.205. District performance standards

(a) Repealed 2/16/2013.

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

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

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

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

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

(c) Repealed 2/16/2013.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4 AAC 19.010. Purpose and scope of evaluations

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(k) Not later than July 1, 2015, a school district shall implement a pilot program for the incorporation of student learning data. During the 2015 - 2016 school year student learning data will not be incorporated into districts' evaluation system. Under this pilot program, districts must

(1) pilot standards for performance based on student learning data;

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

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

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

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

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 19.015. Evaluation form to be available

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

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

Authority: [AS 14.07.060](#)

4 AAC 19.030. Evaluation procedures

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

(1) shall base the evaluation of a teacher, administrator, or special service provider on observation of the teacher, administrator, or special service provider in the workplace by the evaluator;

(2) shall consider information on the performance of the teacher, administrator, or special service provider provided by students, parents, community members, teachers, and administrators under [AS 14.20.149\(b\)\(7\)](#);

(3) shall indicate what information the district used to evaluate the teacher, administrator, or special service provider and the source of the information;

(4) shall notify students, parents, community members, teachers, and administrators that students, parents, community members, teachers, and administrators have the opportunity to provide information on the performance of the teacher, administrator, or special service provider being evaluated; the district shall provide a form or electronic means for providing the information;

(5) shall provide the teacher, administrator, or special service provider being evaluated with a copy of the draft evaluation at least 24 hours before the evaluation becomes final;

(6) shall inform the teacher, administrator, or special service provider being evaluated that

(A) the teacher, administrator, or special service provider has the right to review a draft evaluation and comment in writing before the evaluation becomes final; and

(B) a failure to submit comments before the deadline waives the right to comment on the evaluation;

(7) may not retaliate against a teacher, administrator, or special service provider for commenting on the evaluation; and

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

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

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

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

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

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

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

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

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

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

4 AAC 19.040. Confidentiality of the evaluation

A school district shall adopt procedures that

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

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

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

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

4 AAC 19.055. Reporting of evaluation results

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

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

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 19.060. Evaluation training

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

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

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 19.099. Definitions

In this chapter, unless the context requires otherwise,

(1) "administrator" has the meaning given in 4 AAC 12.900(c)(2)(A);

(2) "measurement"

(A) means an assessment of student knowledge, understanding, or skill;

(B) includes an assessment that is not a standardized test;

(3) "measurement of student growth" means a comparison of a measurement of a student's knowledge, understanding, or skill in a subject before being taught by the teacher with a comparable measurement made after the student has been taught the subject by the teacher;

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

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

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

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

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

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

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

(8) "teacher"

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

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

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

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

STATE OF ALASKA)
) ss.
FIRST JUDICIAL DISTRICT)

AFFIDAVIT OF ORAL HEARING

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

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

DATE: 12.21.12
Juneau, Alaska

(b)(6)

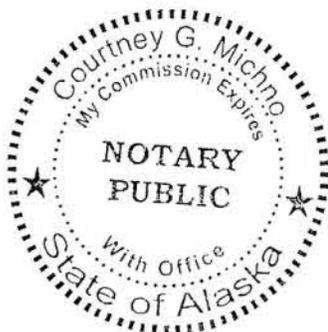
Dottie Knuth, Executive Secretary

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

(b)(6)

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

[NOTARY SEAL]



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

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

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

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

Acronyms and other usage

AA-AAS: Alternate assessments based on alternate achievement standards

AAC: Alaska Administrative Code, the State regulations

AACP: Alaska Administrator Coaching Project

ACT College entrance examination

AKLN: Alaska's Learning Network

AKSPIP: Alaska State Performance Incentive Program

Alaska STEPP: Steps Toward Educational Progress and Partnership

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

AMO: Annual Measureable Objective

AN/AI: Alaska Native/American Indian

APS: Alaska Performance Scholarship

ASPI: Alaska School Performance Index

AYP: Adequate Yearly Progress

CCSS: Common Core State Standards

CCSSO: Council of Chief State School Officers

COP: Committee of Practitioners

CTE: Career and Technical Education

ECD: Economically disadvantaged

EED: Alaska Department of Education & Early Development

EL: English learners, also known as English language learners

ELA: English/language arts

ELP: English language proficiency

EM: Elementary and middle school grade levels

ESEA: The Elementary and Secondary Education Act

FAY: Full academic year

HS: high school grade levels

IHE: institution of higher education

LEP: Limited English proficient

NCLB: No Child Left Behind

NCSC: National Center and State Collaborative

NEA-Alaska: National Education Association-Alaska

OSEP: The federal Office of Special Education Programs

RAPPS: Rural Alaska Principal Preparation and Support

SAT: College entrance examination

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

SES: Supplemental Educational Services

SIG: Federally funded School Improvement Grants

SBAC: Smarter Balanced Assessment Consortium

SPDG: State Personnel Development Grant

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

“State” in caps: The Alaska state government

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

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

SWD: Students with disabilities

TAC: Alaska’s Technical Advisory Committee for assessments

TQWG: Teacher Quality Working Group

USED: U.S. Department of Education

WIDA: World-Class Instructional Design and Assessment Consortium

WK: WorkKeys assessments

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

Captain Cook Hotel, Anchorage

April 18, 2012

3:00 - 4:30 PM

Committee Members Present

Ray Alstrom, School Board member, Lower Yukon School District

Kerry Boyd, Superintendent, Yukon-Koyukuk School District

Sandy Miller, Federal Programs Coordinator, Kenai Peninsula School District

Therese Ashton, Federal Programs Coordinator, Wrangell School District

Steve Doerksen, Federal Programs Coordinator, Kodiak School District

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

Michael Webb, Title I Principal, Anchorage School District

LeeAnn Tyree, Federal Programs Coordinator, Northwest Arctic School District

Ted Wilson, Title I Principal, Juneau School District

Sharay Samuel, parent, Anchorage School District

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

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

Daniel Walker*, Assistant Superintendent, Lower Kuskokwim School District

*attended via phone

Absent:

Doug Walrath, Vocational Educator, Bering Strait School District

EED Staff members present:

Margaret MacKinnon, Title I/ESEA Administrator

Sheila Box, Title I/SES/Choice Program Manager

Angela Love, Title I/School Improvement Program Manager

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

Pattie Adkisson, Title I/Title III Program Manager

Jousette McKeel, Title I/Migrant Program Manager

Margaret MacKinnon opened the meeting at 3:00 PM.

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

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

Committee questions & discussion on the proposed standards:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Report from Teacher Quality Working Group on Teacher & Principal Evaluations

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

ESEA Flexibility Waiver Requirements

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

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

Comments on the ESEA waiver requirements:

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

Comment: NWA would also like to have a waiver.

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

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

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

Comment: Supports the waiver.

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

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

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

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

Two members had no comments at this time.

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

Margaret MacKinnon adjourned the meeting at 4:30 PM.

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

Webinar/Audio Conference

August 20, 2012

3:30 - 5:00 PM

Committee Members Present

Doug Walrath, Vocational Educator, Bering Strait School District

Kerry Boyd, Superintendent, Yukon-Koyukuk School District

Sandy Miller, Federal Programs Coordinator, Kenai Peninsula School District

Therese Ashton, Federal Programs Coordinator, Wrangell School District

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

LeeAnn Tyree, Federal Programs Coordinator, Northwest Arctic School District

Daniel Walker, Assistant Superintendent, Lower Kuskokwim School District

Absent:

Ray Alstrom, School Board member, Lower Yukon School District

Steve Doerksen, Federal Programs Coordinator, Kodiak School District

Michael Webb, Title I Principal, Anchorage School District

Ted Wilson, Title I Principal, Juneau School District

Sharay Samuel, parent, Anchorage School District

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

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

EED Staff members present:

Margaret MacKinnon, Title I/ESEA Administrator

Sheila Box, Title I/SES/Choice Program Manager

Margaret MacKinnon opened the meeting at 3:30 PM

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

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

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

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

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

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

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

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

Elementary –

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

High School

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

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

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

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

Comparing Stars and AYP –

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

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

Comments/questions on the accountability index:

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

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

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

Margaret answered yes.

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

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

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

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

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

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

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

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

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

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

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

Comments/questions on waiver proposal:

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

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

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

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

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

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

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

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

One member asked if the state has any sense whether the waiver will be approved.

Margaret responded that she thinks the accountability system would be approvable, but there may be some timeline issues, due to limited application periods offered by the feds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The meeting was adjourned at 4:45 PM.

STATE OF ALASKA

Department of Education & Early Development

Teaching & Learning Support

SEAN PARNELL, GOVERNOR

801 West 10th Street, Suite 200
PO Box 110500
Juneau, Alaska 99811-0500
Margaret.MacKinnon@alaska.gov
907-465-2970
Erik.McCormick@alaska.gov
907-465-8686

To: Superintendents

cc: Federal Programs Coordinators
District Test Coordinators

From: Erik McCormick
Director Assessment and Accountability

Margaret MacKinnon
Title I/NCLB Administrator

Date: May 24, 2012

(b)(6)

(b)(6)

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

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

To participate in the webinar, please use this link:

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

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

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

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

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

Organizations Contacted to Participate in August Webinars

ADOL&WD

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

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

Organization Participants in ESEA Flexibility Webinars

August 13-16, 2012

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

ESEA Waiver Stakeholder Outreach Plan

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

Alaska Reading, Writing, and Mathematics Standards Revision Process

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

Alaska’s position on the common core standards

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

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

Our reasons for not signing the MOA:

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

We are actively analyzing the common core standards and Alaska’s standards:

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

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

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

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

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

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

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

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

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

In conclusion:

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

STATE OF ALASKA

Department of Education & Early Development *Assessments and Accountability*

SEAN PARNELL, GOVERNOR

*Goldbelt Place
801 West 10th Street, Suite 200
PO Box 110500
Juneau, Alaska 99811-0500
(907) 465-8686
(907) 465-8400 Fax
erik.mccormick@alaska.gov*

August 10, 2010

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

Dear «Salutation» «Last»:

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

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

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

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

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

Sincerely,

(b)(6)

Erik McCormick
Director

Enclosures

STATE OF ALASKA

Department of Education & Early Development
Office of the Commissioner

SEAN PARNELL, GOVERNOR

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

March 14, 2012

(Inside address)

Dear _____ :

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

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

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

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

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

Sincerely,

(b)(6)

Mike Hanley
Commissioner

Attachment



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

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

March 30, 2012 Agenda

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

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

STATE OF ALASKA

Department of Education & Early Development
Office of the Commissioner

SEAN PARNELL, GOVERNOR

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

March 29, 2012

«col_firstname» «col_lastname»
 «Corporation»
 «col_address1»
 «col_city», AK «col_zip»

Dear «Salu» «col_lastname»:

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

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

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

Meeting Date: Tuesday, April 10, 2012

Location: Aspen Room at the Hilton Downtown, 500 West 3rd Avenue

Time: 1:00 – 5:00 pm

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

Sincerely,

(b)(6)

Mike Hanley
 Commissioner

Attachment



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

Aspen Room at the Hilton Downtown
500 West 3rd Avenue, Anchorage, AK

April 10, 2012 Agenda

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

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

STATE OF ALASKA

Department of Education & Early Development
Office of the Commissioner

SEAN PARNELL, GOVERNOR

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

April 16, 2012

«Fname» «Lname»
 «Worksite_location»
 «Mailaddress»
 «Mailcity», AK «Mailzip»

Dear «Salu» «Lname»:

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

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

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

Meeting Date: Tuesday, April 24, 2012

Location: Fairbanks Borough Assembly Chambers, 809 Pioneer Road

Time: 12:30 – 4:30 pm

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

Sincerely,

(b)(6)

Mike Hanley
 Commissioner

Attachment



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

Fairbanks Borough Assembly Chambers
809 Pioneer Road, Fairbanks, AK

April 24, 2012 Agenda

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

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

STATE OF ALASKA

Department of Education & Early Development
Office of the Commissioner

SEAN PARNELL, GOVERNOR

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

April 13, 2012

«Fname» «Lname»
 «Worksite_location»
 «Mailaddress»
 Bethel, AK 99559

Dear «Salu» «Lname»:

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

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

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

Meeting Date: Thursday, April 26, 2012

Location: The Yuut, 610 Akiachak Street

Time: 7:30 am - noon

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

Sincerely,

(b)(6)

Mike Hanley
 Commissioner

Attachment



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

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

April 26, 2012 Agenda

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

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

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

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

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

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

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

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

Kelgumauci
Department of Education-aam
atakutaanun.



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



Quyureiiqut



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



Stakeholder Outreach for ESEA Flexibility Waiver Renewal

List of meetings, trainings, and conferences for outreach to educators

Educator Evaluation & Support Meetings, Trainings, & Conferences

2014-15

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

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

2013-14

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

Excerpts from the Information Exchange email newsletter

INFORMATION EXCHANGE

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

In this issue: Comment on waiver renewal

State Accepting Nominations for 2016 Alaska Teacher of the Year

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

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

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

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

Provide comment on the EED website at:

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

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

Webinar link:

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

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

Participant Access Code: 29701

Choose a date:

Tuesday, March 10 – 2:00 p.m.

Thursday, March 12 – 1:30 p.m.

Tuesday, March 17 – 3:30 p.m.

INFORMATION EXCHANGE

**Newsletter of the Alaska Department of Education & Early Development
March 13, 2015**

In this issue: Comment on waiver renewal

State Accepting Nominations for 2016 Alaska Teacher of the Year

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

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

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

INFORMATION EXCHANGE

**Newsletter of the Alaska Department of Education & Early Development
March 20, 2015**

In this issue: Fish and Game educator opportunities

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- .
- .

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

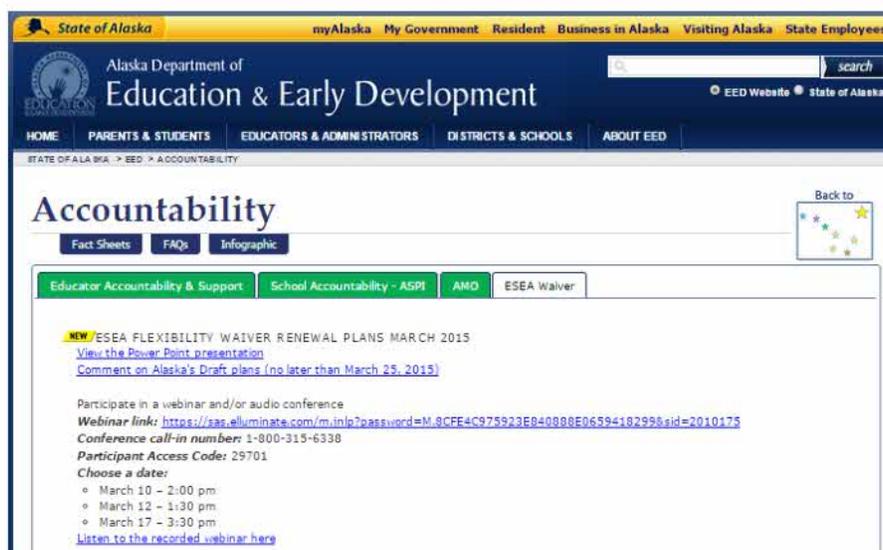
The Department of Education & Early Development is hosting several webinars and soliciting comments prior to submission of its ESEA Flexibility Waiver Renewal request. The time for the final scheduled webinar is Tuesday, March 17 at 3:30 p.m. To participate in the webinar, view a recorded webinar and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

Screen shots of website



News & Announcements

STATE BOARD ADOPTS FOUR REGULATIONS PACKAGES
 DEPARTMENT SEEKS COMMENTS ON ESEA FLEXIBILITY WAIVER RENEWAL
 MARGARET MACKINNON NAMED ACTING ASSESSMENT AND ACCOUNTABILITY DIRECTOR



Comments submitted online.

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

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

Comments submitted by email

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

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

Principle 2 – Accountability and Support

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Principle 3 – Student Learning Data Changes

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

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

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

ESEA FLEXIBILITY WAIVER RENEWAL

Overview of Proposed Renewal

March 6, 2015

Alaska Department of Education & Early
Development



2

3 Key Principles for Waivers

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



3

Why Apply for a Waiver Renewal?

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



4

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

Requirements for waiver:

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

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



5

Principle 2 - Accountability & Support

Requirements for waiver:

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



6

Principle 2 – Support for Schools and Districts

Requirements for waiver:

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



7

Principle 2 – Waiver Renewal Plans

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



8

Principle 2 – Waiver Renewal Plans

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



9

Principle 2 – After Renewal

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



10

Principle 2 – Amendment Timeline

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



11

Principle 3 – Supporting Effective Instruction and Leadership

Requirements for ESEA Waiver Principle 3:

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



12

Principle 3 - Guidelines for Teacher and Principal Evaluation Systems

The teacher and principal evaluation systems must:

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



13

Principle 3 – Current AK Provisions

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



14

Principle 3 – Student Learning Data

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



15

Principle 3 – Waiver Renewal Plans

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



16

Principle 3 – Student Learning Data Changes

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



17

ESEA Flexibility Waiver Timeline

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



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Comments on Waiver Renewal

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



Questions?

- Principle 2 – Accountability & Support
 - Margaret MacKinnon, Director of Assessment & Accountability
 - margaret.mackinnon@alaska.gov
 - 907-465-2970

- Principle 3 – Educator Evaluation Systems
 - Sondra Meredith, Administrator, Teacher Education & Certification
 - sondra.Meredith@alaska.gov
 - 907-465-8663



Alaska Title I Committee of Practitioners Meeting

March 23, 2015 – webinar/audio conference

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

EED Staff present:

Margaret MacKinnon – Director of Assessment & Accountability

Brad Billings – ESEA & School Support Administrator

Presentation:

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

COP Feedback:

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

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

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

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

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

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

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

MEMO

From: Council of Chief State School Officers (CCSSO)

To: Alaska Department of Education and Early Development

Date: August 3, 2012.

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

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

Final ELA Standards

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

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

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

Final Math Standards

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

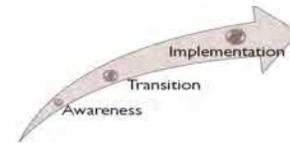
- The addition of Grade 2 Measurement and Data Standard 6 of the Common Core;
- The addition of Grade 3 Operations and Algebraic Thinking Standard 6 of the Common Core;
- The addition of the Grade 5 Operations and Algebraic Thinking Standard #2 (the proposed standards only included CCSS standards 1 and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

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

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

Overall Comments

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



Alaska Standards in English Language Arts and Mathematics Roll Out

Awareness (2012-13)

Transition (2013-14)

Implementation (2014-16)

Assess on New Alaska Standards

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

Phased Transition Plan

1.2

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

Phased Transition Plan

1.2

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

Phased Transition Plan

1.2

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

Phased Transition Plan

1.2

<p>assessment, and investigate formative/interim assessment options</p>	<p>place by spring 2016, and develop and find aligned options for districts regarding instructional assessments</p>	<ul style="list-style-type: none"> • Work with assessment collaboratives to determine opportunity for participation • Work with current assessment vendor regarding transition tools and processes, including field testing new items, development of an item sampler, and other assessment program transition plan development • Investigate on-line testing capabilities of school districts • Develop an coordinate a detailed plan on the necessary assessment activities 		<p>Director, Commissioner's office</p>	
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FY 13		
Month	Presentations/Workshops	EED Contact
July 2012		
7/30	Standards Update Breakout session for Superintendents Conference in Juneau	Deputy Commissioner
August		
TBD	Standards presentation for Teaching and Learning Support educational staff	TLS Deputy Director SSOS Administrator
	Standards Update Webinar Series: AACP, ASMP, and SSOS Coaches	TLS Director
8/21 and 8/27	District Leaders Webinar Series: Standards Update, Standards Overview, ELA, Math, Comparison Tool, and District Leader Guide	
September		
TBD	Principal and Teacher Leader Webinar Series	TLS Director
	District Test Coordinators	Assessment Administrator TLS Deputy Director
9/24-26	Higher Ed Subgrants to Eligible Partnership (Title IIA) Grant Meeting	
9/26-28	Math Science Partnership including Higher Ed (Title IIB) Grant Meeting	Math & Science Content Specialist
9/27-28	Special Education Directors Training	Special Education Administrator
October		
TBD	Alaska Administrator Coaching Project	Content Specialist
TBD	Alaska Statewide Mentor Project	Content Specialist
TBD	Perkins grantees & Tech Coordinators	CTE Staff
TBD	ELL: Regional Academic Language Workshops	Content Specialist
10/12-14	Teacher Content Specific Webinar Series	Content Specialist
10/14-16	NEA-Alaska Fall Event	Content Specialist
10/19-20	Standards Presentation at Alaska Fall Principal Conference	Content Specialist

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

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

Alaska Administrator Coaching Project

Positively Influencing Student Achievement and Increasing Principal Retention

Supporting Early Career School Leaders

Our Beliefs

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



Our Definition of Instructional Leadership

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

Considerations that focus the work of an instructional leader:

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

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

Professional Learning

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

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

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

We Utilize Five Major Components

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

Historical participation levels:

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

For further information:

Gary Whiteley, Project Director, gary.whiteley@gmail.com

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



Anchorage School District

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

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Carol Comeau

June 8, 2012

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

Ms. MacKinnon:

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

The district strongly supports the department seeking this waiver.

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

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

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

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

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

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

Values: Quality education is good for everyone

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

Historical Participation Levels

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

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

For further information:

Debbie Hawkins — Lead Mentor, debbiehawkins.asmp@gmail.com

Cathe' Rhodes — Lead Mentor, catherhodes.asmp@gmail.com

Betty Walters — EED Liaison, bettywalters.asmp@gmail.com

Dr. Kathryn Berry Bertram — K-12 Outreach Director, Univ of Alaska, kaberrybertram@alaska.edu

Dr. Barbara L. Adams — Research Lead, Univ of Alaska, barbara.adams@alaska.edu

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



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

Overview

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

Objectives for the Institute

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

Facilitator

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

Dates

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

Participants

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

Registration

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

Click [HERE](#) to register online or use the form below. For more information e-mail Elizabeth.davis@alaska.gov or (b)(6)





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

November 9 & 10, 2011
Anchorage Marriott Downtown

AGENDA

Objectives:

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

Day 1

8:30-8:45 Welcome and Introduction.

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

10:00-10:15 BREAK

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

- Curriculum Review Cycle components
- Effective Board Policies for curriculum

12:00-1:30 LUNCH

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

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

- Curriculum Development Processes
- Materials Adoption Processes



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

Day 2

8:30-8:45 Review & Reflection

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

10:00-10:15 BREAK

10:15-11:00 Implementation & Professional Development

12:00-1:30 LUNCH

1:30-3:30 Monitoring Progress

- Through Classroom Observation
- Through Data

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

Items to bring:

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





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

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

AGENDA

Objectives:

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

Day 1

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

Day 2

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

Items to bring:

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







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

Overview

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

Objectives for the March Institute

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

Dates

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

Attendees

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

Registration

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

For more information e-mail elizabeth.davis@alaska.gov or (b)(6)







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

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

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

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

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

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

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

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

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

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

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

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

Proposed Agenda Items

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

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

Invited Participants

Name	Position & Organization	Email
Deborah Lo	Dean, School of Education University of Alaska Southeast	deborah.lo@uas.alaska.edu
Patricia Chesbro	Dean, College of Education University of Alaska Anchorage	afprc@uaa.alaska.edu
Allan Morotti	Dean, School of Education University of Alaska Fairbanks	aamorotti@alaska.edu
Linda Black	Chairperson, Education Department Alaska Pacific University	lblack@alaskapacific.edu

Name	Position & Organization	Email
Marsha C. Sousa	Dean, School of Arts & Sciences University of Alaska Southeast	mcsousa@uas.alaska.edu
Kim M. Peterson	Interim Dean, College of Arts and Sciences University of Alaska Anchorage	kmpeterson@uaa.alaska.edu
Anita M. Hartmann	Associate Dean, College of Liberal Arts University of Alaska Fairbanks	anita.hartmann@uaf.edu
Paul Layer	Dean, College of Natural Science and Mathematics University of Alaska Fairbanks	pwlayer@alaska.edu
Esther Beth Sullivan	Chairperson, Liberal Studies Department Alaska Pacific University	esullivan@alaskapacific.edu

Department of Education & Early Development Presenters & Meeting Participants

Name	Position	Email
Cynthia Curran	Director, Teaching & Learning Support	cynthia.curran@alaska.gov
Sondra Meredith	Teacher Education & Certification Administrator	sondra.meredith@alaska.gov
Don Enoch	Special Education Administrator	don.enoch@alaska.gov
Cecilia Miller	Math Content Specialist	cecilia.miller@alaska.gov
Karen Melin	Reading/Language Arts Content Specialist	karen.melin@alaska.gov
Bjorn Wolter	Science Content Specialist	bjorn.wolter@alaska.gov
TBN	ELL/ESL Specialist	

Public School Growth and Proficiency Index

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

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

Authority: [AS 14.03.126](#)

[AS 14.07.020](#)

[AS 14.07.060](#)

4 AAC 33.540. Qualification

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

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

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

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

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

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

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

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

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

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

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

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

Authority: [AS 14.03.126](#).

[AS 14.07.020](#)

[AS 14.07.060](#)

Alaska Statewide AMO Targets 2012-2013 through 2017-2019

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

STEPP Indicators & Rubrics District Version 2011-2012

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

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<p>1.5 A district-wide review process is used to determine if the district-approved curricula addresses the learning needs of all students and make changes to the curricula when needed.</p>	<p>District staff does not review the curricula to monitor if it addresses the learning needs students.</p>	<p>District staff reviews some of the curricular areas that are subject to SBA testing in order to monitor if it addresses the learning needs of some student population subgroups.</p>	<p>District staff reviews all curricular areas that are subject to SBA testing in order to monitor if it addresses the learning needs of all students , and changes to the curricula are made when needed.</p>	<p>District staff reviews curricula in areas beyond SBA testing.</p>
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Domain 2.0- There is evidence that assessment of student learning is frequent, rigorous, and aligned with Alaska's Grade Level Expectations (GLEs) and performance standards.	<i>ASSESSMENT Indicator Ratings of Performance</i>			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation</i>
Indicators	1	2	3	3+
2.1 District-wide assessments are aligned with Alaska's Performance Standards, GLEs, and district approved curricula. Key	District has not aligned curricular-area assessments with the Alaska state standards and GLEs.	District assessments in curricular-areas subject to SBA testing are aligned with Alaska state standards and GLEs.	District assessments in all curricular-areas are aligned with Alaska state standards and GLEs.	All district-wide curricular-area assessments are aligned with Alaska state standards and GLEs and the district staff meets regularly with school staff to review alignment and make changes as necessary.
2.2 The district uses established systems for managing, accessing, and reporting district-wide data.	There are neither formal assessment systems nor procedures in place for utilizing data within the district.	District staff members use established systems for managing, accessing and reporting district-wide data in some SBA tested content areas.	District staff members use established systems for managing, accessing, and reporting district-wide data in all SBA tested content areas.	District staff members use established systems for managing, accessing, and reporting data beyond SBA testing, including non-academic areas (i.e. attendance, graduation rate, school climate surveys, etc).
2.3 Universal screening assessments are administered district-wide multiple times a year in SBA tested content areas Key	District staff does not monitor that universal screening assessments are administered multiple times a year in all schools throughout the district.	District staff monitors that universal screening assessments are administered multiple times a year in some schools..	District staff monitors that universal screening assessments are administered multiple times a year in all schools	District staff collaborates with instructional leaders to determine professional development needs based on results of universal screening assessments.

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<p>2.4 District leaders analyze district-wide SBA data to evaluate student achievement in district/school curricular programs, , and to make changes to improve student achievement.</p> <p>Key, SMART</p>	<p>District staff does not analyze the SBA data and/or make recommendations for district/school curricular changes in order to improve student performance.</p>	<p>District leaders analyze data in some SBA tested content areas to evaluate curricular programs, and make recommendations for program changes.</p>	<p>District leaders review SBA data in all tested content areas to evaluate district/school programs and make changes to improve student achievement.</p>	<p>District leaders routinely collaborate with instructional leaders and teachers to review data, and district leaders provide opportunities for professional development in areas of need.</p>
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Domain 3.0- There is evidence that effective and varied instructional strategies are used in all classrooms to meet the needs of each student.	<i>INSTRUCTION Indicator Ratings of Performance</i>			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation</i>
Indicators	1	2	3	3+
3.1 District monitors that instructional activities are aligned to Alaska’s Grade Level Expectations (GLEs). Key	District does not monitor that teachers are implementing instructional activities aligned with Alaska’s GLEs..	There is a system in place for district leaders to monitor that teachers are implementing instructional activities aligned with Alaska’s GLEs in some SBA tested content areas.	There is a system in place for district leaders to monitor that teachers are implementing instructional activities aligned with Alaska’s GLEs in all SBA tested content areas.	District leaders collaborate with site leaders and teachers to evaluate the effectiveness of aligned instructional activities ..
3.2 District wide efforts to help low-performing students become proficient are coordinated. Key SMART	District wide efforts to help low performing students become proficient are informal and inconsistently provided throughout the district.	The district has a written plan to help low-performing students become proficient, but the intervention programs and supports are not consistently provided to all low performing students in the district in a timely manner.	The district has a written plan to help low-performing students become proficient, and all staff implement the plan to provide timely and appropriate instructional intervention to support all low-performing students.	District provides professional development for staff to improve instructional strategies that support the needs of all low-performing students.
3.3 District incorporates scientifically based research strategies into the district-approved curriculum to strengthen the core academic programs in the schools. Key SMART	District approved curricula does not provide evidence of scientifically based research.	Some district approved curricula provides evidence of scientifically based research linked to data regarding students’ needs in order to strengthen the core academic programs. .	District-approved curricula in all SBA tested content areas provides evidence of scientifically based research linked to data regarding students’ needs in order to strengthen the core academic programs.	District approved curricula beyond the SBA tested content areas incorporates scientifically based research strategies in order to strengthen the academic programs in those areas.

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

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

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

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<p>4.9 District has policies and procedures regarding facility management.</p> <p>Key</p>	<p>District does not have a functional facility management program.</p>	<p>District has a facility management program that includes some of the following: maintenance management, energy management, a schedule of custodial activities, a maintenance training program, and a renewal and replacement schedule.</p>	<p>District has a facility management program that includes: maintenance management, energy management, a schedule of custodial activities, a maintenance training program, and a renewal and replacement schedule.</p>	<p>District has a facility management program that exceeds expectations through exceptional custodial and maintenance care which is reflected by pride in ownership.</p>
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Domain 5.0- There is evidence that professional development is based on data and reflects the needs of students, schools, and the district.	<i>PROFESSIONAL DEVELOPMENT Indicator Ratings of Performance</i>			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation</i>
Indicators	1	2	3	3+
5.1 District achievement data are a primary factor in determining professional development priorities. Key SMART	District does not use student achievement data or data that is reflective of student needs to design district professional development experiences for staff.	Some, but not all District professional development experiences are consistent or intentionally linked with site/student achievement data.	District leaders examine multiple sources of site/student achievement data as a primary factor in determining comprehensive professional development priorities.	District leaders and administrative leaders analyze historical data on site/student achievement to identify persistent needs that should be addressed in current and future professional development sessions.
5.2 The District teacher and principal evaluation processes are aligned with the Alaska Professional Teacher Standards and the Standards for Alaska's Administrators.	District has not aligned the teacher and principal evaluation processes with the Alaska Professional Teacher Standards and the Standards for Alaska's Administrators.	District's evaluation process has aligned the teacher and principal evaluation processes with some of the Alaska Professional Teacher Standards and some of the Standards for Alaska's Administrators.	District's teacher and principal evaluation processes are fully aligned with the Alaska Professional Teacher Standards and the Standards for Alaska's Administrators.	District leaders facilitate discussions with staff members about these standards and what they look like in practice.
5.3 The district provides professional development that is embedded into the daily routines and practices of school staff	District leaders provide professional development experiences that are disconnected from one another and are not embedded into daily routines and practices.	District leaders provide infrequent professional development experiences that are embedded into daily routines and practices.	All district designed professional development experiences are ongoing and embedded into daily routines and practices.	District designs consistent professional development for new teachers.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



Expectations for Districts in Intervention

Indicator Codes

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

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



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



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



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



Expectations for Sites in Intervention

Indicator Codes

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

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



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



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



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

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

Reward Schools

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

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

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

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

Priority Schools

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

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

Focus Schools

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

Teacher Quality Working Group (TQWG) Member List

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

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

Agenda
Teacher Quality Working Group
December 6-8, 2010

Monday, December 6

- 10:00 Welcome
 Setting the Purpose
 TQ Updates

- 10:30 Review TQ Evaluation Recommendations
 Evaluation Statutes and Regulations

- 11:45 Lunch on your own

- 1:15 SFSF: WWWT
 Definitions and Reporting

- 4:30 Adjourn for the day

Tuesday, December 7

- 8:30 Welcome Back
 Teacher Evaluation: The Changing Landscape

- 10:15 Break

- 10:30 Teacher Evaluation in Alaska

- 11:45 Lunch on your own

- 1:00

- 2:30 Break

2:45

4:30

Wednesday, December 8

8:30 Welcome Back

10:15 Break

10:30

11:45 Lunch on your own

1:00

2:30 Break

2:45

3:30 Next steps
Closing comments

Agenda
Teacher Quality Working Group
August 29-30, 2011

Monday, August 29

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

Tuesday, August 30

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

Teacher Quality Working Group
October 13-14, 2011

Alaska's Quality Teachers Definition.

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

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

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

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

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

*Teacher Quality Working Group
03/12/2010*

Agenda
Thursday, October 13

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

NSEW Activity

Overview of Evaluation Types

Break as needed

4:30 Homework
Adjourn

Friday, October 14

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

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

10:15 Break

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

Bluebirds, Redbirds and Blackbirds: Levels of performance

11:45 Lunch on your own

1:00 Value-Added Models
Discussion

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

2:30 Break

2:45 Next steps and timeline

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

Teacher Quality Working Group
November 3-4, 2011

Alaska's Quality Teachers Definition

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

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

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

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

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

*Teacher Quality Working Group
03/12/2010*

Agenda
Thursday, November 3

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

Friday, November 4

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

Teacher Quality Working Group
December 1-2, 2011

Alaska's Quality Teachers Definition

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*Teacher Quality Working Group
03/12/2010*

Agenda
Thursday, December 1

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

Friday, December 2

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

Teacher Quality Working Group
January 5-6, 2012

Alaska's Quality Teachers Definition

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*Teacher Quality Working Group
03/12/2010*

Agenda
Thursday, January 5

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

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

Friday, January 6

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

Teacher Quality Working Group
February 2-3, 2012

Alaska's Quality Teachers Definition

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*Teacher Quality Working Group
03/12/2010*

Agenda

Thursday, February 2

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

Small group work on database focus on use in AK 60

2:15 Break

2:30 Group sharing of database information 75

Break into small groups to work on selected decision points

4:30 Homework
Adjourn

Friday, February 3

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

10:15 Share group's conclusions on a chart

10:30 Break

10:45 Carousel Group Decisions and Discussion

11:45 Lunch on your own

1:00

2:30 Break

2:45

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

Teacher Quality Working Group
April 16-17, 2012

Alaska's Quality Teachers Definition

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

Agenda

Monday, April 16

- | | |
|-------|--|
| 8:30 | Welcome and Introductions
Setting the Purpose
Review Information Given to Board
Review of State Board Actions and Recommendations |
| 9:30 | Performance Rating Matrix Teachers and Administrators |
| 11:45 | Lunch on your own |
| 1:15 | Swap and Share |
| 2:15 | Break |
| 2:30 | Using Student Learning Data <ul style="list-style-type: none"> • What other states have done • Defining what we mean by student learning • Incorporating student learning data into evaluations |
| 4:30 | Adjourn |

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

March 8, 2012

From: Michael Hanley, Commissioner

Agenda Item: 7

◆ **ISSUE**

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

◆ **BACKGROUND**

- The Board will be briefed on the work that has been done on teacher and administrator evaluation as well as the group's recommendations.

- Behind this cover memo are: 1) recommendations from the committee to the Board; and 2) a proposed timeline and benchmarks for implementing changes to the teacher evaluation system.

- Cynthia Curran, Director of Teaching & Learning Support, will be present to brief the Board.

◆ **OPTIONS**

This is an information item. No action is necessary.

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

Background Information

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4 AAC 19 Evaluation of Professional Employees

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

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

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

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

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

Exemplary

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

Ongoing assessment and feedback guide successful student learning. Exemplary teachers

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

Proficient

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

Basic

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

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

Unsatisfactory

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

Teacher Quality Working Group Member List

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

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

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

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

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

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

2011-2012 School Year

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

2012-2013 School Year

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

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

2013-2014 School Year

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

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

2014-2015 School Year

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

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

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

2015-2016 School Year

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

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

2016-2018 School Years

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

- Districts will collect data on the use of student learning in teacher and administrator evaluations. Department staff will meet periodically with districts to determine the impact of using student learning data in teacher and administrator evaluations.
- Results will be reported to the State Board in September 2018.

Alaska State Board of Education & Early Development
 March 8 & 9, 2012
 Department of Education & Early Development
 801 West 10th Street
 Juneau, AK
Unapproved Agenda

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

Thursday, March 8, 2012

8:00 AM Call to Order.....Esther Cox, Chair
 Roll Call.....Esther Cox, Chair
 Pledge of AllegianceEsther Cox, Chair
 Disclosures of potential conflicts of interestEsther Cox, Chair
 Approval of Agenda for March 8, 2012Esther Cox, Chair

8:10 AM Public CommentEsther Cox, Chair
 The board invites public comment at this time on agenda and non-agenda items. Comment at this oral hearing is limited to three minutes per person and five minutes per group. **The public comment period is an opportunity for the board to hear the public’s concerns. The board will not engage in discussions with members of the public during the comment period.**

The following Legislative Information Offices (LIO’s) will participate:
 Anchorage, 716 W 4th Ave., Ste. 200; Barrow, 119 Bank Bldg.; Bethel, 301 Willow St.; Cordova, 705 2nd St.; Delta Junction, Jarvis Office Center, Rm. 218; Dillingham, Kangiiqutaq Bldg.; Fairbanks, 1292 Sadler Way, Suite 308; Glennallen, 186 Glenn Hwy.; Homer, 345 W Sterling Hwy, Ste. 102A; Juneau, Rm. 111 Terry Miller Bldg.; Kenai, 145 Main St. Loop, Ste. 217; Ketchikan, 50 Front St., Ste. 203; Kodiak, 112 Mill Bay Rd.; Kotzebue, 373 2nd St., Pillautuq Centre; Mat-Su, 600 E Railroad Ave.; Nome 103 Front St.; Petersburg, 11B Gjoa St.; Seward, 2001 Seward Hwy.; Sitka, 201 Katlian St., Ste. 200A; Tok, W 1st St., UAF-Tok Unit 1; Valdez, State Office Building, Rm. 13; Wrangell, 223 Front St.

For more information about LIO's, call 465-4648. In the event that there is more than three hours of public comment the board may move to amend the agenda to extend the oral hearing to accommodate those present before 7:55 a.m. who did not have an opportunity to comment. The board also reserves the right to adjourn at a later time.

WORK SESSION

- 9:00 AM 1. Alaska Performance Scholarship Overview.....Commissioner Hanley
.....Brian Rae, Alaska Commission on Postsecondary Education
- 9:45 AM Depart for Capitol (Board Members, Commissioner)
- 10:00 AM Meet with Governor
- 10:45 AM 2. Babies on Track.....Commissioner Hanley
.....Abbe Hensley, Executive Director, Best Beginnings
- 11:15 AM 3. Audited School District Budget Waiver Requests
.....Commissioner Hanley
.....Elizabeth Nudelman, Director
- 3A. Kashunamiut School District
3B. Lower Yukon School District
3C. Yupiit School District
- 11:30 AM 4. Capital Improvement (CIP) ListCommissioner Hanley
.....Elizabeth Nudelman, Director
- 12:00 LUNCH
- 12:45 PM 5. Charter School Renewals.....Commissioner Hanley
.....Cyndy Curran, Director
- 5A. Soldotna Montessori
5B. Fireweed Academy
5C. Aurora Borealis

- 1:30 PM 6. *Moore v. State* Overview.....Commissioner Hanley
.....Neil Slotnick, Assistant Attorney General
- 1:50 PM 7. Teacher Quality Working Group Report and Recommendations
.....Commissioner Hanley
.....Cyndy Curran, Director
- 2:15 PM 8. Career and Technical UpdateCommissioner Hanley
.....Cyndy Curran, Director
- 2:20 PM 9. Joint meeting with the Board of Regents.....Esther Cox, Chair
- 2:30 PM BREAK
- 2:50 PM 10. Regulations to Go Out for Public Comment

10A. Teacher Certification/Praxis II
10B. Special Education
10C. Alaska Performance Scholarship WorkKeys scores
10D. District Improvement Plan
- 3:20 PM 11. Regulations to Adopt

11A. Certification of Professional Teachers
11B. Pupil Transportation
11C. Plan of Service for LEP
- 3:45 PM Recess
- 3:50 PM Public School Trust Fund Advisory Board
Board members: Keplinger, Schneider, Shier, Sullivan
EED Staff: Commissioner, Deputy, Elizabeth Nudelman, Mark Lewis,
Dottie Knuth

Alaska State Board of Education & Early Development
Unapproved Minutes
Juneau, AK
March 8 & 9, 2012

Thursday, March 8, 2012

The meeting was called to order by Chair Cox at 8:00 a.m. in the board meeting room at the Department of Education & Early Development in Juneau. A quorum was present. Janel Keplinger and Tiarna Fischler were on video conference. Col Sullivan was excused. The Pledge of Allegiance was recited. The Chair asked if anyone had any disclosures. There were none. The Chair asked if there were any changes to the agenda. Because the board had met with the Governor the day before, a photo session for the reading posters was inserted in its place. The amended agenda was moved by Jim Merriner, seconded by Pat Shier, and approved by unanimous roll call vote.

Ms. Cox indicated that the board had a great tour of the Alaska State Museum the day before and commended the museum staff on their fine work. It was noted that those board members who missed the tour could take it on Friday, after the meeting is adjourned.

Public Comments

Andi Story, vice-president of the Juneau School Board, welcomed the board to Juneau. She said she was thrilled that the board would be entertained by the Tlingit Culture Class the following day. She thanked the board for its leadership on the standards, and said it was important for everyone to work together. She advocated for more funding for the district.

Laury Scandling, Juneau School District (JSD), felt the new standards were putting education ahead; she said that JSD had an increasing graduation rate and a decreasing dropout rate. She advocated using research to drive data. She was pleased to see Alaska's Learning Network come to fruition, which reaches outside of the classroom and brings students into the larger world. She said the trend was now.

Bruce Johnson, Executive Director of the Alaska Council of School Administrators, thanked the Governor for his wisdom in putting money in the budget for pupil transportation and energy; however, he indicated that more was needed and there was more than a one-time need. He advocated for more funding all around.

Pat Race and Aaron Suring were present on behalf of the Alaska Humanities Forum for History and Cultural Studies, and spoke about their new web site and encouraged feedback. Forum

member Larry Campbell in the Anchorage LIO office said the forum was looking for a new CEO with the departure of Dr. Greg Kimura.

Work Session

Alaska Performance Scholarship. Brian Rae, Assistant Director of Research & Analysis for the Alaska Commission on Postsecondary Education, was present to review the Outcomes Report. The APS legislation requires an annual report to the Governor, the legislature and the public no later than 10 days after the start of each legislative session.

The report is based, to a large degree, on the work of representatives from Department of Labor and Workforce Development (DOLWD), Education & Early Development (EED), the Governor's Office of Management & Budget, University of Alaska (UA) and the Anchorage School District (ASD), who met during fall 2010 and identified seven higher-level questions to answer in the inaugural APS Outcomes Report.

EED and the Alaska Commission on Postsecondary Education (ACPE) worked closely during summer 2011 to share the information required to administer the scholarships, and this information also provided student information included in the APS Outcomes Report.

At the same time, staff in the research shops of the four lead agencies (EED, UA, DOLWD, and ACPE) met to determine what information was available during this first year of the scholarship, and how it could be used to measure the scholarship's effects on students. The result of these discussions was a set of specific questions that were adopted as the framework for the Outcomes Report, and that determined what types of information needed to be shared among the lead agencies to answer them.

In mid-November, the agencies began the data-sharing process, linking records across their own databases, compiling and analyzing them in order to answer the previously agreed upon questions. This included incorporating data from the Permanent Fund Dividend files to more accurately link students' records across the systems, and from the National Student Clearinghouse to identify students attending postsecondary institutions outside of Alaska.

Mr. Schneider remarked that the report was very comprehensive. He asked if there was enough being done to let students know they can use this money for certificated programs. Mr. Rae agreed that there needed to be more marketing of the program. The commissioner noted that SAT/ACS scores prevent some students from applying.

Capital Improvement List (CIP). Elizabeth Nudelman, Director of School Finance & Facilities, was present to brief the board. She said that the CIP list was created annually from information submitted by the school districts.

Mr. Shier inquired about the timeline of creating the list. Mr. Morse said in part, EED looks at the amount of money that can be spent and makes sure that EED has followed the statutes and regulations in preparing the lists. Districts also have the opportunity to protest and get reconsideration. Mr. Shier asked if the amount of money spent in rural Alaska was difficult to support. He said he'd like to encourage design to examine alternative co-locations, like the post office or the washeteria. Mr. Schneider asked if there were more projects for efficiencies and asked if the department encourages that concept and wanted to know how student health, safety, and education outcomes fit into the prioritization. Sam Kito, school architect, explained that there is a category of points in scoring for all projects that covers all three of those concerns, and energy conservation is encouraged. Once the list is approved it turns into a multi-year process, and is usually in the design process by the time the project gets to the top of the list. After the cut-off, the next project does not automatically move up to the top; there are a lot of variables to consider, such as urgency and safety. All state projects have to go to the lowest bidder, being advertised and awarded on a competitive basis. Alternative procurement methods control the quality of the product. Cost is still a factor, but we can use 40%-50% for alternative bids for better quality. Mr. Kito said all statutes and regulations are followed, and there are questions about past claims and excessive over-runs for each bidder, and of course, reference calls – all considered before a bid is awarded.

Babies on Track. Abbe Hensley, Executive Director of Best Beginnings, was present to brief the board. She showed a 14-minute video called *Babies on Track*. It showed how wordless books can be used to more effectively interact with the youngest of children. Many different languages can be used and the reader can develop his/her own descriptions. She said she was appreciative of the help she has gotten from EED. She noted that nearly 17,000 children are receiving books from the Imagination Library.

Audited School District Budget Waivers. Elizabeth Nudelman, Director of School Finance & Facilities, was present to brief the board. John Sanbei, from Core Inc., was present for Kashunamiut School District, and Howard Diamond, Superintendent for Yupiit, was online. No one was present from Lower Yukon. Ms. Nudelman said the reason for Kashunamiut's waiver request and not making the 70% for instruction was teacher retention and professional services. The reason Lower Yukon did not make the 70% was the need for capital expenditures, maintenance on facilities and not using grant funds effectively. The reason Yupiit did not meet the 70% was travel expenses and energy costs. Mr. Shier said he was very curious about what caused Yupiit to have a \$1.4M deficit. Mr. Diamond said when grants increase it doesn't become part of the 70/30 split. He said the School Improvement Grant (SIG) wasn't included. He said the district had very high energy costs and some high legal fees. Mr. Shier said SIG grants were to be used for instruction to supplement, not to supplant. Several concerns were expressed regarding the decreases of dollars spent on instruction. Questions were asked regarding high administration costs and the operations and maintenance costs. Mr. Diamond said they have 450 students in three schools off the road system. They have two assistant

superintendents, one handling the SIG grant and one who handles migrant education, Title I, Special Education and federal programs. They also have a curriculum director. Ms. Cox asked why the school board expense wasn't its own line in the budget. Ms. Schaeffer asked if the school board received a stipend. Mr. Diamond said, yes, \$500 a meeting and \$200 a day if they travel to an AASB meeting. He said they meet once a month for a full day and there was a high cost for air travel for charter aircraft. Mr. Diamond spoke about teacher retention, saying there was a high turnover in FY10 of 42%, but FY 11 was lower. Ms. Nudelman explained that waivers are budgets vs. accomplishment for one fiscal year, and looking at what happened to change things is a way to understand. Ms. Cox asked what happened to cause the district from having a 71% for instruction three years ago to today's 63%. Mr. Diamond said the E-rate got funded but was not approved, which was \$682,000 and wasn't spent, there was an increase in district administration, energy expenses were very high, and legal issues have plagued the district concerning the Tuluksak gym floor.

Regarding the Kashunamiut School District waiver request, Mr. Sanbei said reasons for the district not making the 70% requirement for instructions were: the vacuum sewer system froze and some teachers left the district because they couldn't deal with honey buckets, the finance server needed repair, and the cost of air freight and audit costs. Mr. Schneider asked Mr. Sanbei what was the biggest challenge in meeting the 70% requirement. Mr. Sanbei said he works from Southeast to Barrow and he sees all different reasons such as freight, staffing, weather, and rural life challenges. He said the 70/30 requirement is flawed because districts have different challenges, the timeline is long and circumstances change, and he feels once a facility is built, there is no money allocated for maintenance. Mr. Shier said he'd like to have a larger discussion on how grants affect line items (chart of accounts) and to be able to brainstorm solutions and come up with alternatives. He said he'd like a better understanding of this whole process.

Regarding Lower Yukon School District waiver request, Ms. Schaeffer inquired what the extra 1% for student activities was, why it went up and what was it spent on. Ms. Nudelman said she didn't know but would find out.

Charter School Renewals. Cyndy Curran, Director of Teaching & Learning Support, said there were three charter schools requesting renewals on the board's agenda: Soldotna Montessori, Fireweed Academy, and Aurora Borealis.

Regarding Soldotna Montessori, Mo Sanders was present to brief the board. She said they operate like any good school, recognizing self-learners, doing lots of hands-on, lots of technology and using little seat time. She indicated that 163 students was its maximum enrollment, and there was very little turnover in students or teachers. They have a lottery and a waitlist for spaces that open up. Ms. Benshoof asked what sort of community service they did. Ms. Sanders said they clean city parks in the fall, they work with the food bank, and they have a

hunger banquet and raise money to attend the annual Montessori conference each year. They have a music teacher and a PE (movement) teacher and share busing with the school district.

Regarding Fireweed Academy, Ki Ki Abrahamson was present to brief the board. She said to be fiscally solvent their goal was to get to 150 students but they were struggling with facilities and drawing from smaller populations. She said arts and music are integrated into the curriculum and they use Artists in the Schools program. Transportation is currently provided by the district when space is available. She said they have the second-highest level of poverty in the district so they struggle with providing families with food, after school activities and special needs.

Regarding Aurora Borealis, Scott Koffman and Larry Nauta were present to brief the board. Mr. Merriner asked if the school had uniforms. Mr. Nauta said they have a dress code, not uniforms. Mr. Koffman said the dress code for boys consisted of khakis and polo shirts (with collars), shades of blue or red. Girls could wear skorts, khakis, but no dyed hair or open-toed or open-heeled shoes, and shoes could only have a one-inch lift. They are housed in a building with the Kenai Alternative Boys & Girls Club. Mr. Nauta described the school academics as high-quality, they have high standardized test scores, and over the summer staff meets with the lowest-performing students for tutoring once a week. There are 194 students enrolled with an extensive wait list.

Moore v. State Settlement. Assistant Attorney General Neil Slotnick was present to brief the board. He generally reviewed the Settlement Agreement for the case. He said there are accountability measures on both sides. There will be a seven-member collaboration committee formed, consisting of three members from EED, three members from SEAAC, and one more as agreed upon. Their task will be to rank and award the \$18M called for in the settlement. First the legislature has to appropriate the money. Mr. Schneider thanked the commissioner for his work in arriving at the settlement. Mr. Slotnick noted that it was March 2004 when the papers were first served upon the state.

Teacher Quality Working Group. Cyndy Curran, Director of Teaching & Learning Support, was present to brief the board. She said the group was formed as a result of the November 2009 Statewide Education Summit. Their major focus currently has been how the new teacher evaluation will look. The board can expect regulations in June regarding teacher evaluation, and the department will be asking for an extended period of public comment. Ms. Curran reviewed the committee recommendations, how the suggested regulation might look, and the timeline for the work to proceed. There was an extensive list of all the committee members in the packet also. Ms. Benshoof thanked Ms. Curran for her work with this committee and asked her to extend that thank you to the whole committee.

Career & Technical Education (CTE). Cyndy Curran, Director of Teaching & Learning Support, was present to brief the board. Ms. Curran introduced Phil Loseby from the Juneau School District; Dr. Deanna Schultz from UA was online; and Helen Mehrkens, CTE Administrator for EED, was present. Together, they briefed the board on the Department of Labor and Workforce Development, UA and EED partnership. They reviewed the CTE Education Plan, reviewed the goals and the six strategies, and discussed how data was collected. They also gave an overview of the CTE FY12 Implementation Grant Report. There were 15 school districts that had received grants from the \$625,000 appropriated by the legislature, and were using them for various CTE projects. Deanna Schultz from UAA spoke about her dissertation regarding student participation in WorkKeys. She did her study at Bartlett High School, where 364 students took the test and 178 responded to her survey.

The meeting was recessed until the next day.

Friday, March 9, 2012

Chair Cox called the meeting back to order; all members were present except Col. Sullivan. The Chair asked if there were any disclosures. Carol Schaeffer said that she worked for the Northwest Arctic Borough School District and the district was mentioned in the Attorney General's Report. The Chair ruled she could participate. The agenda was amended to add a discussion about the Commissioner's evaluation. The amended agenda was moved by Pat Shier, seconded by Jim Merriner, and accepted by unanimous roll call vote.

Joint Board of Regents meeting. The board has asked to have a joint meeting with the University of Alaska Board of Regents in June. The following topics were suggested as agenda items:

ACPE Presentation

Teacher Quality, National Review Report

Teacher Preparation

Unprepared students who enter the university

Real issues, how they are transmitted

How students are doing with the new standards, how the Regents feel about the new standards

College of Rural Education, outreach to high schools, status

Special skills being taught, like technology in teacher preparation

Guidance programs, related to HB104

Six-year university completion vs. four-year

Student mentor program for new students

A way to mesh testing

Dual credit, how receptive, how are they getting the information out

Transferring credits between campuses

UA hockey team
Praxis cut scores

The board secretary will work with the Board of Regents' secretary to develop a final agenda for the June joint meeting.

It was determined that Jenny Martens, business manager from Lower Yukon, was available on the phone to discuss the Lower Yukon audited budget waiver request. Ms. Schaeffer asked why there was an increase in the student activities. Ms. Martens said it was due to \$68,000 being coded as supplies and materials, and then \$154,000 in travel for a retreat, Juneau career connections, and charter air service. Mr. Shier asked why it was put into instructional. Ms. Martens said she was new to the district in FY11 and found stimulus money unspent. There was \$1.8 M health care cost and a 36% increase in fuel. They used grant funds to fund the health cost rather than rely on state funds. Mr. Shier said that concerned him very much. He said he notes that the reserves have grown and now they are asking for an additional \$744,487. There also had been \$1M designated for teacher upgrades that wasn't needed because the stimulus funded it. Mr. Shier asked if they had unencumbered reserve; Ms. Nudelman said she did not know but could provide that information later in the meeting.

Regulations to go out for public comment

Teacher Certification Praxis II. Cyndy Curran, Director of Teaching & Learning Support, was present to brief the board. She indicated that Educational Testing Services had notified states that names of tests and required scores had changed; therefore, the board was being asked to comply with new guidelines. Ms. Curran reviewed Praxis I as being a basic skills test and Praxis II as a content knowledge test, and reviewed Alaska scores in comparison to other states, saying that Alaska had not adjusted its scores for a while. Mr. Merriner said this information was very helpful. Ms. Benschopf asked if there was a practice test. Ms. Curran said it's on the web site at www.ets.org. Ms. Curran said the test was given during teacher preparation. NCATE requires teacher candidates to have content knowledge. Alaska does accept content tests from other states. Teachers from out-of-state without a content test can get an initial certification by taking the Praxis I, then they have up to three years to take the multi-cultural and other requirements and then take the Praxis II to move to professional certification. Ms. Keplinger said she was frustrated with the disparity between students who do well at the university and then can't pass the Praxis I exam. Mr. Shier said the assumption is if you pass the exam you are highly qualified. Does the relationship prove this, is there any research? Ms. Curran said she hadn't done that research and that it was a federal overlay; one test doesn't prove what you know.

Special Education. Cyndy Curran, Director of Teaching & Learning Support, was present to brief the board. She indicated that this regulation change was to combine the timeline for

completion of the eligibility evaluation with the timeline for the completion of the IEP. This would make 90 days for both, with the IEP completion still being 30 days by statute. Ms. Keplinger said she thought 90 days was too long and would make for a long time when student services were not provided.

WorkKeys/Alaska Performance Scholarship (APS) qualification scores. Cyndy Curran, Director of Teaching & Learning Support, was present to brief the board. She indicated that the proposal would alter the score a student must obtain on the WorkKeys exam in order to qualify for the APS using that option. There was a lot of discussion on how the scores would play out for the reading, applied math and locating information. The board originally set the scores at 5, 5, 5 each. The final numbers agreed upon were 5, 5, and 4.

District Improvement Plan. The commissioner said that this proposal would incorporate the Moore v. State Settlement. Mr. Slotnick said it was not unusual to put a settlement agreement into regulation since it was specific to 40 schools and four different districts. He noted that the old Noon case had pages and pages of regulations attached to it. He said all depended on appropriation from the legislature.

Regulations to adopt

Certification of Professional Teachers. Cyndy Curran, Director of Teaching & Learning Support, was present to brief the board. Ms. Curran said the proposed amendments repeal inconsistent and repetitious language, update the standards, and put the standards for preparation programs in one clear regulation. These amendments maintain all existing pathways, including alternative pathways, for acceptance of educator preparation programs. In addition, because some states do not always formally accept some preparation programs, these amendments would broaden when a program is considered accepted. Public comment was favorable.

Pupil Transportation. Elizabeth Nudelman, Director of School Finance & Facilities, was present to brief the board. She said this proposal adopts the most current national standards, and aligns state standards with federal standards, keeping school buses safe. She noted that school buses are required to meet the standard for the year they were built. Public comment was favorable.

Plan of Service for LEP students. Erik McCormick, Director of Assessment, Accountability & Information Management, was present to brief the board. He said all public comments have been positive. The proposal would establish scores for students with Limited English Proficiency to be eligible for services. The scores are aligned with the WIDA guidelines and were vetted through the English Language Learner Task Force.

Business Meeting

The following motion was made by Pat Shier and seconded by Carol Schaeffer: I move the State Board of Education & Early Development open a period of public comment on amendments to 4 AAC 04.210, highly qualified teachers. The motion was passed by unanimous roll call vote.

The following motion was made by Geri Benshoof and seconded by Pat Shier: I move the State Board of Education & Early Development open a period of public comment on 4 AAC 52.115-Timelines, and 4 AAC 52.180(a)-Reevaluation. The motion was passed by unanimous roll call vote.

Concerning the WorkKeys/APS scores, there was additional discussion regarding the individual scores. Jim Merriner suggested an overall score of 14 (5, 5, 4) and made a motion to that effect. The motion was seconded by Ms. Keplinger. Mr. Shier said he was not comfortable raising the scores suggested by the department. Ms. Benshoof said she wanted to leave it at 13. Ms. Cox reminded everyone that this was a scholarship and rigor was wanted. Mr. Shier said he was reluctant to depart from the O-net scores. Mr. Schneider noted that the proposal was going out for public comment and they would see what the public thought in June, when it came back for adoption. The motion failed 4-3.

The following motion was made by Pat Shier and seconded by Geri Benshoof: I move the State Board of Education & Early Development open a period of public comment on amendments to AAC 43.020, regarding the required score on the WorkKeys assessment for the Alaska Performance Scholarship. The motion was passed by unanimous roll call vote.

The following motion was made by Pat Shier and seconded by Jim Merriner: I move the State Board of Education & Early Development open a period of public comment on regulations regarding district improvement plan, 4 AAC 06.850. The motion passed by unanimous roll call vote.

The following motion was made by Carol Schaeffer and seconded by Pat Shier: I move the State Board of Education & Early Development adopt amendments to 4 AAC 12.305(b)(4) & 12.305(e) Teacher certificate (initial, professional, master);

4 AAC 12.307 Acceptance of educator preparation programs; 4 AAC 12.318 Approval of in-state educator preparation programs; 4 AAC 12.330(a) Endorsement requirements for teachers providing special education; 4 AAC 12.345(a)(2) Administrative certificate Type B; provisional certificate (provisional Type B); 4 AAC 12.347(a)(2) Special education administrator certificate (Type F); provisional certificate (provisional Type F). The motion passed by unanimous roll call vote.

Regarding the pupil transportation proposal, a question was asked about seat belts on school buses. Ms. Nudelman said the discussion continues statewide, and the present theory is the safety in the design of the seats is enough. The following motion was made by Pat Shier and seconded by Phil Schneider: I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 27.110 regarding Pupil Transportation. The motion passed by unanimous roll call vote.

The following motion was made by Carol Schaeffer and seconded by Pat Shier: I move the State Board of Education & Early Development adopt the amendments to 4 AAC 34.055, Plan of Service. The motion passed by unanimous roll call vote.

The board broke for lunch and was entertained by the Juneau School District's Tlingit Culture Language and Literacy Classes, a program at Harborview Elementary School. The students were dressed in Native costumes and sang and danced and told stories in song and dance and Tlingit language.

(b)(4)

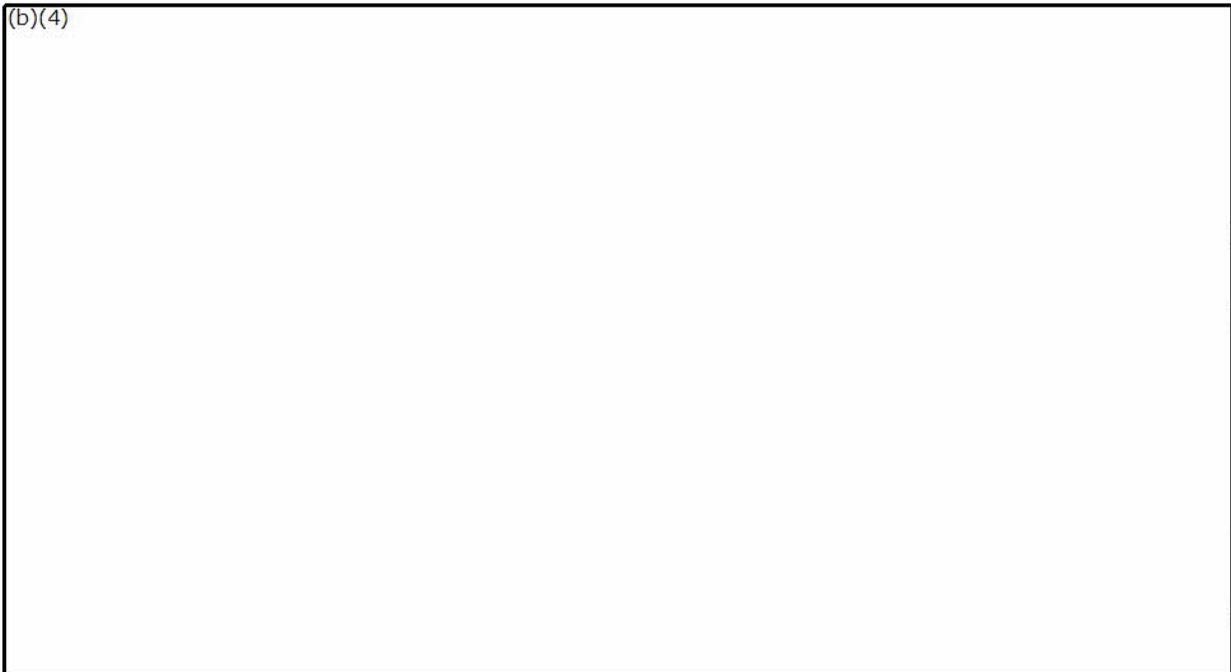
Teaching & Learning Support Division Report. Cyndy Curran, Director of Teaching & Learning Support, was present to brief the board. She gave a comprehensive report on all sections within her division. She indicated that the department and ACPE were getting information out regarding the Alaska Performance Scholarship (APS). Madison Manning said she would see that APS information was distributed at the upcoming student government meeting. Ms. Cox said she had received no recent complaints about teacher certification. Roxy Mourant was present to discuss Alaska's Learning Network (AKLN). She said the purpose was to provide extended online learning to students who needed more course time, and they were working on a case-by-case basis. A clearing house was being built and the organizational structure/development was moving along. A lot depended on funding by the legislature.

Assessment, Accountability & Information Management Report. Erik McCormick, Director, was present to brief the board. He reviewed the upcoming test schedule for spring. He said there were no calendar conflicts that he knew of. He generally reviewed the roll out regarding the standards that were already out for public comment, a period that runs through mid-May. He noted that there had been 225 stakeholders in the drafting group. Mr. McCormick said the department was about to begin a series of business and industry public meetings to discuss the standards and get feedback. He said that Rhonda Gardner would be facilitating meetings, which would occur in Juneau, Anchorage, Mat-Su, Fairbanks, and Bethel. Mr. McCormick said the

SBAAs would be accessed through 2015 and that there was an active contract through that time. He indicated that the department would be helping districts align curriculum to the new standards. Ms. Keplinger said a very important piece is staff development for the new standards.

Rural Education Report. Phyllis Carlson, Director of Rural Education, was present to brief the board. Ms. Carlson said she thoroughly enjoyed the noontime entertainment by the Tlingit Culture class. She commented on the joy of the dance. Ms. Carlson reviewed her recent activities, including her work on the statewide suicide prevention council. She also spoke about her recent visit to the Yupiit School District and to Bethel. She noted that the district is offering advanced math and science so students can qualify for the ANSEP program at the university. She said there was a lot of APS awareness in the district, and they were doing a radio program about suicide prevention. Ms. Schaeffer asked if Bethel tried to get more Native teachers. Ms. Carlson said the old Exceed Program worked well in getting Native teachers from Southwest. Ms. Cox said the program was great.

(b)(4)



Ms. Herman reviewed the legislative bills pertinent to education that were moving as of this date.

Mt. Edgecumbe High School (MEHS) Report. Randy Hawk, Director of MEHS, was present to brief the board. Mr. Hawk said they brought in 15 new students after the Christmas break due to students not coming back, and have already lost two of those because of homesickness. Their new data system is up and there will be formal training. During Founder's Week, they will be celebrating multi-cultures. They will have speakers and performances each night. The staff will be attending the Response to Intervention (RTI) conference. Two students were worthy of mention. Teresa Baldwin was invited to attend the Governor's State of the State address to recognize her work with suicide prevention. Baxter Bond was invited to Washington, D.C., to

meet with President Obama (as one of 100) for his involvement with the UAF Summer Research Academy (science) program for the past four summers.

Mr. Merriner asked when the board was going to hear about the ad-hoc committee. Mr. Hawk said they still have a couple of meetings and the board would hear a report in June. Mr. Shier inquired as to when applications begin coming in, to which Mr. Hawk replied that they were posted on the web site in January and they already had about 100 for next year as of this date. He said current students roll over and do not have to reapply.

Assistant Attorney General Report. Neil Slotnick, Assistant Attorney General, was present to brief the board. He reviewed the current pending cases regarding the department. He noted that the moon rocks, in *Anderson v. State* had been found and were currently at NASA, and trial would begin in February 2013. He said that Northwest Arctic Borough School District had challenged the Impact Aid certification and disparity test.

Library, Archives & Museums (LAM) Report. Bob Banghart, the Acting Deputy Director and the Alaska State Museum Curator, was present to brief the board. He said they expected the final construction documents by mid-April, and by May the contracts would be signed. He said there was a new MOA for the removal of the existing building. Concerning the Raven Hat issue, the LAM will sign a new MOA with the original clan for joint ownership of the hat allowing the hat to be “signed out” and used for ceremonial events. There is also a new MOA with the Sheldon Jackson trustees for the custody of the materials and records of the museum. They will “live” at the Sheldon Jackson museum in Sitka. Mr. Banghart said they were hard at work to develop exhibits for the Princess Cruise line. This is the third year of doing this. There are several on-going programs: Alaska Native libraries is training for practical skills, they are expanding the board band grant, and on-going facility development for historic preservation. Ms. Benshoof asked if the Sheldon Jackson archives were from the Sheldon Jackson College. Mr. Banghart said they were and they will “live” at the Stratton Library in Sitka, which is connected to the Sheldon Jackson Museum. Ms. Cox said the governor included \$20M in his budget for the new SLAM building and wondered how much more they needed. Mr. Banghart said they needed \$75M added to that to complete the job.

Commissioner’s Report. Commissioner Hanley was present to brief the board. He said during this legislative quarter, January-April, there was a need for education at all levels. He is working directly with superintendents encouraging them to put a face on education. The operation of the department was at the highest level, and he could justify every penny that comes in or goes out, saying he had a great team to work with. He said he had been working with Yupiit School District, which is in intervention, and Superintendent Diamond. It is a district with a trustee, and he is working to set obtainable goals but the process was relatively slow. The feedback from the district is that they miss the trustee as he has been gone during March. The Commissioner said the timber receipts will continue for one more year.

Concerning NCLB, he said the department needs college and career standards in order to request a waiver. USDOE said we could freeze our AMOs to get a waiver and he is working with the Governor on that aspect. The last deadline was February 28; the next deadline is September 6 and the state may or may not apply. The new teacher evaluation system is also a waiver requirement. The department is moving forward.

The Commissioner said he had been in the department a bit over a year now, and was more comfortable than a year ago and appreciated the great support from his staff. He noted that he was attending a Justice Summit in Washington, D.C., as part of a team with Alaska Chief Justice Walter Carpeneti. He thanked the board for its conversations and the student advisors.

Commissioner Evaluation. Chair Cox said the commissioner's evaluation was coming up in the June board meeting. She handed out a list of questions that she would like returned to her by April 3 so she could compile them.

The commissioner also gave a brief overview of the white powder letters from a Texas postmark that some school districts had been receiving. He said the FBI had been notified, and the department is in daily contact with the FBI and other officials regarding follow up as each letter is received.

Consent Agenda

Mr. Merriner pulled items 22E, the waiver request for Yupiit School District, and Mr. Shier pulled 22F, the waiver requests for Lower Yukon School District. Carol Schaeffer moved and Phil Schneider seconded the following motion: I move the State Board of Education & Early Development approve the consent agenda consisting of: the minutes December 15 & 16, 2011, meeting; the minutes of the January 23, 2012, meeting; approval of the Capital Improvement Project (CIP) List; approval of the Audited District Waiver for Kashunamiut School District; approval of the renewal for the Soldotna Montessori Charter School for five years; approval of renewal for the Fireweed Academy Charter School for five years; approval of renewal for the Aurora Borealis Charter School for five years; and the approval of the Mt. Edgecumbe High School Activity Fee Structure increase of \$25.00, effective 2012-2013 school year. The motion passed by unanimous roll call vote.

There was discussion regarding the two pulled items. Mr. Schneider asked why they were pulled. Mr. Shier said he wanted more information from Lower Yukon on what transpired with the SIG grant funds and reserve. And he wanted more information on what happens if they are not approved. Ms. Cox said Yupiit was not prepared for the board's discussion today. She wanted to know more about the high or low teacher turnover, the administration staff, and why they dropped so far in making the 70% requirement for instruction, down to 63%. She said those questions were not answered well enough. Ms. Benshoof said the districts need to be frugal with their money and tell the board what they are doing with their money. Ms. Cox said she was also interested in hearing more about local school board costs from both districts. A time to have a

special meeting was discussed. Ms. Cox said she wanted to see personnel, physically, at the meeting.

The following motion was made by Jim Merriner and seconded by Pat Shier: I move that the State Board of Education & Early Development take no action at this time on the requests of the Lower Yukon School District and the Yupiit School District for a waiver under AS 14.17.520 pending the following: 1) a detailed request for additional information regarding district expenses be sent by EED staff to the Lower Yukon School District and the Yupiit School District no later than March 14, 2012; 2) a response from the Lower Yukon School District and the Yupiit School District submitted to EED staff no later than March 28, 2012; 3) an analysis of the responses be done by EED staff and submitted to the board no later than April 6, 2012; and 4) a teleconference meeting of the board be set to consider the applications for these waivers to occur on April 13, 2012 at 10:00 a.m. The motion was passed by unanimous roll call vote.

Board Comments

Madison Manning said she missed Tiarna and was looking forward to AASG.

Tiarna Fischler apologized for missing the meeting due to weather, but was happy to be able to attend using video conferencing, and thanked Madison.

Pat Shier thanked the staff for its work and said the meeting had good arguments. He congratulated the commissioner on his first year on the job. He said he was rethinking delivery of services, what it took to learn in the current environment. He said there were great things available online in curriculum, and was excited about what's out there, the future being here today.

Geri Benshoof said that Mr. Shier had hit on the future of education. She congratulated the commissioner on his first year, she thanked Roxy Mourant and Dottie Knuth for the video conferencing arrangements, and said she was impressed with the charter school presentations.

Phil Schneider said it was a good meeting. He enjoyed the presentation on Babies on Track, being a dad of small children, and wondered how to get the early childhood message out to more people. He gave great kudos to the commissioner, saying that big change doesn't happen without big leadership and was thankful that the Moore case was finally settled. He said he was still advocating for financial literacy and thanked the staff for its work.

Carol Schaeffer thanked Dottie Knuth for getting the packets out earlier. Regarding the waivers, she said if nothing else happens, it sends a message that the board doesn't just rubber stamp them. She indicated that she was concerned with the lack of Native students qualifying for the APS.

Jim Merriner said he enjoyed the museum tour and the time with the Governor. He thanked Chair Cox and the commissioner and said he appreciated the respectful conversation. He reminded board members that the APOC filing deadline was soon.

Esther Cox said she had written notes to several people on behalf of the board for accomplishments and had attended two meetings of the Voyage to Excellence Advisory Board, and had met with Education Northwest. She said she and Mr. Merriner had attended the Anchorage Education Summit follow-up community meetings. She also sent e-mails to legislators regarding HB 330. She gave the annual report to the legislature, and met with the House Education Committee and the Senate Finance Committee on February 2 and 3.

She noted that the June agenda would include the commissioner's evaluation, and reminded board members to bring their calendars as they would be selecting meeting dates and locations for the next fiscal year. She thanked the commissioner for his first year of leadership, thanked the staff for its work and its good preparation for the meeting, and thanked the secretary for the early board packet.

Phil Schneider moved and Pat Shier seconded a motion for adjournment. Motion passed by unanimous consent.

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Alaska Technical Advisory Committee Members

Dr. Ronald Hambleton, National Consultant
Psychometric and Evaluative Research Services

Carole Gallagher, National Consultant
Senior Research Associate
WestEd

Joseph Ryan, National Consultant
Emeritus Professor Arizona State University

Phil Loseby, LEA Representative
District Assessment Coordinator
Juneau School District

Ellis Ott, LEA Representative
Research Associate and Accountability Coordinator
Fairbanks North Star Borough School District

Janel Keplinger, State Board Representative
Alaska State Board of Education

Richard Hill, Consultant
Board of Trustees Chair
The National Center for the Improvement of
Educational Assessment, Inc.

Brian Gong, Consultant
Executive Director
The National Center for the Improvement of
Educational Assessment, Inc.

**Erik McCormick, Director of Assessment,
Accountability, & Information**
Alaska Department of Education & Early Development

Janet Valentour, Assessment Administrator
Alaska Department of Education & Early Development

Ara Lotzer
Senior Project Manager
Data Recognition Corporation

Patty McDivitt
Senior Vice President
Data Recognition Corporation
Curriculum, Instruction and Assessment

Dr. Richard Smith
Senior Psychometrician
Data Recognition Corporation

Brian Jefferies
State Assessment Program Director
Data Recognition Corporation

Alaska Technical Advisory Committee Meeting Agenda



May 18 and 19, 2011
Embassy Suites
Anchorage, AK

Wednesday, 18th

Breakfast *On your own*

8:30 **Welcome**

Introductions, agenda overview, schedule next TAC meeting

Materials

- 01_TACAgenda

8:45 **Teacher Effectiveness**

The Race to the Top competition foreshadowed the future of measuring teacher effectiveness through the use of student achievement data. The assurances under the State Fiscal Stabilization Funding (SFSF) required the states to create plans so that the states would be able to publicly report the number and percentage of teachers and principals who score at various proficiency levels on their evaluations. Department staff have with the Teacher Quality Working Group begun to frame the conversation around teacher/principal evaluation. As a result of this work the department has produced an e-Learning module on teacher evaluation, presently surveying districts about their evaluation systems, and promulgated regulations requiring districts to post on their websites the blank forms, templates or checklists used in teacher/principal evaluation. The plan for the SFSF is provided in the materials marked 02_SFSF Requirements for Achieving Equity in Teacher Distribution.

Systems used to evaluate the performance of teachers and principals must include student achievement outcomes or student growth data as an evaluation criterion. The department is seeking information from the TAC regarding the possibility of incorporating the Performance Incentive Program's growth model or establishing another system to meet the SFSF requirements. The system is to be operational by spring 2012.

Questions:

1. *What are psychometric considerations when determining a value-added model (VAM) or a growth model with the present assessment system? Will the fact that the SBA assessments are not vertically aligned play a role in the decision?*

2. *What are ways to increase the precision and reliability of teacher evaluation measures, given Alaska's unique mix of small and large schools? Are there any essential analyses EED should consider doing to inform the design, implementation, and ultimately usefulness and defensibility of its teacher and principal evaluation programs?*
3. *How are the growth trajectories of students with disabilities and English language learners to be considered?*
4. *As the department continues to develop the plan, what are considerations when assigning percentages or weights? For example, some states have assigned weights of 50% or more to student performance data, while other states have assigned less (e.g., 20%). What should EED consider when assigning weights? What is a minimum percentage for performance linked to student achievement? What are some analyses EED or its contractors might do to see that the intended (nominal) weights are the effective weights, and that the intended results make sense?*
5. *What are some policy considerations? What are proposed uses once the system is in place? Are there considerations for phasing in the evaluation system over time?*

Materials:

- 02_SFSFRequirements_Equity_TeacherDistribution
- 03_DevelopingValueTable_Alaska

10:30 Break

10:45 Continue discussion on Teacher and Principal Effectiveness

11:45 *Lunch on your own*

1:15 **Future Assessment System**

The department has recently embarked on a standards revision for reading, writing, and mathematics grades K-12. The estimated date of completion including Board approval is Fall 2012. As a result, new assessments will be developed and operational spring 2015. This timeline is in concert with the ESEA Blueprint. Multiple considerations must be discussed to guide this transition.

Questions:

1. *What are the considerations in terms of policy and technical decisions going forward with end of course (EOC) exams? Presently EED does not intend to create standards for other content areas beyond reading, writing, and math.*
2. *What are considerations regarding the state mandated HSGQE: the new standards will raise the rigor for the SBAs; how does this impact the essential skills assessment? What should be considered in adopting EOC exams in terms of possible use for student exit from high school?*
3. *What are considerations in terms of comparing scores with present and future assessments?*
4. *What school accountability considerations (e.g., NCLB) should EED be aware of in considering using EOC exam results? Where are successful state strategies to learn from?*

5. *What issues should EED be aware of in the course of transitioning from its current assessment system to a future assessment system for EOC exams? For an assessment aligned with new state content standards?*
6. *How can the formative assessment system be developed to support the new standards ahead of the future assessment?*

Materials:

- 04_HSGQESatute
- 05_AKSummary_CommonCore2011
- 06_EdvantiaTransitions_CCSS_04-18-11

- 2:45 *Break*
- 3:00 Continue discussion on Future Assessment System
- 4:00 **Review meeting notes and adjourn**

Thursday, 19th

Breakfast *On your own*

8:30 **Residual Analysis Tool**

This presentation by Dr. Richard Smith, Senior Psychometrician at DRC, was designed to illustrate how the use of residual analysis could help districts and schools answer questions about the effectiveness of instruction. The Residual Analysis Tool has been expanded to include school level analysis as well as analysis of depth of knowledge and cognitive level.

Questions:

1. *What are the possibilities this Tool can be used for teacher effectiveness?*

Materials:

- 07_ResidualAnalysis_InformCurrDevel_Instruction
- 08_ResidualAnalysis_InformCurrDevel_Instruction_DOK

9:30 **Alignment of High School Courses with Federal Coding**

EED is expanding its existing DataSpecs interface to map and crosswalk the secondary courses including careers in technology courses used throughout the public school districts into a unified course classification system. It is believed this process will assist with the federal mandate to create links between teachers, students, courses, classes, and performance.

EED has brokered a contract with ESP Solutions Group, the same company that created a metadata management application called DataSpecs, to enhance EED's secondary course system. ESP's DataSpecs is a metadata inventory application that compiles information about data resources and standardizes data definitions, codes, and forms to facilitate sharing of information across all applications without the need to reformat data. ESP's latest contribution to enhance the system is software called CourseWalk. It is a tool that facilitates the matching of local school or district course codes to state or national course codes.

CourseWalk can also be used by the SEA to match the state's set of secondary course codes to the national coding system called Secondary School Course classification System: School Codes for Exchange of Data (SCED).

Questions:

1. *What are considerations for the CourseWalk to support links to teachers?*
2. *Will this tool be sufficient to address the needs of the proposed Alaska Performance Scholarship (APS) program, which requires students to take and pass certain courses?*
3. *After a common definition, what is the next step for alignment to standards? What are considerations other states have implemented?*

4. *This tool is intended for courses at the high school level. What might be considered for linking teachers and students at the K-8 levels, e.g., for teacher evaluation?*
5. *What studies or analyses might be considered to validate the common course coding?*

Materials:

- 09_DataSpecs_SummarySheet
- 10_CourseWalk_SummarySheet
- 11_APS_FactSheet

10:30 *Break*

10:45 Continue discussion on Future Assessment

Making Decisions for Transitioning From State Standards to Common Core State Standard; Edvantia Inc. - This paper resulted from the work of the Capacity Building for Delivery of Support and Corrective Action to Districts and Schools under AYP Study Group comprised of state education specialists and consultants the Comprehensive Assessment Systems for ESEA Title I (CAS) State Collaborative on Student Standards and Assessments (SCASS). The members of the Study Group benefited from discussions among SCASS colleagues throughout 2011.

CCSSO received financial support for the development of this paper from the CAS member states. The group is now requesting feedback on the draft before the CCSSO meeting in June 2011.

12:00 **Wrap up and adjourn**