

Alaska

**Application for Funding
for Phase II of the Education Fund under the
State Fiscal Stabilization Fund Program**

CFDA Number: 84.394



U.S. Department of Education

Washington, D.C. 20202

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Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0695. The time required to complete this information collection is estimated to average between 4,990 and 5,577 hours per applicant, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: State Fiscal Stabilization Fund Program, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Room 3E108, Washington, D.C. 20202-3118

NOTE: OMB Control Number forthcoming.

Alaska Department of Education & Early Development

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APPLICATION FOR FUNDING FOR PHASE II OF THE EDUCATION FUND UNDER THE STATE FISCAL STABILIZATION PROGRAM

Purpose of Program

The State Fiscal Stabilization Fund (SFSF or Stabilization) program provides approximately \$48.6 billion in formula grants to States to help stabilize State and local budgets in order to minimize and avoid reductions in education and other essential services, in exchange for a State's commitment to advance essential education reform in key areas. Almost \$36.8 billion have already been awarded during SFSF Phase I. Approximately \$11.5 billion will be awarded under SFSF Phase II (through this application).

Program and Application Background

Section 14005(d) of Division A of the American Recovery and Reinvestment Act of 2009 (ARRA) requires a State receiving funds under the Stabilization program to provide assurances in four key areas of education reform: (a) achieving equity in teacher distribution, (b) improving collection and use of data, (c) standards and assessments, and (d) supporting struggling schools. For each area of reform, the ARRA prescribes specific action(s) that the State must assure that it will implement. In addition, section 14005(a) of the ARRA requires a State that receives funds under the Stabilization program to submit an application to the U.S. Department of Education (the Department) containing such information as the Secretary may reasonably require.

As part of its application for Phase II funding under the Stabilization program, a State must demonstrate its ability to meet specific data and information requirements (the assurance indicators and descriptors) with respect to the statutory assurances. In addition, in cases where a State is not currently able to meet the specific data and information requirements, a State must submit a State plan to describe how it will respond to the requirements of each assurance indicator and descriptor. Together, these two sets of requirements aim to provide transparency on the extent to which a State is implementing the actions for which it has provided assurances.

Increased access to and focus on this information will better enable States and other stakeholders to identify strengths and weaknesses in education systems and determine where concentrated reform effort is warranted. The Department will also use the data and information that States collect and report in assessing whether a State is qualified to participate in and receive funds under other reform-oriented programs administered by the Department.

An assurance indicator or descriptor may relate to data or other information that States currently collect and report to the Department, or to data or other information for which the Department is itself the source. In those cases, there are no new data or information collection requirements for a State; rather, the Department will provide the State with the relevant data or other information that the State will be required to confirm and make publicly available. In the other cases, requirements constitute new data or information collection and/or public reporting responsibilities for the State, to the extent the State does not currently collect and publicly report such data or information for other purposes.

The Department recognizes that requests for data and information should reflect an integrated and coordinated approach among the various programs supported with ARRA funds, particularly the SFSF, Race to the Top, School Improvement, and Statewide Longitudinal Data Systems grant programs. Accordingly, the Department has taken into consideration the context of those other programs in developing the requirements for SFSF Phase II.

Background Information on Assurances

Achieving Equity in Teacher Distribution

Regarding education reform area (a), achieving equity in teacher distribution, section 14005(d)(2) of the ARRA requires a State receiving funds under the Stabilization program to assure that it will take actions to improve teacher effectiveness and comply with section 1111(b)(8)(C) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6311), in order to address inequities in the distribution of highly qualified teachers between high- and low-poverty schools and to ensure that low-income and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. A State must collect and publicly report data and other information on the extent to which students in high- and low-poverty schools in the State have access to highly qualified teachers; on steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers; on how teacher and principal performance is evaluated and how the results of those evaluations are used for decisions regarding compensation, promotion, retention, and removal; and on the distribution of performance evaluation ratings or levels among teachers and principals.

Improving Collection and Use of Data

Regarding education reform area (b), improving collection and use of data, section 14005(d)(3) of the ARRA requires a State receiving funds under the Stabilization program to provide an assurance that it will establish a statewide longitudinal data system that includes the elements described in section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871). To provide indicators of the extent to which a State is meeting that requirement, the State must provide information on the elements of its statewide longitudinal data system and on whether the State provides teachers with: (1) data on student growth in a manner that is timely and informs instructional programs, and (2) reports of teacher impact on student achievement.

Standards and Assessments

Regarding education reform area (c), standards and assessments, section 14005(d)(4) of the ARRA requires a State receiving funds under the Stabilization program to assure that it will: (A) enhance the quality of the academic assessments it administers pursuant to section 1111(b)(3) of the ESEA (20 U.S.C. 6311) through activities such as those described in section 6112(a) of the ESEA (20 U.S.C. 7301a); (B) comply with the requirements of paragraphs (3)(C)(ix) and (6) of section 1111(b) of the ESEA (20 U.S.C. 6311) and section 612(a)(16) of the Individuals with Disabilities Education Act (20 U.S.C. 1412) related to the inclusion of children with disabilities

and limited English proficient students in State assessments, the development of valid and reliable assessments for those students, and the provision of accommodations that enable their participation in State assessments; and (C) take steps to improve State academic content standards and student academic achievement standards for secondary schools consistent with section 6401(e)(1)(A)(ii) of the America COMPETES Act (20 U.S.C. 9871). To provide indicators of the extent to which a State is taking these actions, the State must collect and publicly report data and other information regarding State assessment systems, including the assessment of students with disabilities and limited English proficient students, the public reporting of State National Assessment of Educational Progress (NAEP) data, and data on the number of students who graduate from high school, enroll in an Institute of Higher Education (IHE) (whether public or private, in-state or out-of-state), and complete at least one year of coursework (towards a degree) within two years of enrollment in a public in-state IHE.

As States prepare to significantly improve the rigor and effectiveness of their standards and assessment systems, this information will, in general, provide stakeholders with vital transparency on the current status of those systems and on the efforts to improve them that are currently underway.

Supporting Struggling Schools

Regarding education reform area (d), supporting struggling schools, section 14005(d)(5) of the ARRA requires a State receiving funds under the Stabilization program to provide an assurance that it will ensure compliance with the requirements of section 1116(b)(7)(C)(iv) and section 1116(b)(8)(B) of the ESEA (20 U.S.C. 6316) with respect to Title I schools identified for corrective action and restructuring. In order to provide indicators of the extent to which a State is implementing the statutory assurance, the State must provide data on the extent to which dramatic reforms to improve student academic achievement are implemented in Title I schools in improvement under section 1116(b)(1)(A) of the ESEA, in corrective action, or in restructuring and secondary schools that are Title I eligible, but not receiving funds. Additionally, a State must provide data on the operation and performance of its charter schools.

Requirements for Phase I Funding

Earlier this year, States applied to receive their initial allocation under the State Fiscal Stabilization Fund (Stabilization) program. States with approved applications were awarded at least 67 percent of their Education Fund allocation and all of their Government Services Fund Allocation. Governors submitted assurances that their State would commit to advancing education reform in the four assurance areas, and confirmed baseline data for purposes of demonstrating the State's current status in each of the four education reform areas for which the State provided assurances, or submitted alternative baseline data. In addition, to receive SFSF Phase I funds, States provided maintenance of effort (MOE) information (see Part 2 of this application for more information), including an assurance that the State would comply with the Stabilization program MOE requirements (or, if applicable, an assurance that the State met or would meet the eligibility criterion for a waiver of those requirements), as well as MOE baseline data.¹ States were also required to describe how they intended to use the funds allocated under

¹ Guidance on the Maintenance of Effort Requirements for SFSF and MOE Waiver Form are available at <http://www.ed.gov/policy/gen/leg/recovery/statutory/moe-guidance.pdf>.

(1) the Education Stabilization Fund and (2) the Government Services Fund, in addition to submitting accountability, transparency and reporting assurances.

About the Application for Phase II Funding

States requesting the remainder of their State Fiscal Stabilization Fund monies—in most cases, the remaining 33 percent of the Education Fund allocation²—must complete and submit the application contained in this packet in its entirety. To receive funding, applications will need to meet standards of both completeness and quality. The Department will employ a two-tier review process to evaluate State applications. The first review will verify that a State submitted a complete Phase II application. The second review will judge the application against the approval criteria identified in the NFR to assess the quality of the plan.

The Department is taking steps to ensure that the process for awarding SFSF Phase II funds is transparent. Immediately upon the Department's receipt of a State application, the application will be made available for public viewing on the Department's web site at <http://www.ed.gov/programs/statestabilization/index.html>. The final approved version of a state application will also be posted on the Department's web site in addition to any revisions subsequent to an approved application. In addition to facilitating transparency, the Department's public sharing of applications will allow members of the public to learn about the availability of data and information related to the four assurance areas in each state. Also, such a level of transparency provides an additional layer of accountability for States.

Data Collection

This application asks States to answer questions about 37 separate items: indicators (of which there are 34) and descriptors (of which there are three). The Department is, as a general rule, *not asking States to submit the actual data* that respond to these indicators and descriptors; rather, the Department wants to know how States will respond to the requirements of the indicators and descriptors and make the data and information accessible to the public. Specifically, for assurances (a), (c), and (d) (with the exception of, in some cases, indicators (c)(11) and (c)(12)), the application requests a response as to whether or not States are collecting and publicly reporting the data or information via a State website for each indicator and descriptor. If the State is not currently collecting and/or publicly reporting the data for a particular indicator or descriptor, the Department also is requesting the State's plan for doing so as soon as possible, but no later than September 30, 2011. In the case of indicators (c)(11) and (c)(12), if a State will develop, but not implement, the capacity to collect and publicly report the data, the State plan need only address the development of capacity, and not implementation and public reporting for the relevant indicator (s). For indicators (b)(1) and (b)(2), a State must specify whether or not the State collects the information, and if not, what its plans and timelines are for developing and implementing the capacity to do so as soon as possible, but no later than September 30, 2011. For indicator (b)(3), a State must specify whether or not the State collects the information, and, if not, what its plan and timeline are for developing and implementing the capacity to implement this requirement.

² If a State's FY 2009 shortfall exceeded 67 percent of the Education Fund allocation, they could request an amount equal to the needed restoration amount, up to 90 percent of the State's total Education Fund allocation.

Public Reporting on a State Website

For the purposes of this program, indicator and descriptor data are largely intended for public use, rather than for Federal reporting. Individual States and communities have the greatest power to hold their schools accountable for the reforms that are in the best interest of their students. Rather than the Department collecting and warehousing this information, it is the intention that State Education Agencies (SEAs) and Local Education Agencies (LEAs) will make the information available to the public in a manner that is useful for stakeholders to understand key information about education in each state and community.

As such, the Department believes that the most effective and expeditious way for States to share information with the public is via the internet. For the purposes of this program, *publicly report* means that the data or information required for an indicator or descriptor are made available to anyone with access to an Internet connection without having to submit a request to the entity that maintains the data and information in order to access that data and information. Therefore, States are required to maintain a public website that provides the data and information that are responsive to the indicator and descriptor requirements. If a State does not currently provide the required data or information, it must provide on this website its plan with respect to the indicator or descriptor and its reports on its progress in implementing that plan.

The URLs (i.e., website addresses) where the data and information are available should be provided where requested in Part 3A of the application. URLs should link to the actual page where the data are available, rather than the main page of the website. Websites where the required data and information are available should show the last date on which the data and information were updated. For example, the URL should not link to the main page for an SEA or Governor's office. For further information on public reporting and website submission, please refer to SFSF Phase II guidance.

Preparing the Application

The Department strongly recommends that States involve parents, educators, content experts, policy makers, technical advisors, teachers' union(s), business, community, and civil rights leaders, and other community stakeholders when preparing the application. While such involvement is not a requirement for approval of State applications, the Department believes that stakeholder input and expertise will help States develop stronger applications and more successful implementation strategies.

APPLICATION INSTRUCTIONS

GENERAL INSTRUCTIONS

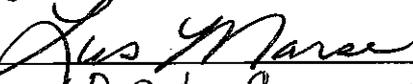
To receive the remaining portion of a State's allocation under Education Fund of the Stabilization program, a Governor must submit to the Department an application that provides the following information:

- A completed application cover sheet that includes the signature of the Governor or authorized representative (*Part 1 of the Application*).
- A complete updated and/or reaffirmation of Maintenance-of-Effort (MOE) data (*Part 2A of the Application*).
- An attestation that the State has met all MOE requirements for FY 2009 that includes the signature of the Governor or authorized representative, or acknowledgement of inability to meet MOE requirements (*Part 2B of the Application*).
- The State's status with regard to collection, public reporting and other information related to the indicators and descriptors in the following education reform assurance areas:
 - (a) achieving equity in teacher distribution;
 - (b) improving collection and use of data;
 - (c) standards and assessments; and
 - (d) supporting struggling schools (*Part 3A of the Application*).
- A completed State plan that describes how the applicant will collect and publicly report the data and information related to the assurance indicators and descriptors (*Part 3B of the Application*).
- Complete responses to the questions in the General Requirements section (*Part 3C of the Application*).

STATE FISCAL STABILIZATION FUND PHASE II APPLICATION

PART 1: APPLICATION COVER SHEET

(CFDA No. 84.394)

Legal Name of Applicant (Office of the Governor): Office of the Governor	Applicant's Mailing Address: P.O. Box 110001-0001 Juneau, AK 99811-0001 3rd Floor State Capitol
State Contact for the Education Stabilization Fund Name: Sara Peacock Position and Office: Finance Officer, Office of the Governor Contact's Mailing Address: P.O. Box 110001-001 Juneau, AK 99811-0001 Telephone: 907-465-3918. Fax: 907-465-2211 E-mail address: sara.peacock@alaska.gov	
To the best of my knowledge and belief, all of the information and data in this application are true and correct.	
Governor or Authorized Representative of the Governor (Printed Name): Karen, J. Rehfeld, Director Office of Management and Budget	Telephone: 907-465-4660
Signature of Governor or Authorized Representative of the Governor: X <u></u>	Date: 1/7/2010
Recommended Statement of Support from the Chief State School Officer (Optional): The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.	
Chief State School Officer (Printed Name): fo Larry LeDoux, Commissioner Department of Education and Early Development	Telephone: 907-465-2802
Signature of the Chief State School Officer: X <u> Deputy Commissioner</u>	Date: 1/8/2010

Form Approved OMB Number: 1810-0695; Expiration Date: 05/31/2010

PART 2: MAINTENANCE-OF-EFFORT INFORMATION

In the SFSF Phase I Application, States were required to submit the following in order to receive the first portion of funds:

- A *Maintenance-of-Effort Assurance* (Part 4, Section A) of maintaining State support for elementary and secondary education and for public institutions of higher education (IHEs) at least at the level of such support in FY 2006 for FYs 2009, 2010, and 2011.
- A *Maintenance-of-Effort Waiver Assurance* (Part 4, Section B). In the event that a State anticipated being unable to comply with one or more of the Stabilization program MOE requirements referenced in the Maintenance-of-Effort Assurance, the State would provide an assurance that it met the eligibility criteria for a MOE waiver.³
- A *Maintenance-of-Effort Baseline Data* form.

In order to complete this Phase II Application, States must reaffirm and/or update the MOE baseline data referenced above as requested in Phase I. Part 2A of this application, *Update of Maintenance-of-Effort Data*, asks that a State reaffirm or update the baseline data provided in Phase I (Maintenance-of-Effort Baseline Data), including actual levels of support for FY 2009.

In Part 2B, a Governor or Authorized Representative of the Governor must provide an attestation that the State has met the MOE requirements as was assured in Phase I. If a State cannot meet the MOE requirements, it must submit a Waiver of MOE Requirements or note that it has submitted one already.

Additional information on the MOE requirements can be found in Appendix D—*Instructions for Part 2, Maintenance-Of-Effort*.

³ Guidance on the Maintenance of Effort Requirements for SFSF and MOE Waiver Form are available at <http://www.ed.gov/policy/gen/leg/recovery/statutory/moe-guidance.pdf>.

PART 2A: UPDATE OF MAINTENANCE-OF-EFFORT DATA

SPECIAL NOTES:

- In the SFSF Phase I Application, States were required to submit MOE data. The Department is requesting that States reaffirm these data for Phase II, and in particular, to update FY 2009 data to actual levels of State support.
- *For further information, see Appendix D – Instructions for Part 2: Maintenance of Effort.*

1. Levels of State support for elementary and secondary education *(the amounts may reflect the levels of State support on either an aggregate basis or a per-student basis):*

FY 2006	\$ 807,041.2
FY 2009	\$ 955,079.6
FY 2010*	\$ 1,005,205.5
FY 2011*	\$ 1,053,147.4

(* Provide data to the extent that data are currently available.)

2. Levels of State support for public institutions of higher education *(enter amounts for each year):*

FY 2006	\$ 249,211.8
FY 2009	\$ 312,675.5
FY 2010*	\$ 323,204.2
FY 2011*	\$ 334,000.0

(* Provide data to the extent that data are currently available.)

3. Additional Submission Requirements: In an attachment to the application –

- (a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education;

The amounts shown for elementary and secondary education were extracted from the Alaska Statewide Accounting System to provide FY2006 and FY2009 Actual expenditures, and FY 2010 from the Alaska Budget System to provide authorized amounts based on appropriations to fund the State's primary elementary and secondary funding formula. This includes appropriations directly to the public education fund and to the Foundation Program such as the public school trust fund, state improvement grants, cost factor implementations and energy assistance. Projected amounts are calculated using the most current student counts and the appropriate multipliers/adjustments per AS 14.17.300 – 14.17.990.

- and -

(b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

For the purposes of this application and in accordance with the definition of State support, the amounts provided are extracted from the Alaska Budget System under the category of state general funds. This includes general funds, general funds match and general fund mental health appropriations to the University of Alaska for each fiscal year. FY2006 and FY2009 Actual Expenditures, FY2010 Authorized, and FY 11 current budget request.

State's Primary Education Funding Formulae

Additional Submission Requirement: *In an attachment to the application, identify and describe each of the State's primary elementary and secondary education funding formulae that were used in determining the calculations provided above for the levels of State support for elementary and secondary education.*

The state of Alaska's primary elementary and secondary funding formulae is contained in the "Public School Funding formula." The formula annually calculates K-12 public school funding. The data provided in this application is based on actual state expenditures from the Public School funding formula for 2006, 2008 and 2009. The data provided for 2010, 2011 and 2012 is based on projected state expenditures, including applicable formula increases approved prior to October 1, 2008.

Formula increases approved prior to October 2008 come from the efforts of the Education Funding Task force and the support of the executive branch. Alaska's "Public School Funding formula" was revised to phase in increases over a five year period. District cost factors were updated and implemented at 50% of the increase for the first year (2009) and 12.5% increase over the next four years to reach 100% implementation. The intensive needs allocation was increased incrementally by setting the calculation at 9X, 11X and 13X the base student allocation over the three year period 2009 through 2011. A hold harmless provision was added beginning in 2009 to protect district funding in times of dropping enrollment. And finally, the legislation adopted a 100 dollar increase in base student allocation for each year over the three year period 2009 through 2011.

In addition, The State of Alaska began a process of forward funding K-12 education through the creation of the Public Education Fund in FY2006. Resources that will be necessary to

fund the actual state expenditures calculated each year through the foundation program have been appropriated, when available, into the Public Education Fund for future use.

Data on State Support for Postsecondary Education

Additional Submission Requirement: *In an attachment to the application, identify and describe the specific State data sources that were used in determining the calculations provided above for the levels of State support for public IHEs.*

For the purposes of this calculation, state general funds will be considered the full equivalent of state support for public institutions of higher education. We recognize the fact that other funding sources are used to support the University system such as university receipts that include student tuition. The amounts shown in this category are extracted from the Alaska Budget System for FY2006 and FY2009 Actual Expenditures, FY2010 Authorized and FY11 anticipated Governor's budget request.

PART 2B: ATTESTATION OF MAINTENANCE-OF-EFFORT COMPLIANCE

The Governor or his/her authorized representative attests to the following:

To the best of his/her knowledge and based on the best available data, the State has met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 (check all that apply):

- for elementary and secondary education.
- for public Institutions of Higher Education (IHEs).

Governor or Authorized Representative of the Governor (Printed Name): Karen J. Rehfeld, Director Office of Management and Budget	
Signature: 	Date: 1/7/2010

If a State has not met or cannot meet MOE for either elementary and secondary education or public IHEs, or both, it must complete the following: N/A

The State has not met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 and

(check one):

- has already submitted a MOE Waiver Request to the US Department of Education.
- is submitting a MOE Waiver Request with this application package.

PART 3: DATA COLLECTION, PUBLIC REPORTING, AND PLANNING

Requirements

The State plan must describe the State's current ability to collect the data or other information needed for the assurance indicators and descriptors as well as the State's current ability to publicly report (as defined in the Notice of Final Requirements, included here as Appendix E) the data. If the State is currently able to fully collect and publicly report the required data or other information, the State must provide a URL where the most recent data or information may be accessed. If a State is not currently able to collect or publicly report the data or other information, the plan must describe the State's process and timeline for developing and implementing the means to do so as soon as possible but no later than September 30, 2011. These requirements apply to the assurance indicators and descriptors in the following education reform assurance areas: (a) Achieving Equity in Teacher Distribution, (c) Standards and Assessments (with the exception, in many cases, of Indicators (c)(11) and (c)(12)), and (d) Supporting Struggling Schools. Sections related to these assurances are located in sections I, III, and IV of Part 3A and Section I of Part 3B in the application.

In the event that a State will develop, but not implement, the ability to fully collect and publicly report the data for Indicator(s) (c)(11) and/or (c)(12), its plan need not meet the requirements of Section I of Part 3B. Rather, a State should complete a plan that meets the requirements of Section V of Part 3B for the relevant indicator(s). If a State will be able to both develop and implement collection and public reporting of either of these indicators, the plan requirements of Section I of Part 3B will apply to the relevant indicator(s).

Regarding education reform assurance area (b) Improving Collection and Use of Data, the State must describe in the State plan whether the State's data system includes the required elements of a statewide longitudinal data system and whether the State provides teachers with their students' growth data and information related to individual teacher impact. If the State does not meet the requirement, the State plan must describe the State's process and timeline for developing and implementing the means to meet the requirement in accordance with the requirements in the notice. Sections related to this assurance are Section II of Part 3A and Sections II, III, and IV of Part 3B.

The data or information needed for an assurance indicator or descriptor are in some cases already reported to the Department by the State, or are provided by the Department. In those cases, it is understood that the State does and is currently able to collect the data or information. For those elements, the State's plan only needs to address the State's ability to publicly report the data or information, and the State does not need to include a plan for collecting the data or information in Part 3B. The indicators and descriptors involving data or information currently reported to the Department or provided by the Department are marked below with a Confirm icon (see Icon Key below). Sections requiring States to confirm data or information already reported to the Department contain specific links to the appropriate Department webpage. The overall webpage housing all information for indicators requiring confirmation is <http://www.ed.gov/programs/statestabilization/confirm-indicators.html>.

Some elements in this application are of a cross-cutting nature, sharing indicators and/or definitions with another Recovery Act initiative, Race to the Top. These elements are marked by a Cross-Cutting icon with the recovery.gov logo and the Race to the Top logo (see Icon Key below). It is the Department's hope that marking these cross-cutting elements will facilitate consistency and improve the ease of completing the application for the Race to the Top program.

Icon Key

Confirm Icons



Cross-Cutting Icon



Numbering of Fields

Applicants may notice small numbers to the left of checkboxes and text fields in Part 3A. These numbers do not have any significance in terms of point values or codes. Rather, they are designed to be used by both applicants and Department staff alike as a convenient reference point when referring to a particular part of the application.

Overview of Part 3

Part 3A, *Indicators and Descriptors under the Assurances*, is designed to collect short answers about the State's current status with respect to each indicator and descriptor. If you are using the macro-enabled⁴ MS Word version of this form, you will be able to check boxes and type your answers directly into the form. If you wish to attach narrative answers in a separate document, you may do so, but be sure to clearly note in the relevant text box that the response is attached and mark the attachment with the citation of the indicator or descriptor to which you are responding.

⁴ To enable macros in Microsoft Word, select Save As (if you are using the 2007 version, Save As is under the round icon in the top left hand corner; in older versions, Save As is under the File menu) and from the Save File as Type menu, select Word Macro-Enabled Document.

Part 3B is the *State Plan* section. For those indicators and descriptors for which the State is not currently collecting and/or publicly reporting the requested data and information in such a way that addresses the program requirements, you must provide a plan for doing so in Part 3B. If, based on your answer, you are directed to address the element in Part 3B, write the element reference in the Plan Element Verification chart in Part 3B to keep a running list of the items you will need to address in your State Plan. Directions for which elements must be addressed in the State Plan are embedded into each indicator and descriptor boxes below. Part 3B contains five subsections. The subsections provide separate instructions for the plan elements that must be included for:

- I. Assurances (a), (c) (with the exception of Indicators (c)(11) and (c)(12)), and (d);
- II. Indicator (b)(1);
- III. Indicator (b)(2);
- IV. Indicator (b)(3); and,
- V. If applicable, Indicators (c)(11) and (c)(12) (Section V).

PART 3A: ASSURANCE INDICATORS AND DESCRIPTORS

Instructions

For each indicator and descriptor, please follow the specific directions in the boxes below. There are two basic types of elements: indicators and descriptors.

- An **indicator** requests a discrete response (e.g., a yes/no answer or short answer) about whether a State is collecting or publicly reporting certain information, as well as where the information can be found. Indicators that involve data already submitted by States to the Department through preexisting collections will only need to be confirmed. The Department will ask States to confirm whether or not these data are accurate and to verify public reporting of them. States need not submit the actual data for each indicator; rather, the data should be reported directly to the public per the application instructions.
- A **descriptor** asks about information which could be provided in a narrative response (e.g., about the development of a type of assessment or teacher evaluation system) about the progress or development of system elements. The Department of Education also asks whether information requested in descriptors is publicly reported. As with the indicators, States do not have to submit the actual descriptor information to the Department. Rather, the State must publicly report the information per the application instructions.

I. Assurance (a): Achieving Equity in Teacher Distribution

A State must collect and publicly report data and other information on: (1) the extent that students in high- and low-poverty schools in the State have access to highly qualified teachers; (2) the extent that current strategies and efforts to address inequities in the distribution of inexperienced, unqualified, or out-of-field teachers; (3) how teacher and principal performance is evaluated and how performance ratings are used; and (4) the distribution of performance evaluation ratings or levels among teachers and principals.

Indicator (a)(1) Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).



Please respond (Yes or No): Are the data related to this indicator at <http://www.ed.gov/programs/statestabilization/indicator-a1.xls> correct?

- ¹ Yes, the data are correct.
 ² No, the data are not correct.

If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient.³ [Click here to enter text.](#)

Please respond (check only one):

- ⁴ The State makes the data *publicly available* and updates the data *annually* on a website.
→ Provide the State website where the data are provided by the State to the public:⁵ www.eed.state.ak.us/reportcard/.
 ⁶ The State makes the data *publicly available* on a website but updates it *less than annually*.
→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Provide the State website where the most recently updated data are provided by the State to the public:⁷ [Click here to enter text.](#)

⁸ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator

(a)(2) Confirm whether the State's Teacher Equity Plan (as part of the State's Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA).



Please respond (Yes or No): Is the State's Teacher Equity Plan located at <http://www.ed.gov/programs/teacherqual/hqtplans/index.html> correct?

- Yes, the information is correct.
 No, the information is not correct.

→ If checked, provide below or in an attachment the State's most updated Teacher Equity Plan. A URL linking to the correct data on the State's website is also sufficient.³ [Click here to enter text.](#)

Please respond (check only one):

- The State makes the information *publicly available* and updates the information *annually* on a website.
→ Provide the State website where the information is provided by the State to the public.⁵ [Click here to enter text.](#)
- The State makes the information *publicly available* on a website but updates it *less than annually*.
→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 2B. Cite "Indicator (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- Provide the State website where the most recently updated information is provided by the State to the public.⁷ [Click here to enter text.](#)
- The State does not make the information publicly available on a website.
→ Provide the State's plan for making the information publicly available and updating the information annually on a website in Part 3B. Cite "Indicator (a)(2)" in the Plan Element Verification chart in Part 4B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(1) Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of teachers?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ Click here to enter text.

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:
⁵ Click here to enter text.

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal?

⁸ Yes, the State collects this information.

If Yes, please respond (check one):

⁹ The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:¹⁰ [Click here to enter text.](#)

¹¹ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:¹² [Click here to enter text.](#)

¹³ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

¹⁴ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(3) Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.

Please respond (check Yes or No): Does the State request information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.³ Click here to enter text.

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ Click here to enter text.

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(4) Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.

Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ Click here to enter text.

The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:⁵ Click here to enter text.

The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(5) Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.

Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available.³ Click here to enter text.

The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. Provide the State website where the most recently updated data are provided by the State to the public:⁵ Click here to enter text.

The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(2) Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of principals?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates it *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.³ [Click here to enter text.](#)

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of principals in decisions regarding principal development, compensation, promotion, retention, and removal?

⁸ Yes, the State collects this information.

If Yes, please respond (check one):

⁹ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available.¹⁰ [Click here to enter text.](#)

¹¹ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information are provided by the State to the public:
¹² [Click here to enter text.](#)

¹³ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

¹⁴ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(6) Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.

Please respond (check one): Does the State collect information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates it *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

The State makes the information *publicly available* on a website and updates it *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(7) Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.

Please respond (check one): Does the State collect and publicly report, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public:

⁵ [Click here to enter text.](#)

The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

II. Assurance (b): Improving Collection and Use of Data

A State must collect and publicly report information on the elements of its statewide longitudinal data system, on whether teachers receive data on student growth in a manner that is timely and informs instructional programs, and on whether the State provides teachers with reports of individual teacher impact on student achievement.

Indicator (b)(1) Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.



Instructions: Please indicate which of the 12 elements of the America COMPETES Act are included in the State's statewide longitudinal data system.

Please respond (check Yes or No): For pre-K through postsecondary education, does the State's statewide longitudinal data system include the following elements:

(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #1 in the Plan Element Verification Chart in Part 3B, Section II.

(2) Student-level enrollment, demographic, and program participation information?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #2 in the Plan Element Verification Chart in Part 3B, Section II.

(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #3 in the Plan Element

Verification Chart in Part 3B, Section II.

4) The capacity to communicate with higher education data systems?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #4 in the Plan Element Verification Chart in Part 3B, Section II.

(5) An audit system assessing data quality, validity, and reliability?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #5 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For pre-K through grade 12 education, does the State's statewide longitudinal data system include the following elements:

(6) Yearly State assessment records of individual students?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #6 in the Plan Element Verification Chart in Part 3B, Section II.

(7) Information on students not tested, by grade and subject?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #7 in the Plan Element Verification Chart in Part 3B, Section II.

(8) A teacher identifier system with the ability to match teachers to students?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #8 in the Plan Element

Verification Chart in Part 3B, Section II.

(9) Student-level transcript information, including on courses completed and grades earned?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #9 in the Plan Element Verification Chart in Part 3B, Section II.

(10) Student-level college readiness test scores?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #10 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For postsecondary education, does the State's statewide longitudinal data system include the following elements:

(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #11 in the Plan Element Verification Chart in Part 3B, Section II.

(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #12 in the Plan Element Verification Chart in Part 3B, Section II.

Indicator (b)(2) Indicate whether the State provides student growth data on their current students and the students they 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 instructional programs.

Please respond (check Yes or No): Does the State provide student growth data on their current students and the students they taught 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 instructional programs?

- Yes. You are not required to provide further information. In Part 3B, Section III, check "Not Applicable."
- No. Provide a plan for providing this information to teachers in Part 3B, Section III.

Indicator (b)(3) Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.

Please respond (check Yes or No): Does the State provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments?

- Yes. You are not required to provide further information. In Part 3B, Section IV, check "Not Applicable."
- No. Provide a plan for providing this information to teachers in Part 3B, Section IV.

III. Assurance (c): Standards and Assessments

A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.

Indicator (c)(1) Confirm the approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments.



Please respond (check one): Is the status of the Department's approval, available at <http://www.ed.gov/programs/statestabilization/indicator-cl.xls> correct?

Yes, the status is correct.

No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient.³ [Click here to enter text.](#)

Please respond (check one):

The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the status is provided by the State to the public.⁵ [Click here to enter text.](#)

The State makes the status information *publicly available* on a website but *does not keep it up-to-date*.

If checked, provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark the Public Reporting column.

Provide the State website where the most recently updated information is provided by the State to the public:⁷ [Click here to enter text.](#)

³ The State does not make the status information publicly available on a website.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(2) Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.



Please respond (Yes or No): Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-c1.xls>, correct?

Yes, the status is correct.

- ➔ No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: [Click here to enter text.](#)

Please respond (check one):

⁴ The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

- ➔ Provide the State website where the status is provided by the State to the public: [Click here to enter text.](#)

⁶ The State makes the status information *publicly available* on a website and *does not keep it up-to-date*.

- ➔ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

- ➔ Provide the State website where the information is collected and publicly available: [Click here to enter text.](#)

⁸ The State does not make the status information publicly available on a website.

- ➔ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(3) Confirm whether the State's alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards.



Please respond (check one): Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-cl.xls>, correct?

- Yes, the information is correct.
 No, the information is not correct.

→ If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient.³ [Click here to enter text.](#)

Please respond (check one):

- The State makes the information *publicly available* and keeps it *up-to-date* on a website.
→ Provide the State website where the information is collected and publicly available:⁵ <http://www.eed.state.ak.us/tls/assessment/AlternateOptional/08-09/AAManual0809.pdf>
 The State makes the information *publicly available* on a website but *does not keep it up-to-date*.
→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
→ Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)
 The State does not make the information publicly available on a website.
→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(4) Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.

Please respond (check one): Has the State, within the last two years, completed an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments?

- Yes, this has been completed within the last two years.
- No, this has been completed, but it occurred more than two years ago.
- No, this has never been completed.

Please respond (check one):

- The State makes the information *publicly available* and keeps it *up-to-date* on a website.
 - Provide the State website where the information is collected and publicly available:⁵ [Click here to enter text.](#)
- The State makes the information *publicly available* on a website but *does not keep it up-to-date*.
 - Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
 - Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)
- The State does not make the information publicly available on a website.
 - Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(5) Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments.



Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *reading/language arts* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5r.xls>, are correct?

¹ Yes, the data are correct.

² No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

³ [Click here to enter text.](#)

Please respond (check one):

⁴ The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts* publicly available and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available: ⁵ <http://www.eed.state.ak.us/tis/assessment/results.html>.

⁶ The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts* publicly available on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available: ⁷ [Click here to enter text.](#)

⁸ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts* publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5m.xls>, are correct?

⁹ Yes, the data are correct.

¹⁰ No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient.

¹¹ [Click here to enter text.](#)

Please respond (check one):

¹² The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:¹³ <http://www.eed.state.ak.us/fls/assessment/results.html>.

¹⁴ The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:¹⁵ [Click here to enter text.](#)

¹⁶ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *mathematics* publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(6) Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.

Please respond (check one): Has the State completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments?

- Yes, this was completed within the last two years.
- No, this was completed more than two years ago.
- No, this has never been completed.

Please respond (check one):

- The State makes the information *publicly available* and keeps it *up-to-date* on a website.
 - Provide the State website where the information is collected and publicly available:⁵ [Click here to enter text.](#)
- The State makes the information *publicly available* on a website but *does not keep it up-to-date*.
 - Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
 - Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)
- The State does not make the information publicly available on a website.
 - Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(7) Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.



Please respond (check one): Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-cl.xls>, correct?

Yes, the information is correct.

No, the information is not correct.

→ If checked, provide below or in an attachment the correct information and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

³ [Click here to enter text.](#)

Please respond (check one): Is the State's current status available on the State's website?

The State makes the information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the information is collected and publicly available:⁵ [Click here to enter text.](#)

The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(8) Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments.



Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *reading/language arts* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c8r.xls>, are correct?

- Yes, the data are correct.
- No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient.

³ [Click here to enter text.](#)

Please respond (check one):

The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts* publicly available and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:⁵ <http://www.eed.state.ak.us/tls/assessment/results.html>.

The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts* publicly available on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:⁷ [Click here to enter text.](#)

The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts* publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c8m.xls>, are correct?

Yes, the data are correct.

No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

¹¹ Click here to enter text.

Please respond (check one):

¹² The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:¹³ <http://www.eed.state.ak.us/tls/assessment/results.html>.

¹⁴ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:¹⁵ Click here to enter text.

¹⁶ The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *mathematics* publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(9) Confirm that the State's annual State Report Card (under section 111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).



Please respond (check one): Does the State Report Card include the most recent available State reading and math National Assessment of Educational Progress (NAEP) results?

- Yes, the State Report Card includes this information.
- No, the State Report Card does not include this information.

➔ If checked, please provide a plan for including this information on the State Report Card in Part 3B. Cite "Indicator (c)(9)" in the Plan Element Verification Chart in Part 3B, Section I, and mark the Public Reporting column.

Please supply the following information:

Please attach the State Report Card or provide the URL where the State Report Card is provided to the public:
<http://www.eed.state.ak.us/reportcard/>.

Indicator (c)(10) Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(10))?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³
http://www.eed.state.ak.us/DOE_Rolodex/schools/ReportCard/RCSearch.cfm.

<http://www.eed.state.ak.us/reportcard/>

The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

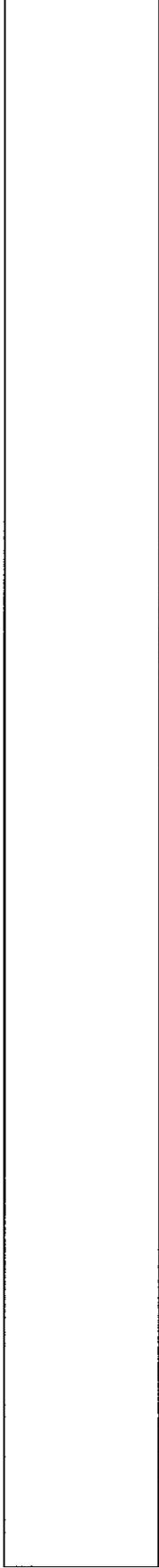
→ Provide the State website where the data are collected and publicly available:⁵ Click here to enter text.

The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Collection and Public Reporting column.



Indicator (c)(11) Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(11))?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ Click here to enter text.

The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

→ Provide the State website where the data are collected and publicly available:⁵ Click here to enter text.

The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

⁷ No, the State does not collect these data.

If No, please respond (check one):

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(1)" in the Plan Element Verification Chart in Part 3B, Section I.

The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

Indicator (c)(12) Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(12))?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available.³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

→ Provide the State website where the data are collected and publicly available.⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

No, the State does not collect these data.

If No, please respond (check one):

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

IV. Assurance (d): Supporting Struggling Schools

A State must collect and publicly report data and other information on the progress of certain groups of schools in the State on State assessments in reading/language arts and mathematics; on the extent to which reforms to improve student academic achievement are implemented in the persistently lowest-achieving schools in the State; and on the extent to which charter schools are operating in the State.

Indicator (d)(1) Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.

Please respond (check one): Does the State collect these data?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available.³ [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:
⁵ [Click here to enter text.](#)

The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(2) Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.

Please respond (check one): Does the State collect these data?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available.³ [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite

“Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:

⁵ [Click here to enter text.](#)

The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite

“Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (d)(1) Provide the definition of “persistently lowest-achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.



Please respond (check Yes or No): Does the State have a definition of “persistently lowest achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) for the purposes of this indicator?

- Yes, the State has a definition of “persistently lowest achieving schools” for the purposes of this indicator.
→ Provide the definition here.² [Click here to enter text.](#)

If Yes, please respond (check one):

- ³ The State has made the definition *publicly available* on a website.

→ Provide the State website where the definition is publicly available.⁴ [Click here to enter text.](#)

- ⁵ The State does not make the definition publicly available on a website.

→ Provide the State’s plan for making the definition publicly available in Part 3B. Cite “Descriptor (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

- No, the State does not have a definition of “persistently lowest achieving schools” for the purposes of this indicator.

→ Provide the State’s plan for developing a definition and making it publicly available on a website in Part 3B. Cite “Descriptor (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(3) Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.



Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.

Provide the State website where the information is collected and publicly available:³ Click here to enter text.
→

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ Click here to enter text.

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(4)

Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.



Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ Click here to enter text.

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ Click here to enter text.

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.



Indicator (d)(5) Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.

Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.³ [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(6)

Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.



Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ Click here to enter text.

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ Click here to enter text.

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(7) Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law.



Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³
http://www.eed.state.ak.us/Alaskan_Schools/Charter/

The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(8) Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating.



Please respond (check one): Is the number of charter schools publicly reported as currently operating for the State and for each LEA at <http://www.ed.gov/programs/statestabilization/indicator-d8.xls> correct?

¹ Yes, the data are correct.

² No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

³ Click here to enter text.

Please respond (check one):

⁴ The State makes the data *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:⁵ http://www.eed.state.ak.us/Alaskan_Schools/Charter/

⁶ The State makes the data *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁷ Click here to enter text.

⁸ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (d)(9) Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.

Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

Provide the State website where the information is collected and publicly available:
<http://www.eed.state.ak.us/tls/assessment/results/results2009.html>

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(10) Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.

Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³
<http://www.eed.state.ak.us/tls/assessment/results/results2009.html>

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(11) Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.

Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³
http://www.eed.state.ak.us/Alaskan_Schools/Charter/

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:⁵
Click here to enter text.

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(12) Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.

Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³

http://www.eed.state.ak.us/Alaskan_Schools/Charter/

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(12)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(12)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(12)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

PART 3B: DATA COLLECTION & PUBLIC REPORTING PLAN

Requirement: The State must collect and publicly report the data or other information required by an assurance indicator or descriptor. If the State is not able to fully collect or publicly report, at least annually through September 30, 2011, the State plan must describe the State's process and timeline for developing and implementing, as soon as possible but no later than September 30, 2011, the means to fully collect and publicly report the data or information, including the milestones that the State establishes toward developing and implementing those means, the date by which the State expects to reach each milestone, and any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy. The plan must also include the nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II), the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

I. ASSURANCES (a), (c), AND (d)

Important note regarding indicators (c)(11) and (c)(12):

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the plan requirements of this section apply to the indicator(s) for which this is the case.

If the State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011, for either of these indicators the requirements for this section do not apply to the indicator for which this is the case. Proceed to Section V.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

The process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, the means to fully collect and/or publicly report (as required) the data or information, including:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;

- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan.
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please fill out the following chart to indicate which elements, per the instructions in Part 1, must be addressed in the State plan, and whether they must address collection, public reporting, or both. Do not list elements that do not need to be addressed in the State plan. Only list those for which the State has been directed to do so in completing Part 3A.

<u>Element</u>	<u>Collection</u> (check if applies)	<u>Public Reporting</u> (check if applies)
Descriptor (a)(1)	x	x
Indicator (a)(2)	x	x
Indicator (a)(3)	x	x
Indicator (a)(4)	x	x
Indicator (a)(5)	x	x
Descriptor (a)(2)	x	x

Indicator (a)(6)	x	x
<u>Element</u>	<u>Collection</u> (check if applies)	<u>Public</u> <u>Reporting</u> (check if applies)
Indicator (a)(7)	x	x
Indicator (c)(1)		x
Indicator (c)(3)		x
Indicator (c)(4)		x
Indicator (c)(6)		x
Indicator (c)(7)		x
Indicator (c)(11)		x
Indicator (c)(12)	x	x
Indicator (d)(1)		x
Indicator (d)(2)		x
Descriptor (d)(1)	x	x
Indicator(d)(4)	x	x
Indicator(d)(4)	x	x
Indicator(d)(6)	x	x

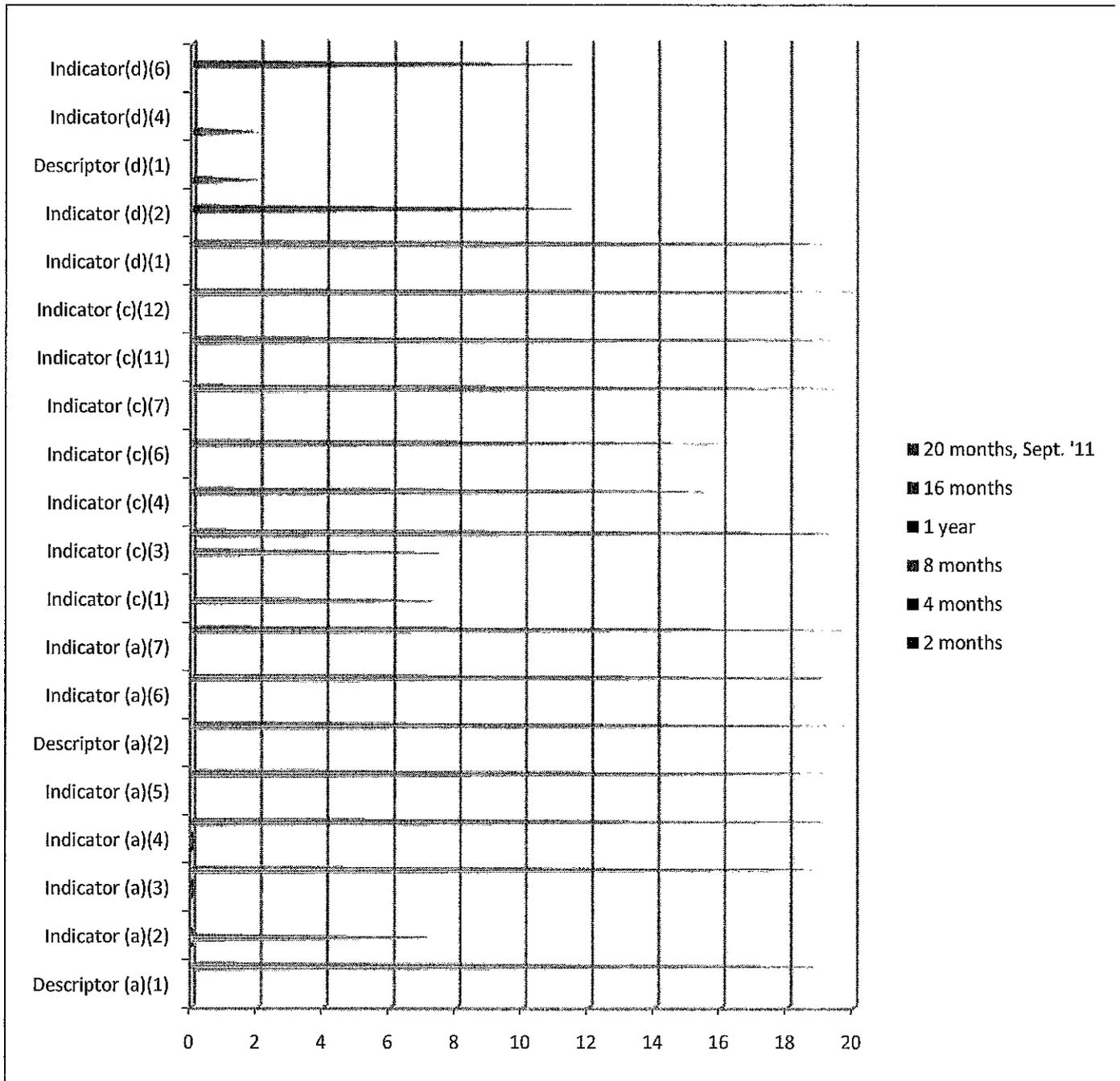
The Alaska Education Plan (<http://www.eed.state.ak.us/edsummit/home.html>) is the direct result of the Statewide Education Summit, attended in November 2008 in Anchorage by nearly 450 educators, parents, students, businesspeople, legislators, and others. Prior to the summit, nearly 3,000 Alaskans submitted their ideas about education

Summit participants wrote a vision statement for education in Alaska, a mission statement, goals for high school graduates, and goals and action steps for key areas of education. The public commented on the draft plan, and some of those comments were incorporated in the plan. The State Board of Education & Early Development amended the plan and approved it.

The Alaska Department of Education & Early Development is continuing to work with committees of Alaskans to develop more detailed action plans to build on the ideas and dreams generated by the summit and the public.

The SFSF four key areas of education reform are: (a) achieving equity in teacher distribution, (b) improving collection and use of data, (c) standards and assessments, and (d) supporting struggling schools. The data gathering and reporting as outlined in the SFSF Phase II application will be incorporated into these existing Alaska Education Plan working committees. Many of the reporting indicators and descriptors are near implementation status currently.

Elements that must be addressed will be included in current planning efforts. This will allow stakeholders the ability to thoroughly examine these requirements and provide input on how to implement them. This will also allow USDOE much needed time to determine which elements will be included in the reauthorization of ESEA. Alaska will meet the planning requirements of addressing these elements by September 2011. Estimated timeline:



II. INDICATOR (b)(1)

Plan Instructions

If (as indicated in Part 3A) the State does not have a statewide longitudinal data system that fully includes all 12 elements of the America COMPETES Act, as addressed in indicator **(b)(1)**, please attach a plan that provides the process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, a statewide longitudinal data system that includes all 12 elements of the America COMPETES Act, including the following information:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please mark which elements, per the instructions in Part 1, must be addressed in your state plan:

<u>COMPETES</u> <u>Element</u>	<u>Must be</u> <u>addressed in</u> <u>plan</u>	<u>Does not</u> <u>need to be</u> <u>addressed in</u> <u>plan</u>
1		x
2		x
3	x	
4		x
5		x
6		x
7		x
8	x	
9	x	
10	x	
11	x	
12	x	

Alaska Longitudinal Data System Plan

Alaska ANSWERS (Accountability and Navigation: Student to Wage Earner Roadmap for Success)

As the globalized knowledge economy has driven demand for a well-educated workforce, and as the United States has slipped relative to other nations in the share of its population with postsecondary education or training, the need for improving educational outcomes and reducing educational attainment gaps has become increasingly apparent. At the same time, there has been a growing recognition of how states’ existing data systems are limited in terms of providing the quality data needed to adequately inform policymakers. As per research provided by The AlaskAdvantage Program, the status of education in the state of Alaska, in comparison with the other 49 states, the state consistently ranks near the bottom in educational performance measures, including:

- 9th graders graduating from high school 42nd
- High school seniors going directly to college 46th
- College freshman returning for a second year 50th

- 9th graders receiving a baccalaureate degree within 10 years 50th

Alaska must posture itself to better prepare students to be successful in the workforce of the 21st century. To do so, creating the ability to track student progression from the P-12 environment, through postsecondary into the workforce is a vital capability that must be accomplished in order to provide the means to effectively measure student performance and the effectiveness of various programs and interventions.

Independent of, but also in anticipation of and preparation for the American Recovery and Reinvestment Act (ARRA) Statewide, Longitudinal Data System (SLDS) grant opportunity, in June 2009 Alaska hosted a data summit of key stakeholders with assistance from the Western Interstate Commission for Higher Education (WICHE) and its partner, the National Center for Higher Education Management Systems (NCHEMS), to begin gathering consensus on the need to develop a statewide longitudinal data system spanning all three pre-kindergarten through twelfth (P-12) grade, postsecondary and employment sectors. At that time, the group adopted the goal for Alaska to build capacity to respond to key public policy questions relating to the efficacy of its education and workforce training systems in preparing citizens to be successful in our economy and society. Alaska concluded, as the next step, it would be essential to obtain external expertise to examine Alaska's position regarding readiness for development of a larger P-20 SLDS project. Alaska further engaged the expertise of WICHE and NCHEMS to conduct a landscape review of existing data systems, to include the data elements maintained, how they are being used, and the degree to which information held by individual state agencies is shared among them. The results of the review confirmed Alaska's preparedness to move forward in expanding the SLDS to support transparency, accountability, and educational improvement (see the WICHE/NCHEMS report in Appendix D).

Alaska has a strong history of collaboration through existing relationships with Native organizations and community organizations. CASHE (Coalition of Alaskans Supporting Higher Education), developed by the Alaska Commission on Postsecondary Education (ACPE), the University of Alaska (UA), and Native organizations, demonstrates success in coalition-building by attracting a Lumina grant to bring College Goal Sunday to Alaska. Another example is the Alaska Career Information System (AKCIS), an interactive Web-based career planning tool made available to Alaska school districts at no charge through the collaboration of ACPE, the Alaska Department of Labor and Workforce Development (Labor) and the Alaska Department of Education and Early Development (EED) to share responsibility for development, deployment and maintenance of a statewide resource.

Specific to the WICHE/NCHEMS' data landscape review, several state and non-state agencies and units were contacted as collaborators in identifying the needs of an Alaska SLDS. These entities include:

1. ANCSA Education Consortium – Alaska's Native education foundation
2. Alaska Commission on Postsecondary Education

3. Anchorage School District – Alaska’s largest school district, representing ~40% of total state enrollment.
4. Department of Corrections
5. Department of Education and Early Development (EED) – Alaska’s state education agency.
6. Department of Health and Social Services
7. Department of Labor and Workforce Development
8. Department of Revenue, Permanent Fund Dividend Division
9. Institute for Social and Economic Research – Alaska’s public policy research organization.
10. University of Alaska, Planning and Institutional Research

Status of Existing Longitudinal Data System Work in Alaska

In FY06, EED received an award through a previous round of funding from the Institute for Education Sciences, National Center for Education Statistics, U.S. Department of Education, to build a statewide and longitudinal data system. Those funds were used for the Unity Project to build a system that could collect and transfer data from various Alaska school districts to EED in order to create efficiencies and streamline reporting. A major goal of that undertaking was to create the first statewide longitudinal system for Alaska’s P-12 students to allow for more effective decision-making among P-12 professionals. The Unity Project’s goal was broad in scope with a total of seven phases, only the first four of which were included in the FY06 federal grant. The work supported by this federal grant is now nearing its end, with Phase IV complete. Phase V will include establishing the collection of school finance data, audited expenditures/revenues, average daily membership, impact aid, grants, federal allocation and state program dollars. Phase VI will expand upon the collection of facilities related data. Finally, Phase VII plans for the continuation of the collection of certified and classified staff data. This phase will facilitate the initial steps for the eventual linkages between teachers and the students they teach. These final three phases will be accomplished using state funds.

The Unity Project accomplished several goals critical to sustaining work on a P-20/workforce longitudinal data system. The Unity Project electronically eliminated barriers to district level reporting and creating statewide data snapshots. The Unity Project also established the framework for collecting individually identifiable records at the state level for all public P-12 students. Alaska proposes to leverage the work started with the Unity Project to design and deploy an efficient expansion of its SLDS into other areas of education, including institutions of higher education, and to coordinate with other state agencies to track student outcomes once they leave Alaska’s education system, and as they progress (or fail to progress) through Alaska’s

education system. During the development of the Unity Project, EED was able to facilitate stakeholder buy-in, which was essential especially given Alaska's isolated districts and historical reluctance to share information. As a result of these prior efforts, the stage has been set. The State of Alaska considers this proposal as a priority, recognizing it is essential to move forward with the SLDS expansion now, due to the costs associated with delaying progress and losing momentum.

At the postsecondary level, UA's statewide office maintains access to individual-level records for all its enrollees. Given the limited number of non-UA providers of postsecondary education in Alaska, this means UA has information on the vast majority of postsecondary participants in the state. Yet apart from linking data in order to respond to federal reporting requirements, such as for Perkins participants, there have been no systematic efforts to link students at the P-12 and postsecondary levels. Two major obstacles have stood in the way of making such linkages. The first was the lack of a statewide student-level system in the P-12 sector, but the progress the Unity Project has made eliminated that obstacle. The second barrier, which persists today, is that the student information systems at UA and EED use different student identifiers. Also, while UA captures students' social security numbers (for reporting related to tuition tax credits for the Internal Revenue Service), EED no longer collects this information; nor does UA capture an entering student's EED identifier. Recently, the UA system has been accepting electronic high school transcripts for some enrollees. But to date, these transcripts are imported only as image files, so while they include the student's EED identifier number, there has been little activity so far to electronically obtain the information contained within them for use in populating UA's student information system.

Alaska's Labor currently maintains several unique and confidential administrative data stores. The primary data source is historical Alaska unemployment insurance (UI) wage records containing employer, industry, occupation, place of work and earnings for most wage and salary workers in Alaska, using the SSN as the unique individual identifier. The data is confidential and is generally not reported outside Labor except in aggregate reports.

In addition to the UI wage record information, Labor has agreements with and access to a variety of state and national databases that may be used to track the outcomes of a variety of programs as specified in each of the associated data sharing agreements. These administrative databases include:

- 1) Alaska unemployment insurance recipients
- 2) Alaska GED recipients
- 3) Alaska education and training programs eligible for the Workforce Investment Act (WIA) funding (WIA Eligible Training Providers)
- 4) WIA and State Training and Employment Program (STEP) participants

- 5) Alaska Permanent Fund Dividend (PFD) files to determine current residency status and residence location in Alaska
- 6) Alaska secondary student records
- 7) Alaska occupational license files
- 8) Alaska business license files
- 9) National wage record interchange system (WRIS)
- 10) Federal military and civilian payroll records
- 11) US Postal Service records
- 12) National Student Clearinghouse records providing information on continuing postsecondary enrollments and degrees earned

Although matching individual data at the P-12 and postsecondary levels in Alaska has been infrequent, there is considerable effort taking place to link these data with workforce information. Through several Memoranda of Understanding (MOUs), Labor has been granted access to individual-level data held by EED and UA. These MOUs are each the product of separate negotiations between Labor and one or more other state agencies. Some have been in place for many years, while other MOUs are fresh and have little history. Originally, MOUs were developed to answer a discrete question or meet a specific reporting requirement. Recently developed MOUs have allowed for more open-ended arrangements without specific termination dates, although the parties retain the ability to unilaterally terminate the agreement at any time. Under these arrangements, Labor matches the other agencies' data with its own data (usually the UI database) to examine former students' experiences in the labor market.

Alaska's Permanent Fund Dividend (PFD) database provides the state with a unique advantage among all states in its ability to match records in data systems with incompatible identifiers. The Permanent Fund Dividend (PFD) Division is a component unit of the Alaska Department of Revenue, charged with administering annual payment of the state's PFD to its citizens. The Permanent Fund was created in state law in 1976 to conserve a portion of the state's revenue from petroleum and mineral resources to benefit all generations of Alaskans. The PFD database is a record, updated annually, of Alaskans applying for this resident benefit. The PFD database allows Labor to validate identifying information such as name and birth date with a social security number, since this is the only means by which the UI data can be accessed. Leveraging the rich data available within the PFD database enables a much higher matching rate and access to the wage records maintained by Labor. From the linked data, Labor produces aggregated results, according to the procedures outlined in the specific MOU. Labor has had an MOU to share data with UA since May 17, 2007.

On July 1, 2009, Labor and EED executed an MOU to share individual-level data to expand EED's understanding of former students in its system, including how many students stay in the state to work or go to college. With access to the PFD database, it is technically possible for Alaska to bring together data from both educational sectors, EED and UA.

The new request for proposals for statewide longitudinal data systems under ARRA requires seven data system capabilities and twelve data system elements. The progress made during the funding stream from the first SLDS grant to EED established a strong foundation on which Alaska can build.

Guiding Policy Questions

To help guide decisions for data reporting once linkages are made, the following eight critical policy questions were developed by the Alaska entities participating in the summer 2009 Alaska data summit. Each question addresses several issues relating to educational policy, but each will address one or more of the following areas of interest: 1) graduation and dropout issues, 2) postsecondary preparedness (student's need for remediation), 3) measurement of the efficacy of intervention programs, and 4) retention of completers in the state to contribute to the state's economy.

- 1. How many and which students are progressing through an education program/system to achieve college, workforce, and life readiness?** Related data includes: performance on periodic assessments, high school completion rates, college-going rates, remediation rates, credential achievement rates, workforce participation rates, wage and hour information, social services participation rates, and incarceration rates.

This is a comprehensive query which, when the capabilities are in place, will allow for many sub-queries spawning from this initial data set. By incorporating the features needed to respond to this query, the capability will enable Alaska to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education and the 21st century workforce. Achieving this proposed analytical capability will require Alaska to facilitate and enable the exchange of data among agencies and institutions within the state as well as conduct analyses for policy purposes using these data. As a result, Alaska will be able to track student progression through the education pipeline, distinguishing between the program areas of success and those areas which need improvement. Student progression will also be traced through academic completion, via degree, certificate or diploma, and into the workforce, or other outcomes, such as enlistment in the military, participation in public assistance programs, or incarceration. Areas of interest addressed by this question include: 1) graduation and dropout issues, 2) postsecondary preparedness (student's need for remediation), and 3) measurement of the efficacy of intervention programs.

- 2. What are the migration rates and patterns for Alaskans accessing postsecondary programs outside of Alaska and subsequently returning to Alaska?** Related data includes:

credential achievement rates, workforce participation rates, wage and hour information, social services participation rates, and incarceration rates.

The approach to measuring the outcomes of this question will start with an initial cohort of high school graduates, and, using resources such as the National Student Clearinghouse, will track students who leave the state for postsecondary education and monitor them to determine if they return to the state and subsequently are employed in the state. Additional characteristics will be associated with the student, such as those receiving financial aid grants or participating in peer mentoring programs, to enable tracking of specific outcomes for these student subgroups. Area(s) of interest addressed by this question include the relationship of out-of-state college attendance relative to the ability to retain human resources capital to support the state's economy.

- 3. Of those Alaskans who receive education services from Alaska secondary and postsecondary institutions, how many remain in the state and contribute to the economy?** Related data includes: secondary and postsecondary enrollment and completion data, workforce participation rates, wage and hour information, and rates of employment relative to field of study/training.

This analysis will be cohort-based, following the cohort through Alaska's education system and subsequently into the workforce. Other potential outcomes will also be measured, such as enlistment in the military, dependence on public assistance programs and incarceration rates, to determine degrees of contribution to -- or dependence on -- the state's economy. This analysis will also play a role in identifying what happens to Alaska's students who drop out of the P-12 system, by identifying whether they complete GEDs or complete their educations through alternative means. Area(s) of interest addressed by this question include: 1) postsecondary preparedness (student's need for remediation), 2) measurement of the efficacy of intervention programs, and 3) retention of completers in the state to contribute to the state's economy.

- 4. Of those Alaskans who participated in and exited Alaska secondary or postsecondary institutions without credentials, how many are within three or fewer semesters to completion and what are their employment statuses and incomes?** Related data includes: secondary and postsecondary enrollment and exit data, workforce participation rates, wage and hour information, and rates of employment relative to field of study/training.

For those students withdrawing from secondary institutions before completion of a standard high school diploma, follow up is needed to either encourage re-enrollment into a secondary institution or to provide counseling to offer alternatives, such as adult high school or GED. For students exiting postsecondary institutions before the completion of a program, or not receiving a certificate or degree, outreach to encourage re-enrollment and completion of the program of enrollment is needed. Consideration of other alternatives should also be made available, such as financial aid or other state or federal financial support options. Linking employment and wage data to these 'early exiters' will help demonstrate the ramification of

exiting school before the successful completion of a diploma, certificate, or degree program. Area(s) of interest addressed by this question include: 1) graduation & dropout rates and patterns, 2) postsecondary preparedness (student's need for remediation), and 3) measurement of the efficacy of intervention programs.

5. **What is the impact of financial aid on college access and success?** Related data includes: credential achievement rates, time-to-degree information, workforce participation rates, wage and hour information, and rates of employment relative to field of study/training.

This effort will be a cohort-based study, monitoring and reviewing a class of high school graduates, and distinguishing those who receive financial aid from those who do not to measure what, if any, impact these factors may have on postsecondary, persistence in postsecondary and completion of postsecondary. Area(s) of interest addressed by this question include: 1) graduation and dropout issues, 2) postsecondary preparedness (student's need for remediation), 3) measurement of the efficacy of intervention programs, and 4) retention of completers in the state to contribute to the state's economy.

6. **How effective are specific interventions and strategies to increase the rate at which students/citizens, particularly those from low income families, progress through an education program/system to achieve college, workforce, and life ready?** Related data, specific to intervention/strategy participants, includes: performance on periodic assessments, high school completion rates, high school course-taking patterns, college-going rates, remediation rates, credential achievement rates, workforce participation rates, wage and hour information, social services participation rates, and incarceration rates.

Expanding the amount of program data collected by the Alaska SLDS, especially exceptional student educational data and free/reduced priced lunch data, will facilitate the state's ability to evaluate its responsiveness not only to the student population as a whole related to varying interventions, but also to drill down into the detail relating to specific program areas. Area(s) of interest addressed by this question include: 1) Graduation and dropout issues, 2) postsecondary preparedness (student's need for remediation), 3) measure the efficacy of intervention programs, and 4) keeping completers in the state to contribute to the state's economy.

7. **How do Alaska's postsecondary institutions' educational program productivity and capacity align with Alaska's current and anticipated workforce needs?**

A primary focus of this question to analyze the effectiveness of teacher preparation programs to educate and produce an adequately trained teacher workforce while meeting the educator needs in the state. Results from this evaluation will not be limited to teacher preparation programs, but will include other disciplines and their ability to produce a prepared workforce to be responsive to Alaska's anticipated workforce needs. This effort will not only require postsecondary completion data and workforce participation rates, but also P-12 educator data.

Area(s) of interest addressed by this question include: retention of completers in the state to contribute to the state's economy.

8. **What is the private/public return on private/public investment in education?** Related data includes: credential achievement rates, workforce participation rates, wage and hour information, social services participation rates, and incarceration rates.

One measure for this question will be taking the average funds allocated per student and calculating a Return on Investment (ROI) based on the number of students completing high school with a standard diploma. An additional measure would be the rate of residents hired by industry. The resulting analysis will require evaluating how many students successfully complete high school and are subsequently employed in the state, as compared to the amount of state funds supporting the education system by student. Another measure may be calculated by examining completion or other success rates for populations receiving a specified intervention or participating in a program of interest, and comparing that success rate to the general population, to determine if the intervention or program produces the intended results. This analysis can also benefit from the unique aspect of Alaska's workforce data which includes not only industry data, but occupation information as well. An examination of the public cost of providing social services and corrections services can also provide an ROI measurement when related to the percentages and numbers of students who failed to successfully complete high school and are subsequently consumers of those services. Area(s) of interest addressed by this question include: 1) graduation and dropout issues, 2) postsecondary preparedness (student's need for remediation), 3) measurement of the efficacy of intervention programs, and 4) retention of completers in the state to contribute to the state's economy.

Primary areas required in order to answer the above critical policy questions for Alaska include the following:

1. Primary identifier
2. Required data system capabilities
3. Required data system elements

The following discussion addresses the three primary areas and describes Alaska's current abilities regarding requirements and the future needs associated with each.

Primary Identifier

A field to accurately and uniquely identify each student in the database is the most essential component of a longitudinal data system. Without a unique identifier, even with alternate algorithms that match individuals on identifying information such as name, birth date, gender, et cetera, the system will not completely capture the true picture of human capital development. This practice is especially true when the reasons these matches tend to fail more frequently in the absence of a unique identifier are not random, and it is almost certain that matches are not failing randomly (i.e., a database is far more likely to lose track of a student who moves frequently in and out of the district or the state than if he or she attends the same school year after year).

As presented in **Table 1**, a student’s social security number (SSN) is no longer used by EED or individual school districts in Alaska. Teacher and staff SSNs are kept in the respective districts’ Human Resources departments for Internal Revenue Service payment reporting. Labor has only an SSN as an identifier; it does not carry first name, last name, or birth date in its database. Therefore, in order to link data from educational sector databases with workforce databases requires a database encompassing both the SSN and the combination of first name, last name, and birth date. In Alaska, the Permanent Fund Dividend database provides the necessary data bridge for all Alaskans who apply to receive monies from the PFD (estimated coverage of the population is about 97% or higher).

Table 1. Potential Primary Identifiers by State Agency or Unit

Individual Identifiers	Individual School Districts	EED	UA	PFD	Labor	Health and Social Services	Corrections
SSN	No	No	Yes with restrictions	Yes	Yes	Yes	Yes
Locally-created Identifier	Locally created and ASIS #	ASIS #– Alaska Student Identifier	UAID – University of Alaska Student Identifier	No	No	Client ID Number – aka Medicaid number	Offender Number
First Name	Yes	Yes	Yes	Yes	No	Yes	Yes
Last Name	Yes	Yes	Yes	Yes	No	Yes	Yes
Birth date	Yes	Yes	Yes	Yes	No	Yes	Yes

The locally-created identifiers used in these source systems will be matched against the PFD database to establish a comprehensive collection of specified identifiers that will be used to associate the student record with a single unique SLDS identifier. Once the new SLDS ID created and linked to the student record, the personally identifiable data elements will be removed. The SLDS ID will then be used to track the student’s progression through Alaska’s education system and into the workforce.

Required data system capabilities

A statewide, longitudinal data system developed with funding obtained pursuant to this grant competition must have the following seven capabilities:

1. The system must enable States to examine student progress and outcomes over time, including students’ preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces. Such a system must include data at the individual

student level from preschool through postsecondary education and into the workforce (e.g., employment, wage, and earnings information).

Current Status: There are currently no ongoing linkages among P-12, postsecondary, and workforce in order to examine student progression and employment and other educational outcomes.

Need to be Addressed by Grant: The grant will allow Alaska to establish a process of linking student level records between education and other state agencies to follow individual student progression from a P-20 perspective and into employment, along with other outcomes. As a result, the grant funded system will provide data to support program and policy decisions.

2. The system must facilitate and enable the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice. Such a system would support interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various levels and types of data.

Current: The current environment allows for data exchange between districts and EED facilitated via School Interoperability Framework (SIF). There is no postsecondary linkage, nor are data linked with other agencies.

Needs to be Addressed by Grant: The grant-funded system will facilitate expanded interoperability between EED and other entities in order to examine relationships between P-12, postsecondary, and workforce systems. In order to determine appropriate policy and practice within the educational system of Alaska, a venue is needed within which to link systems by using standard data structures, formats, protocols and definitions.

3. The system must link student data with teachers, i.e., it must enable the matching of teachers and students so that a given student may be matched with the particular teachers primarily responsible for providing instruction in various subjects.

Current Status: Currently, there are no linkages between students and their teachers.

Needs to be Addressed by Grant: Student/teacher links will be established for transparency and accountability related to creating empirical measures of effective instruction and student performance in the P-20 system.

4. The system must enable the matching of teachers with information about their certification and teacher preparation programs, including the institutions at which teachers received their training.

Current Status: Currently, there are no linkages between teacher data and the preparation programs in which the teachers participated.

Needs to be Addressed by Grant: Statewide unique identifiers for teachers and staff to link teacher certifications was implemented May 2009. This grant funded system will allow Alaska to establish the ability to link teacher data with data from postsecondary institutions reporting participation in teacher preparation programs. Teacher training information already held by EED must be migrated into Alaska's SLDS so that teaching outcomes can be accurately associated with teacher training programs.

5. The system must enable data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders on the achievement of their students and schools of education on the success of their graduates.

Current Status: Currently, there is limited capability to provide reports to teachers and educational leaders related to P-12 student achievement. Parents are able to use information to find reporting indicators such as test results, dropout rates, highly qualified status for teachers, Adequate Yearly Progress (AYP) status, and school calendar information along with other elements.

Needs to be Addressed by Grant: There is not a formalized process in place to gather information requirements and address and respond to information needs of the various education stakeholders in Alaska. There is a need for a system to be responsive to teachers, administrators, local and state policy makers to provide data specific to their various interests in an efficient and timely fashion. The information needs would include student performance in P-12 and also remediation and outcomes related to postsecondary and employment. By addressing the education stakeholders' need for information, Alaska will be able to identify programs and interventions leading to success in postsecondary and the workplace.

6. The system must ensure the quality and integrity of data contained in the system.

Current Status: Currently, EED generates reports showing warnings and fatal errors as business rules and edit checks are applied. The warnings list records and issues that need to be reviewed but not necessarily edited. Fatal errors are events that are required to be addressed prior successful submission.

Needs to be Addressed by Grant: As the grant allows for a variety of new source data systems, the reliability of data linkages along with conformed definitions of the data need to be audited and documented. This data audit process will ensure the ease of use and the validity of the new data compilation. The new linkages will be foundational to expanding SLDS capabilities, so appropriate controls and system audits at this stage are essential to project success.

7. The system must provide the State with the ability to meet reporting requirements of the Department, especially reporting progress on the metrics established for the State Fiscal Stabilization Fund and the reporting requirements included in the ED Facts data collection and reporting system.

Current Status: A primary goal of the original Unity Project was to fulfill the reporting requirements for the EDEN/EDFacts reporting system. Currently EED is capable of meeting all of the EDFacts reporting requirements for AYP, Assessment results data for Reading & Writing (Language Arts), Math and Science, the Consolidated State Performance Report (CSPR) for Title I, Graduation Rates, Attendance Rates, Directory information, Grades served and all data previously included in the Common Core Data (CCD) collection system.

Needs to be Addressed by Grant: The system created through the Unity Project currently meets all requirements of this capability. However, the proposed linkages with other measures will enable identification of correlations and patterns that will help identify best practices to achieve desired short-term and long-term results, integrating the system begun under the Unity Project into a full-fledged SLDS.

Required data system elements

A data system developed with funding obtained pursuant to this grant competition must include at least these 12 elements prescribed by the America COMPETES Act:

With respect to preschool through grade 12 education and postsecondary education:

1. A unique statewide student identifier that does not permit a student to be individually identified by users of the system (except as allowed by Federal and State law)

Current Status: Alaska has different identifiers in use at EED and at UA and as a result the state does not have a common, unique P-20 statewide student identifier. The means by which Alaska will match data across sectors is validating EED and UA unit record data using the state's PFD database. The PFD data is comprehensive relative to state residents and contains key identifying information including social security number, name, and birth date.

Needs to be Addressed by Grant: This grant will allow Alaska to institute a validation process using identifying elements from each contributing source system, and matching them to data in the PFD database to establish linkages. Once these linkages are established, the crosswalk data will be stored and utilized when building datasets from the various sources. The proposed linkage system will include development and testing of internal controls at each state to ensure that personally identifiable information is not released in the process of making these linkages.

2. Student-level enrollment, demographic, and program participation information

Current Status: Demographic and enrollment data are included in the existing SLDS; however, the system does not include program participation information. Student-level enrollment and participation data are included in the UA data system. EED program information is currently captured in separated, standalone databases and requires cumbersome and inconsistent linking and reporting mechanisms.

Needs to be Addressed by Grant: The grant funded system will incorporate state and federal programs such as English Language Learners, Special Education, Perkins, Low Income Program Eligibility, and child nutrition data that will enable more complete, timely, and accurate reporting on a consistent basis. The grant will additionally provide for the progress of beneficiaries of these programs to be tracked beyond secondary school, through their postsecondary and workforce careers, providing data that may be used to improve instruction and inform policy to improve outcomes.

3. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs

Current Status: Basic P-12 information is available; student exit data are currently collected, but no systemic linkages to access postsecondary data are in place.

Needs to be Addressed by Grant: The grant funded system will establish a methodology to link P-12 to postsecondary education enabling Alaska to comprehensively track postsecondary progression and completion of students exiting the P-12 system. The system will additionally answer the challenging question of what happens to these students who exit the system, especially those who exit prematurely. By linking with GED information, military and workforce preparation programs such as apprenticeships, the proposed SLDS will for the first time enable differentiation between drop-outs who later take alternative paths to success, and those who experience life-long impact.

4. The capacity to communicate with higher education data systems.

Current Status: Alaska currently does not have the ability for the state's public P-12 and postsecondary sectors to communicate directly with one another. Efforts have been made recently to link data across these sectors beyond preexisting federal reporting requirements such as Perkins, yet little progress has been made in this area due to the lack of existing resources.

Needs to be Addressed by Grant: The grant funded system will allow Alaska to create methodologies for establishing a "crosswalk" with the state's PFD database using successful matching methodologies currently in use in Alaska by several of the state's agencies to validate data linkages between P-12, postsecondary and other outcomes data.

5. A State data audit system assessing data quality, validity, and reliability

Current Status: Currently, EED generates reports showing warnings and fatal errors as business rules and edit checks are applied. The warnings list records and issues that need to be reviewed but not necessarily edited. Fatal errors are events that are required to be addressed prior successful submission.

Needs to be Addressed by Grant: Since the grant will create a variety of new source data systems, the reliability of data linkages along with conformed definitions of the data will

need to be audited and documented. The grant will enable the data audit process to be built which will ensure the ease of use and the validity of the new data compilation.

With respect to preschool through grade 12 education:

6. Yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965

Current Status: This element was fully implemented through the Unity Project.

Needs to be Addressed by Grant: The Unity Project database currently meets the requirements of this element.

7. Information on students not tested, by grade and subject

Current Status: These data elements were included in the Unity Project as required by No Child Left Behind (NCLB).

Needs to be Addressed by Grant: The Unity Project database currently meets all requirements of this element. However, the proposed SLDS will enhance the current information by adding the ability to capture and report reasons why students did not test.

8. A teacher identifier system with the ability to match teachers to students

Current Status: This element is Phase VII - Teacher & Staffing data within the Unity Project. Alaska is currently piloting the data collection for the Certified Staff Accounting and the Classified/Paraprofessional Staff Accounting data collections. This information is being utilized by the EED assessment office this year.

Needs to be Addressed by Grant: With the implementation of Phase VII of the Unity Project as well as the funds from this grant, the stage is set for further development in establishing the linkages between teachers and their students. To accomplish this, as part of the development of the new student transcript system (see element 9), the teacher identifier will be captured, enabling the linkage of teachers to their students.

9. Student-level transcript information, including information on courses completed and grades earned.

Current Status: Currently, Alaska does not have this element available.

Needs to be Addressed by Grant: Without the ability to possess and access student level transcript information, Alaska is unable to effectively measure program or course effectiveness and student progression. This grant will allow Alaska to resolve this issue along with providing a methodology to link teachers to their students. Related to, but independent of this requirement, Alaska's Governor has proposed legislation to implement a financial aid program that would require the creation of common course standards.

10. Student-level college readiness test scores.

Current Status: These data elements, which include ACT and SAT scores, are currently housed in the University of Alaska database for individuals who sought admission to the university. Individuals enrolling at UA who did not take the ACT or SAT are required to take the Accuplacer to identify readiness for collegiate level instruction, and those scores are also housed at UA. Currently, there is no linkage between P-12 and postsecondary systems.

Needs to be Addressed by Grant: This grant funded system will allow Alaska to establish a formalized process to link P-12 data with postsecondary student records that will include assessment data, enabling Alaska to evaluate college-level readiness of students progressing into postsecondary within the State and to give feedback to improve instruction at the secondary schools. This process will further allow for assessing secondary schools, teachers, and programs in preparing students for progression into postsecondary education.

With respect to postsecondary education:

11. Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework

Current Status: Currently, UA collects these data elements for students enrolled in the university, but no systematic linkages with secondary institutions are in place.

Needs to be Addressed by Grant: This grant funded system will allow Alaska to establish a formalized process to link P-12 data with postsecondary student course records that will include remediation, enabling Alaska to evaluate college-level readiness of students progressing into postsecondary within the State. This process will further allow for assessing secondary schools, teachers, and programs in preparing students for progression into postsecondary.

12. Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education

Current Status Currently, Alaska does not have a systemic approach to link P-12 student data with postsecondary database systems.

Needs to be Addressed by Grant: This grant funded system will allow Alaska to establish a formalized process to link P-12 data with postsecondary student and teacher records that will include leveraging new data relative to various student populations, enabling Alaska to evaluate student progression from P-12 through postsecondary to become a successful contributor to Alaska's economy. Measuring the specific impacts of programs and interventions will enable Alaska to target funds at programs demonstrated to be effective

with the population being served, rather than the expensive scattershot approach that is the only option without longitudinal data to inform policy and funding decisions.

The capabilities and elements stated are critical to the improvement and success of education in Alaska. Currently, the system is ranked among the lowest performing in the nation; yet, the state lacks effective or efficient resources to programmatically link data from its various state agencies in order to monitor or intervene with the necessary measures on a student, teacher, or program level. By receiving funding from this grant, Alaska will accelerate and expand the development and implementation of its SLDS.

Failure to receive funding to address these issues as documented will negate progress made to date, and Alaska will not be able to fully realize the substantial investment made thus far on the previously funded Unity Project; which will delay or negate the development of the above capabilities and elements in Alaska's P-20 statewide longitudinal data system.

(b) Project Outcomes Related to Systems Requirements and Implementation

Architecture

Alaska has a wealth of education and other data repositories housed and administered by several state agencies, including P-12, postsecondary, financial aid and employment. Alaska proposes to create a process of interoperable linkages between the data residing within EED and other state agency data systems, including the postsecondary data at University of Alaska, financial aid data at the Alaska Commission on Postsecondary Education, employment data from the Alaska Department of Labor and Workforce Development, Health and Social Services, Department of Corrections, and the Alaska Permanent Fund Dividend Division within the Alaska Department of Revenue. To accommodate tracking of students who leave the state, linkages with national databases, such as the National Student Clearinghouse, will also be utilized. Taking the approach of establishing a "crosswalk" between each of the contributing systems minimizes cost-related issues of sustainability. Once the methodologies for linking the data are in place and the initial crosswalk table is defined, minimal human or financial requirements will be necessary on an ongoing basis. This approach has the advantage of creating a lasting means by which data matching can occur, is a relatively inexpensive solution and is least intrusive on existing data systems. It should be noted, however, that identifying and documenting the appropriateness of linkages and the definition of terms is a significant project that will undergird the architecture and development of the Alaska ANSWERS SLDS. Accordingly, Alaska will devote significant project resources, human and otherwise, to ensuring this key infrastructure piece is developed with the fullest input of stakeholders, as well as tested and documented against rigorous and appropriate standards.

Alaska will develop the "crosswalk" database housing information to allow linkages to occur between different agencies' databases. The first approach to this "crosswalk" linkage already exists in Alaska through the PFD. Alaska has the capability, since PFD supplies the linking information necessary to examine labor market outcomes of P-12 and postsecondary educational processes. The process would initiate via a programmatic call to a contributing

source system, extracting the defined data, and transferring the data to a central staging area where the linkage would take place. The process for this linkage will vary depending on the source system, and dependant on the available data elements that can be used to establish the link. For sources which do not have a social security number (SSN) resident, the PFD database will be leveraged to facilitate uniquely identifying the individual and assigning the SSN. Once the linkage is established, a new unique identifier will be assigned to the record. In combination with the application of other appropriate de-identifying protocols, this new identifier will be used to anonymously track the individual through the state's education system, along with making associations with other data sources, utilizing a similar linkage process by means of a central staging area. Once the linkage is made, and the identifiable data are replaced with an anonymous identifier, the data are transferred to a reporting server business intelligence environment. The purpose of this reporting environment is that a robust collection of reporting tools will be resident for developers to leverage to generate reports for key stakeholders throughout the state. For instance, the grant funded system would directly link an individual's social security number (which is used by Labor) with the Alaska Student Information System (ASIS) number (which is used by EED), the UA identifier, and linking other agencies' identifying information.

A metadata application will be connected to each aspect of this process, documenting data element definitions as they are extracted and loaded into the reporting server, schedules for the extracts, report definitions, and other information critical to a process such as this. This metadata application will also have an intuitive user interface to assist the end user as they navigate and interpret the reports generated out of this system. This linkage and reporting process will be governed by an oversight committee who will be responsible for the decisions related to the various data sources, what data will be extracted and how the data will be used and reported. This process will also facilitate the building of longitudinal datasets or data marts that can be used for more in-depth data analysis and research. The governance group will also establish a policy that will provide direction for those non-education individuals wishing to access these datasets to do their own research. This policy would be specifically designed to ensure full compliance with FERPA & the Alaska Personal Information Protection Act (APIPA), at the same time as providing maximum access to and benefit of access to de-identified and non-protected data. To ensure development of a policy structure that meets all these PII requirements, Alaska contracted with a nationally recognized FERPA expert, whose recommendations are included in the appendix to the WICHE/NCHEMS report in Appendix D of this grant application.

Alaska proposes that the data linkage process be a full collaboration among agency partners, managed jointly by ACPE and Labor, on behalf of EED. Given the highly confidential nature of education and wage record information and the limitations associated with sharing this data with other agencies, the proposed crosswalk database or clearinghouse linkages managed by ACPE and Labor will maximize the reporting capability and minimize the data sharing concerns. The system will build upon the existing interagency data sharing agreements and reporting systems currently in place. Data matches will occur only between allowable state and national

datasets as allowed under SLDS project governance protocols and documented in MOUs and related governance structures.

All education and training participant records will be destroyed when no longer needed for research and all data reports will contain only summary, aggregated information with a cell size no less than a specified number of students in order to ensure that no personally identified information of an individual training participant or student can be determined. Labor will match these historical student records with administrative databases and generate summary aggregated counts of performance indicators as requested and developed by the interagency work group.

Personally identified information will not be shared with other agencies or states. Summary work products and research resulting from these data will not be published or provided to other agencies or individuals without the consent of the reporting agency.

Establishing this infrastructure of data extracting, linkages, de-identifying, loading, reporting, analyzing and documenting puts into place the framework for future data sources to be incorporated. This framework is an infrastructure which is scalable and adaptable for the eventual expansion into other education and extra-educational areas assisting Alaska to better monitor student performance and progression and intervene where needed in a more timely and effective manner.

The following presents the five projects Alaska will accomplish with funding via this grant. The tables below list each project and how the elements and capabilities required for a successful SLDS will be addressed. There is additionally a sixth outcome, budgeted separately, essential to the creation of the Alaska ANSWERS SLDS, and that is a project management office (PMO). The PMO is discussed in more detail in the budget documents, as well as later in this narrative.

PROJECT I: P-12, Postsecondary, and Workforce Data Matching

Project I will create a new process to match existing P-12 data with preschool, postsecondary education and workforce data to measure progress through the education pipeline and into the workforce. This project includes development of a unique, anonymous SLDS ID to allow linkages at the student level but prevent identification of individual students. Data will be validated using the state’s PFD database as a bridge between the existing P-12 unique ID (ASIS) and UA and Labor’s unique ID (SSN).

P-12, Postsecondary, and Labor Data Matching	
The following critical policy questions are addressed by this project: - How many and which students are	Outcomes and associated elements and capabilities: Provide outcome data at student level, with ability to create custom outcome queries based on interventions

<p>progressing through an education program/system to achieve college, workforce, and life readiness?</p> <ul style="list-style-type: none"> - What are the migration rates and patterns for Alaskans accessing postsecondary programs outside of Alaska and subsequently returning to Alaska? - Of those Alaskans who receive education services from Alaska secondary and postsecondary institutions, how many remain in the state and contribute to the economy? - Of those Alaskans who participated in and exited Alaska secondary or postsecondary institutions <u>without</u> credentials, how many are within three or fewer semesters to completion and what are their employment status and income? - What is the impact of financial aid on college access and success? - How effective are specific interventions and strategies to increase the rate at which students/citizens, particularly those from low income families, progress through an education program/system to achieve college, workforce, and life readiness? - How do Alaska’s postsecondary institutions’ educational program productivity and capacity align with Alaska’s current and anticipated workforce needs? - What is the private/public return on private/public investment in education? 	<p>offered and program participation (Element 2)</p> <p>Identify students when students leave the pipeline and subsequently pursue alternative return paths such as GED, apprenticeship, as well as out-of-state migration patterns. (Element 3)</p> <p>Capture all P-12 SLDS data, including assessments. (Element 6)</p> <p>Capture all P-12 SLDS data, including information on students not tested. (Element 7)</p> <p>Include UA ACT and SAT scores, WorkKeys scores after 2011, and Accuplacer scores. (Element 4, 10)</p> <p>Identify which individual’s transition as well as individual Accuplacer results and remediation needed at postsecondary level. (Element 11)</p> <p>Add Perkins, tech-prep, dual enrollment and other program data. Include links with social service and corrections data to quantify impacts of failure of the pipeline to produce citizens prepared for economic success. (Element 12)</p> <p>Provide longitudinal data at the individual student level linking education with career while protecting personally identifiable information (PII). (Capability 1)</p> <p>Allow data providers to retain existing structures and mitigate risk of failures due to changes in provider data architecture while minimizing costs of data maintenance. (Capability 2)</p> <p>Match teacher and teacher training programs to students enabling the analysis of outcomes according to student’s exposure to specific teachers and teacher’s specific institution of teacher training. (Capabilities 3, 4)</p> <p>Create sustainable and flexible structure poised for expansion and specifically designed for ease of reporting and compliance with requirements. (Capability 7)</p>
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PROJECT II: Expansion of P-12 Outcomes Data Collected

This project expands program participation data and interventions data to enable measurement of population differences according to program participation or intervention received, in order to measure ROI on interventions and improve program and instruction design. Proposed data elements include English language learners (ELL), special education, Perkins, low income, dual

enrollment, child nutrition, participation in TRIO and related programs, use of Alaska’s Career Information System (AKCIS) tools, etc. It also includes adding data on GED completions (at the student level) and linking to the National Student Clearinghouse, Labor apprenticeship databases, and similar programs that may be used to identify individual students who achieved success via alternate routes. P-12 outcomes are also defined as ability to progress to postsecondary without remediation, so this project will incorporate ACT/SAT and WorkKeys scores, as well as identify students who require remediation. Finally, this project will include links to student level data from social service providers and corrections databases, to identify any relationships (and associated costs) between education outcomes and involvement in those service areas.

Enhancement of existing system: P-12 program participation data will be maintained at EED as enhancement to the P-12 SLDS created under the Unity project. The custodians of other data will provide periodic data snapshots from their existing systems.

Expansion of P-12 Outcomes Data Collected	
<p>The following critical policy questions are addressed by this project:</p> <ul style="list-style-type: none"> - How many and which students are progressing through an education program/system to achieve college, workforce, and life readiness? - How effective are specific interventions and strategies to increase the rate at which students/citizens, particularly those from low income families, progress through an education program/system to achieve college, workforce, and life ready? - What is the private/public return on private/public investment in education? 	<p>Outcomes and associated elements and capabilities:</p> <p>Provide outcome data at student level, with ability to create custom outcome queries based on interventions offered and program participation (Element 2).</p> <p>Identify students when students leave the pipeline and alternative return paths such as GED, apprenticeship, as well as out-of-state migration patterns (Element 3).</p> <p>Capture all P-12 SLDS data, including assessments (Element 6).</p> <p>Capture all P-12 SLDS data, including information on students not tested (Element 7).</p> <p>Include UA ACT and SAT scores, WorkKeys scores after 2011, and Accuplacer scores (Element 10).</p> <p>Identify which individual’s transition as well as individual Accuplacer results and remediation needed at postsecondary level (Element 11).</p> <p>Add Perkins, tech-prep, dual enrollment and other data. Includes links with social service and corrections data to quantify costs of failure of the pipeline to produce citizens prepared for economic success (Element 12).</p> <p>Provide longitudinal data at the individual student level linking education with career while protecting PII (Capability 1).</p> <p>Allow data providers to retain existing structures and mitigate risk of failures due to changes in provider data architecture while minimizing costs of data maintenance (Capability 2).</p> <p>Match teacher and teacher training programs to students, enabling the analysis of outcomes according to student’s exposure to specific teachers and teacher’s specific institution of</p>

	<p>teacher training (Capability 3).</p> <p>Create sustainable and flexible structure poised for expansion and specifically designed for ease of reporting and compliance with requirements (Capability 7).</p>
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PROJECT III: SLDS Data Audit System

This project includes determining and documenting the internal controls relative to data received from agency providers, and developing data audits/internal controls to ensure that matches and linkages are valid and reliable. This project will also develop and deploy controls relative to PII to ensure maximum protection of such information. Finally the SLDS data audit system will ensure that reports accurately answer questions posed, and that ad hoc research queries generate valid and reliable data.

The new data audit system crosses all functionalities and products developed for SLDS reporting.

SLDS Data Audit System	
<p>The following critical policy questions are addressed by this project:</p> <ul style="list-style-type: none"> - How many and which students are progressing through an education program/system to achieve college, workforce, and life readiness? - Of those Alaskans who receive education services from Alaska secondary and postsecondary institutions, how many remain in the state and contribute to the economy? - Of those Alaskans who participated in and exited Alaska secondary or postsecondary institutions <u>without</u> credentials, how many are within three or fewer semesters to completion and what are their employment status and income? - What is the impact of financial aid on college access and success? - How effective are specific interventions and strategies to increase the rate at which students/citizens, particularly those from low income families, progress through an education program/system to achieve college, workforce, and life readiness? 	<p>Outcomes and associated elements and capabilities:</p> <p>As linkages are made, personally identifiable data will be removed and an anonymous SLDS ID will be assigned to the student record and stored with the SLDS ID as the key field (Element 1).</p> <p>As linkages are made between data from the various source systems, validation reports will be generated and reviewed to evaluate that the linkages are accurate (Element 5).</p> <p>As the linkages are made and validated and de-identified, supplemental data will be loaded. As the supplemental data are loaded, an audit trail is generated to validate record counts against the source data system to ensure the correct number of reports is being loaded (Capability 6, 7).</p>

<ul style="list-style-type: none"> - How do Alaska’s postsecondary institutions’ educational program productivity and capacity align with Alaska’s current and anticipated workforce needs? - What is the private/public return on private/public investment in education? 	
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PROJECT IV: Data Mart/Data Reporting and Analysis System

Project IV is provisioning the data mart and reporting/analysis tool, where successive de-identified snapshot data will be maintained and accessible for manipulation by researchers. It will include a Web interface to standardized reports for public access, and a cube-based ad hoc query tool for authorized users. A metadata application will also be deployed, documenting data element definitions as they are loaded into the data mart/reporting server, schedules for the loads, report definitions, and other information critical to the process. This metadata application will also have an intuitive user interface to assist the end user as they navigate and interpret the reports generated out of this system. To address how input from stakeholders (e.g. teachers & other educators) will be obtained/utilized, a plan to develop regional fact-finding visits/town hall type meetings will be instituted using multi-lingual and multi-cultural formats. These stakeholder input collection initiatives will leverage Alaska’s strong history of collaboration through existing relationships with Native organizations & community organizations.

Data Mart/Data Reporting and Analysis System	
<p>The following critical policy questions are addressed by this project:</p> <ul style="list-style-type: none"> - How many and which students are progressing through an education program/system to achieve college, workforce, and life readiness? - What are the migration rates and patterns for Alaskans accessing postsecondary programs outside of Alaska and subsequently returning to Alaska? - Of those Alaskans who receive education services from Alaska secondary and postsecondary institutions, how many remain in the state and contribute to the economy? - Of those Alaskans who participated in and exited Alaska secondary or postsecondary institutions <u>without</u> credentials, how many are within three 	<p>Outcomes and associated elements and capabilities:</p> <p>Ensure multiple levels of PII protection by removing PII and maintaining it in a separate location, and creating unique SLDS ID to match data and enable effective data audit (Element 1).</p> <p>By creating this infrastructure of data extracting, linkages, de-identifying, loading, reporting, analyzing and documenting, the framework is in place for future data sources to be incorporated. This infrastructure is scalable and adaptable for the eventual expansion into other education and extra-educational areas (Element 4).</p> <p>Create sustainable and flexible structure poised for expansion and specifically designed for ease of reporting and compliance with requirements, including Web-based access to selected reports and access to ad hoc analysis tool for authorized users (Capability 5).</p>

<p>or fewer semesters to completion and what are their employment status and income?</p> <ul style="list-style-type: none"> - What is the impact of financial aid on college access and success? - How effective are specific interventions and strategies to increase the rate at which students/citizens, particularly those from low income families, progress through an education program/system to achieve college, workforce, and life readiness? - How do Alaska’s postsecondary institutions’ educational program productivity and capacity align with Alaska’s current and anticipated workforce needs? - What is the private/public return on private/public investment in education? 	<p>Design process includes focus on building effective, efficient internal controls throughout every phase of the project (Capability 6).</p> <p>Although Alaska currently possesses the ability to respond and produce federally required reports (i.e. ED Facts), by leveraging this new reporting environment, with the new data marts and reporting tools, the ability to produce these reports will be more efficient and timely and require less manual intervention than the process currently in place. (Capability 7).</p>
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PROJECT V: Student Transcript/Teacher Information Inclusion

This project’s goal is the student level transcript data collection, to include courses taken and grades earned. It will also include the unique teacher identifier enabling the link of teachers to students for each course taken.

Student Transcript/Teacher Information Inclusion	
<p>The following critical policy questions are addressed by this project:</p> <ul style="list-style-type: none"> - How many and which students are progressing through an education program/system to achieve college, workforce, and life readiness? - Of those Alaskans who receive education services from Alaska secondary and postsecondary institutions, how many remain in the state and contribute to the economy? - Of those Alaskans who participated in and exited Alaska secondary or postsecondary institutions <u>without</u> credentials, how many are within three or fewer semesters to completion and what are their employment status and income? 	<p>Outcomes and associated elements and capabilities:</p> <p>As the student transcript system is deployed, each transcript record collected will also have the teacher identifier on the record enabling the linkage of student/teacher data (Element 8).</p> <p>The student transcript system will collect courses completed and grades earned (Element 9).</p> <p>With the new transcript system, by collecting course completions and grades, Alaska will be able to examine student progress and preparedness for postsecondary and employment (Capability 1).</p> <p>As the student transcript system is deployed, each transcript record collected will also have the teacher identifier on the record enabling the linkage of student/teacher data (Capability 3).</p>

<ul style="list-style-type: none"> - What is the impact of financial aid on college access and success? - How effective are specific interventions and strategies to increase the rate at which students/citizens, particularly those from low income families, progress through an education program/system to achieve college, workforce, and life readiness? - What is the private/public return on private/public investment in education? 	
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(c) Timeline for Project Outcomes

The Alaska ANSWERS project is designed to culminate in deployment of the proposed SLDS at the end of the three-year grant period. The SLDS will, at a minimum, link student-level data from Pre-K through workforce, as described in each of the five projects composing Alaska ANSWERS. The proposed timeline is designed to provide extensive time early in the project for current situation analysis, gap analysis, and designing the proposed system architecture, recognizing that the investment in analysis and conceptual design will result in minimizing the actual costs of building the system, as well as result in a system that will better meet the needs if the design has been extensively tested and documented prior to implementation.

State Fiscal Stabilization Funds (SFSF) is being passed through as direct grants to school districts. The proposed project avoids duplication through collaborative structure and data governance, and through leveraging what was accomplished through the Unity Project, rather than recreating it. The proposed project further avoids duplication by ensuring the creation of a detailed gap analysis as the first step in maximizing efficiency of the planning and design project phases.

The specific timeline for each of the five projects and the project management office (PMO) is as follows (additional information and project-specific Visio flows are contained in the budget narrative):

P-12, Postsecondary & Workforce Data Linkages	Responsible Party	Start/Finish
Stakeholder input solicitation, analysis and documentation (product = business and functional requirements document)	PMO, with assistance from analysis contractor	Jul 2010 – Dec 2010
Development of methodology to create linkages (product = conceptual application document)	Business analysis contractor	Jan 2011 – Apr 2011
Development of unique SLDS ID (product = conceptual application document)	Business analysis contractor	Jan 2011 – Apr 2011
Development of methodology to remove PII from SLDS data and maintain segregated PII file (product	Business analysis contractor	Jan 2011 – Apr 2011

= conceptual application document)		
Application build (product = application available on test server)	Development contractor	Apr 2011 – Jul 2011
Application testing (product = documentation of test outcomes and associated system architecture updates)	PMO and internal programming staff	Jul 2011 – Nov 2011
Application deployment	PMO and internal programming staff	Dec 2011

Expansion of P-12 Outcomes Data Collected	Responsible Party	Start/Finish
Stakeholder input solicitation, analysis and documentation (product = business and functional requirements document)	PMO, with assistance from analysis contractor	Jul 2010 – Jun 2011
Development of methodology to capture outcomes data (EED, Labor, UA, Corrections, H&SS, federal and national databases)	Business analysis contractor	June 2011 – Dec 2011
Application build (product = application available on test server)	Development contractor	Jan 2012 – Apr 2012
Application testing (product = documentation of test outcomes and associated system architecture updates)	PMO and internal programming staff	Apr 2012 – Jun 2012
Application deployment	PMO and internal programming staff	Jul 2012

SLDS Data Audit System	Responsible Party	Start/Finish
Expert input solicitation, analysis and documentation (product = functional requirements document)	PMO, with RFP assistance from analysis contractor	Jan 2012 - May 2012
Application build (product = application available on test server)	Development contractor	May 2012 – Aug 2012
Application testing (product = documentation of test outcomes and associated system architecture updates)	PMO and internal programming staff	Sep 2012 - Dec 2012
Application deployment	PMO and internal programming staff	Jan 2013 - Mar 2013

Data Mart/Date Reporting & Analysis System	Responsible Party	Start/Finish
Stakeholder input solicitation, analysis and documentation (product = business and functional requirements document)	PMO, with assistance from analysis contractor	Jul 2010 – Dec 2011
Selection of business intelligence tool (product = contract for data mart system)	PMO, with RFP assistance from	Dec 2011 – Feb 2012

	business analysis contractor	
Application build (product = application available on test server)	Development contractor	Mar 2012 – Aug 2012
Application testing (product = documentation of test outcomes and associated system architecture updates)	PMO and internal programming staff	Sep 2012 - Dec 2012
Application deployment	PMO and internal programming staff	Jan 2013 - Mar 2013
Statewide training	PMO with assistance from development contractor	Apr 2013 - Jun 2013

Student Transcript/Teacher Information	Responsible Party	Start/Finish
Stakeholder input solicitation, analysis and documentation (product = business and functional requirements document)	Business analysis contractor	Jul 2011 – Jun 2012
Selection of transcript linking tools (product = contract for transcript system)	PMO, with RFP assistance from business analysis contractor	Jul 2012 – Sep 2012
Application build (product = application available on test server)	Development contractor	Oct 2012 – Jan 2013
Application testing (product = documentation of test outcomes and associated system architecture updates)	PMO and internal programming staff	Feb 2013 – Apr 2013
Application deployment	PMO and internal programming staff	May 2013

Project Management Office	Responsible Party	Start/Finish
Ensure and document appropriate stakeholder input solicitation at all project phases	Project Manager and support staff	This is an umbrella function that will span the life of the project.
Ensure compliance statewide with all grant requirements and timely, appropriately documented progress towards project completion		
Coordinate and document all vendor activities		
Coordinate grant budget and performance reporting		
Coordinate and document governance bodies' activities		
Provide overarching project management and ensure day-to-day compliance with approved project management standards		

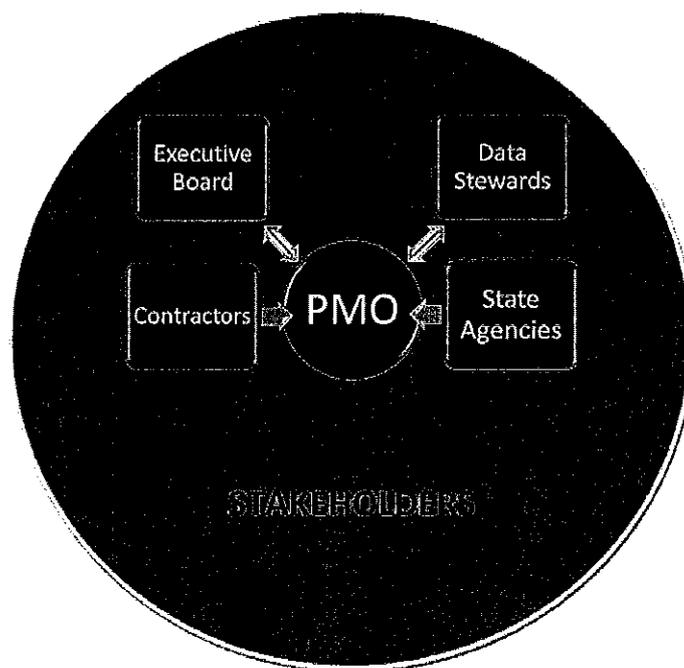
Alaska ANSWERS	2010			2011			2012			2013		
Project	July	August	September	October	November	December	January	February	March	April	May	June
Linkages/PII Protection	X	X	X	X	X	X	X	X	X	X	X	X
Expand Outcomes Data	X	X	X	X	X	X	X	X	X	X	X	X
Data Audit												
Data Mart	X	X	X	X	X	X	X	X	X	X	X	X
Transcripts												
PMO	X	X	X	X	X	X	X	X	X	X	X	X

(d) Project Management and Governance Plan

If a linked system of databases is to work successfully, there must be a method devised for linking data and information in one database with corresponding data in other databases. To do so, a group of data stewards, whose membership will be composed of senior managers at the primary data-providing organizations (EED, Labor, UA, PFD) and the project manager (ACPE) will agree on a linking system using individual identifiers from the various databases. While this procedure will likely be complicated, maintaining accuracy and avoiding stale data are risk factors to this endeavor.

To accomplish this, Alaska will introduce a two-tiered governance plan. Tier 1 will consist of the Data Stewards and Tier 2 will be the Executive Decision-makers. The organizational structure will be laid out as shown in Figure 1, with stakeholders' investment constantly acknowledged.

FIGURE 1



The role of the Data Stewards is to 1) develop and deploy an ongoing method of soliciting feedback from stakeholders, including teachers, school/district administrators, executive and legislative representatives, to ensure relevance, timeliness, availability and sustainability of value-added information; 2) develop and deploy a risk-management plan specific to protecting PII and ensuring data and report validity, reliability and general integrity; and 3) to design and deploy a system of SLDS user roles, with various levels of security, including roles for parents and other interested members of the public, for teachers and district administrators, and for researchers who will have the ability to generate ad hoc queries. The primary role of the Executive Decision-makers is the development of agreements that transcend executive administrations through specific protocols, to establish priorities and coordinate release of data, for the durations of the grant and beyond. The positions that will constitute these responsibilities include:

- Executive Director, Alaska Commission on Postsecondary Education
- Commissioner, Alaska Department of Education and Early Development
- Commissioner, Alaska Department of Labor and Workforce Development
- Commissioner, Alaska Department of Revenue
- Vice President for Academic Affairs, University of Alaska Statewide System
- President, ANCSA Education Consortium
- Executive Director, Alaska Association of School Boards
- Two Members of the Public

Members may designate someone to serve on the board on their behalves, and this is a separate body from the board of data stewards. This board will be charged with executive decision making, as distinct from the data stewards, who are members of data-provider organizations and who will be charged with developing and deploying implementation, enhancement and maintenance strategies. The project management responsibilities will reside within a component unit of the EED.

It is anticipated that a bill to be introduced in the upcoming 2010 Alaska legislative session will include a specific charge to ACPE to coordinate SLDS-related activities.

All technology projects at ACPE are subject to a rigorous internal protocol and review, which includes risk management, business analysis, and a defined set of project documentation, beginning with scope and role definitions, current situation analyses and flowcharting, resource and constraint analyses, risk management, work breakdown structure (WBS) and dependency documentation, and critical path/GANTT documentation. Once these documents are created, the project management will additionally be subject to review by the directors of information technology at each of the major project collaborator agencies (EED, Labor, UA, and PFD) and by ACPE's Director of Information Support Services. These reviews will continue at defined intervals or upon request of the project staff, and they will include reports back from the reviewers to the project manager and to the Executive Decision-maker governance group. At the highest level, an annual report to stakeholders will be provided.

Project meetings will be regularly scheduled as both face-to-face and WebEx meetings, in order to ensure development of relationships and maximize efficiency. It is additionally proposed that the project manager coordinate a series of “town hall” meetings in each of Alaska’s five regions (far north, interior, southwest, southcentral, and southeast). Such meetings will leverage Alaska’s success in providing video conference access to even the most remote communities, linking satellite communities to on-site project representatives at regional hub communities. These meetings will be supplemented by regular WebEx information and training sessions, the development of an Alaska SLDS Web site, and newsletter publication and dissemination at least quarterly. Of particular concern will be recognizing the vital importance of ensuring a bridge between our state’s people and our technology – integration with cultural values is key to long-term success. It should be noted that stakeholder meetings have been underway in Alaska for several years, both as part of the development of the Unity project and in the form of the stakeholder meetings convened over the summer of 2009, with the assistance of WICHE and NCHEMS (see Appendix D) to identify policy goals undergirding development of an Alaska SLDS.

A primary goal of the project management staff and governance bodies will be developing and deploying Administrative Code to govern SLDS activities, as well as developing and deploying an overarching agreement among data providers that details roles and responsibilities. The Data Stewards Agreement (see Appendix A) developed in support of this grant application is a first step toward that goal.

Already the state has succeeded in developing arrangements that enable it to technically link individual-level data across all three sectors, with the state’s Department of Labor and Workforce Development providing the match and with the PFD information providing the critical crosswalk information, which validates linkages between the otherwise incompatible systems used by the two educational agencies. While these early efforts to date are admirable, the process is neither systematic nor technically formalized.

Although the current scaffolding of bilateral and multilateral MOUs may combine to provide Alaska with the capacity to track individual students, there is no guarantee that such a rickety (or tenuous) structure can stand the test of time. Alaska will revamp this scaffolding with administrative orders and related overarching, multi-agency governing agreements thereby ensuring a more stable environment and sustaining a lasting process for each state agency that will continue to link and share its data. These efforts, which Alaska currently has in place, clearly demonstrate Alaska’s culture is primed for the next step forward in terms of solidifying a governance structure for data sharing.

(e) Staffing

The project will be staffed by a full-time project manager (see position description, Appendix B) and a technical assistant devoted entirely to SLDS development. In addition, these positions will be supported by an existing project coordinator, senior business analyst, and senior programmer/analyst, all of whom will be redeployed from current roles to serve on the project

team and act as staff to the governance bodies (see resumes in Appendix B). These staff members are further supported by a rich resource of budget analysts, business analysts, and procurement officials, all of whom will have time allocated specifically in service of the project. The Commissioners of Labor and EED, and ACPE's Executive Director, have each committed to ensuring their human and other resources are available as needed in support of this project.

The project manager will additionally be supported by contractual resources, the first of which is anticipated to be a current situation/gap analysis, to expand upon the work of the WICHE/NCHEMS data audit and create a detailed framework for action. Key personnel are qualified to work on the Alaska ANSWERS project based on having appropriate project management training and experience, having demonstrated the appropriate technical skills, and having documented associated required professional training. Another selection requirement relative to key personnel is experience sufficient to have a detailed understanding of the data, the technologies to be implemented, and the environment in which the data will be deployed. For example, Labor has assigned its Senior Research and Analysis Economist, who manages the agency's statewide data links, and ACPE has assigned its Senior Programmer/Analyst who has extensive experience in the design, testing, audit and coding of complex business intelligence technologies.

Funding for both staffing and contractual support will initially come from the SLDS grant award. However, it is anticipated that the SLDS-specific positions will be regular staff whose positions will persist beyond the grant. For that reason, the project manager to be hired for the SLDS will be placed into a regular, existing (but vacant) position, as distinct from a term-specific position, as will the technical assistant. These positions were identified prior to the grant application as vital for the state to be able to develop the data needed to inform educational policy and improve outcomes. The Alaska group further anticipates making SLDS maintenance and enhancement part of its ongoing regular annual budget, and proposes to build the system will that goal in mind, and thus ensure a structure designed specifically for efficient sustainability.

In conclusion, the federal grant award will allow the State of Alaska and all of its stakeholders to increase the capabilities of P-12 education data system and expand linkages from this P-12 education system to postsecondary data, workforce, and other outcomes data, to track student progression, completions and outcomes through Alaska's education system, enabling a true longitudinal P-20 education data system and beyond.

III.INDICATOR (b)(2) Not Applicable

Instructions: If (as indicated in **Part 3A, Indicator (b)(2)**) the State does not provide student growth data on their current students and the students they 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 instructional programs, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data by September 30, 2011, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011 (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

IV. INDICATOR (b)(3) Not Applicable

Instructions: If (as indicated in **Part 3A, Indicator (b)(3)**) the State does not provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

V. INDICATORS (c)(11) AND (c)(12)

Important note regarding this section:

In the case of new Indicators (c)(11) and (c)(12), regarding the data States will collect from IHEs, the State is required to, at a minimum, possess the ability to collect and report the data. In such circumstances, a State plan need only address the development of capacity, and not implementation and reporting for the relevant indicators.

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the full plan requirements for this section **do** apply. If that is the case, please report all elements of that plan in Part 3B, Section I above.

State Plan Instructions: For each of *Indicators (c)(11) and (c)(12)* for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

- (1) The process and timeline for achieving the ability to implement the means to fully collect and/or publicly report (as required) the data or information by September 30, 2011, including:
 - The milestones established toward developing those means;
 - The date by which the State expects to reach each such milestone; and any obstacles that may prevent the State from developing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
 - The nature and frequency of reports that the State will provide to the public regarding its progress in developing those means; and
 - The amount of funds the State is using or will use to develop those means, and whether the funds are or will be Federal, State, or local funds.
- (2) A description of the evidence that the State will provide to the Department of Education to demonstrate that it has developed the means to collect and publicly report the data for each indicator for which the State is not able to fully collect or publicly report annually the required data, by September 30, 2011.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State’s progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please check only the boxes that apply in the following chart to indicate which elements must be addressed in this section of your state plan:

<u>Element</u>	<u>Not Applicable: The State will develop and implement the means to collect and publicly report the data (Complete Plan in Section I).</u>	<u>Applicable: The State will develop but not implement the means to collect and publicly report the data (Complete Plan in this section).</u>
Indicator (c)(11)	x	
Indicator (c)(12)	x	

PART 3C-- GENERAL REQUIREMENTS

Please attach the following information—

- (1) Describe the processes the State employs to review and verify the required data and other information on the indicators and descriptors.
<http://www.eed.state.ak.us/OASIS/faqs.html>

- (2) Describe the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.
<http://www.eed.state.ak.us/forms/oasis/05-10-015.pd>