

# State of Alaska

Department of Education  
& Early Development



2014-2015 Report Card to the Public

## ACKNOWLEDGEMENTS

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<http://education.alaska.gov/stats>

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## A MESSAGE FROM THE COMMISSIONER

This statewide Report Card to the Public is published in accordance with Alaska Statute 14.03.120 for the school year 2014-2015. Under state law, each school district also is required to report information about its performance.

Public knowledge of our schools is an important part of Alaska's school accountability system. This report is a resource for Alaska's parents, community members, and educational policymakers, including legislators, the Governor, the State Board of Education & Early Development, and local school boards.

Readers can learn at-a-glance information about state and national assessments and Alaska's graduation rates, dropout rates, teacher quality, schools recognized for excellence, and schools collaborating with the state on improvements.

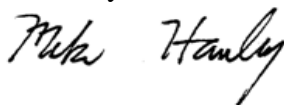
Detailed report cards about individual schools and school districts are available at <http://education.alaska.gov/stats>.

This report includes information about the Alaska Measures of Progress (AMP), which is administered to students in grades 3 through 10 in English language arts and mathematics. AMP is geared to Alaska's higher standards, adopted in 2012. The goal of the standards is to develop students who are academically ready to achieve their personal goals in career training, the military, two-year colleges, and four-year colleges. Assessments help students, parents, and educators follow students' progress toward readiness.

The department has also released a wealth of information geared toward parents and policymakers on its website: <http://education.alaska.gov>.

Our ultimate goal at the Alaska Department of Education & Early Development is no less than this: Every student will achieve academically at a high level through the guidance of outstanding teachers in high-quality schools.

Sincerely,



Mike Hanley, Commissioner  
Alaska Department of Education & Early Development



## ALASKA EDUCATION AT A GLANCE

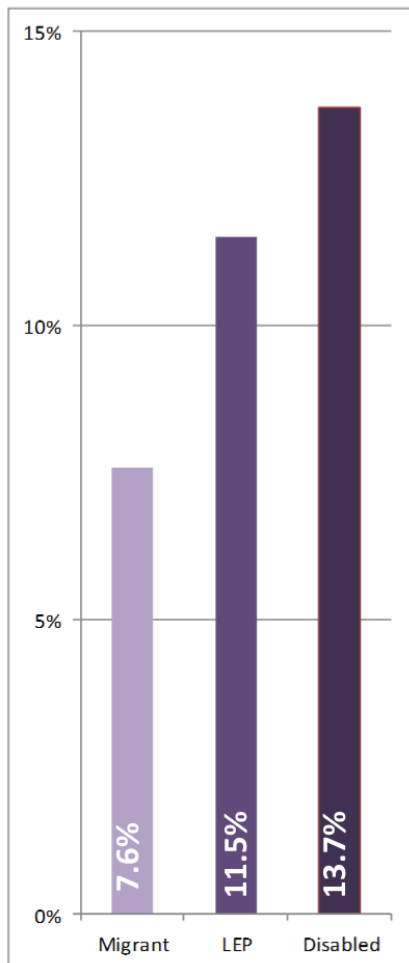
### Statewide Profile 2014-2015

Number of Public School Districts	53*	K-12 Student Population in Average Daily Membership (ADM)	128,580
Regional Education Attendance Areas	19		Change in ADM from 13-14 to 14-15
City, Borough, and Municipality Districts	34	School-Age Low Income Children	55,346
Public Schools: Pre-Elementary to Grade 12	507	Number of High School Graduates in 2015**	8,253
State-Operated Schools	1	Number of Dropouts (Grades 7-12) in 2015	2,141
Charter Schools	27	School District Square Miles	685,175
Correspondence Schools	34	State Population (7/1/2014 DOLWD estimate)	735,601

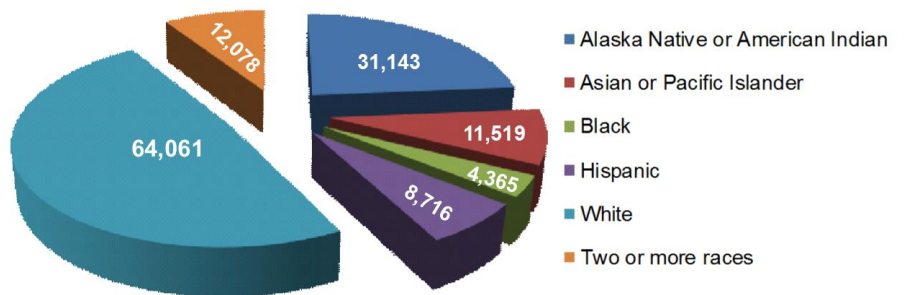
\* Mount Edgcombe High School is state operated and not considered part of a public school district.

\*\* This number reflects all high school graduates in 2015, including 2014 Certificate of Achievement recipients who were issued a retroactive diploma after the repeal of the High School Graduation Qualifying Examination (HSGQE). This number may differ significantly from the number of graduates in the 2015 cohort group, used to report graduation rate.

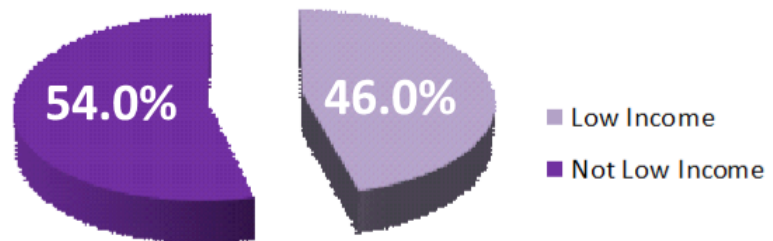
### PE-12 Statewide Enrollment In Supplemental Programs



### 2014-2015 PE-12 Statewide Enrollment by Ethnicity



### 2014-2015 PE-12 Statewide Enrollment by Economic Status



## STANDARDS AND ASSESSMENTS

### History

In 1993, Alaskans developed the first set of content standards, broad statements of what students in the public schools should know and be able to do. The first set of standards adopted by the State Board of Education & Early Development (State Board) addressed ten core subject areas: English and language arts; mathematics; science; history; geography; government and citizenship; skills for a healthy life; arts; world languages; and technology. These were followed by standards for employability and library and information literacy. Alaska Cultural Standards for Students were developed by the Alaska Native Knowledge Network in 1998 and adopted by the State Board in the same year. Alaska History Standards were adopted by the State Board in 2006.

In 2003, work began to develop performance standards which set grade level expectations for grades 3 to 10 in reading, writing, and mathematics and grades 3 to 11 in science. The revised performance standards were adopted by the State Board in 2005. These performance standards served as an instructional guide for schools and a blueprint for the development of Alaska's two standardized examinations: Standards Based Assessments (SBAs) and the High School Graduation Qualifying Examination (HSGQE).

Driven by a need to better prepare graduates for college education, technical training, and careers after high school, Alaskan educators and stakeholders proposed revisions to the *Alaska English Language Arts (ELA) and Mathematics Standards*. These new, more rigorous standards adopted by the State Board in June 2012 will prepare students for their choice of post-secondary education or career path. Students were first assessed on these new standards in spring 2015 through use of the Alaska Measures of Progress (AMP), a custom assessment designed for Alaska.

Through the adoption of challenging content standards, the Alaska Department of Education & Early Development has provided a framework where:

- Students and teachers share clear and challenging educational goals;
- Educational resources and efforts are focused on student achievement; and,
- Student achievement and school performance are measured using common standards.

### Comprehensive System of Student Assessment

State law requires a comprehensive system of student assessments. Assessments that were administered during the 2014-2015 school year include:

- A student developmental profile
  - Administered to all students entering kindergarten or first grade
- An assessment to measure early literacy skills
  - Early literacy screener assessment tools assess all students in grades KG, 1, and 2
  - Grade 3 students identified as experiencing delays in attaining early literacy skills in grade 2 were also assessed
- Alaska Measures of Progress (AMP)
  - Measures new English language arts and mathematics standards adopted in 2012
  - For students in grades 3-10
- Standards Based Assessments
  - Science assessments for students in grades 4, 8, and 10

- A college- and career-ready (CCRA) assessment
  - Required by passage of House Bill 278, effective July 1, 2014
  - WorkKeys, ACT, or SAT required for graduation
  - Administered to all students in grade 11 and those in grade 12 who have not taken a CCRA
- An alternate assessment for students with significant cognitive disabilities
  - English language arts and mathematics assessments for students in grades 3 to 10
  - Science assessments for students in grades 4, 8, and 10
- An assessment designed to identify English language proficiency
  - ACCESS for ELLs assesses English language proficiency for eligible students in grades KG-12

Implementing and administering a statewide, comprehensive assessment system to measure the skills and knowledge of Alaska's students is a primary activity of the Alaska Department of Education & Early Development. The implemented system measures student achievement in relation to statewide performance standards; provides valid, reliable information to policy makers; allows for data-driven decision making; and improves classroom instruction.

To this end, EED provided ongoing technical assistance to school districts in standards based instruction, aligning curriculum to state content standards, utilizing data to drive decisions, and completing data collection and analysis for internal and external reporting and use.

EED utilizes information from the assessments, aggregated at a statewide level, to provide parents, educators, policy makers, and the community-at-large with empirical data regarding to what degree Alaskan students are succeeding in attaining Alaska's performance standards.

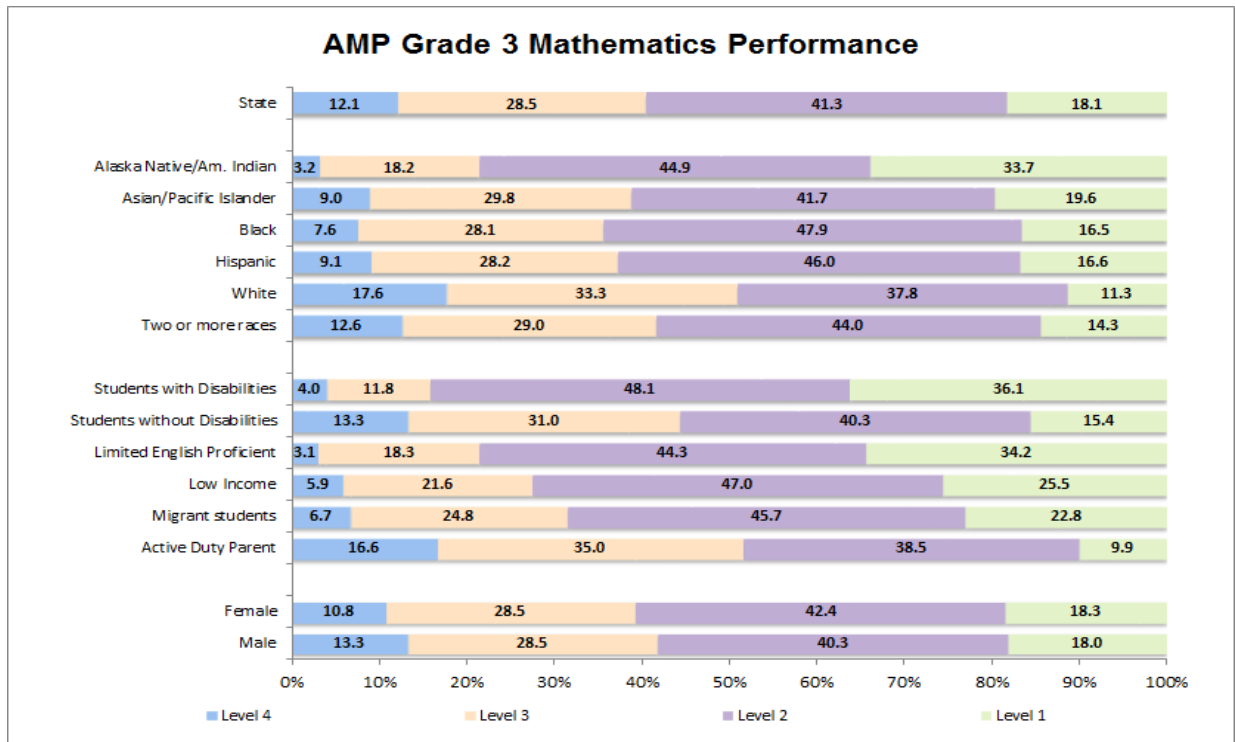
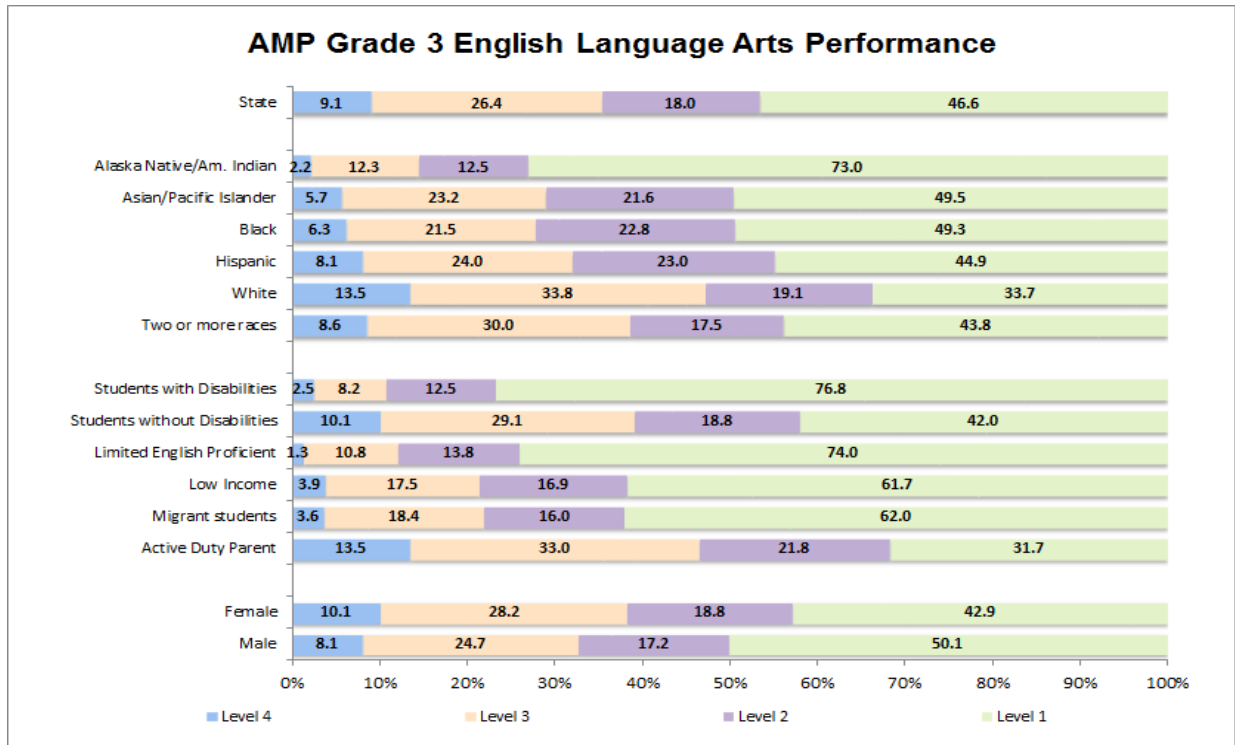
House Bill 278, Alaska's Education Opportunity Act, was signed into law and became effective on July 1, 2014. This law repealed the HSGQE and the related graduation requirement. The law requires all students in Alaska to take a college- or career-readiness assessment as a requirement for graduation. These assessments are defined as WorkKeys, ACT, and SAT. Students have the option to take either the career-readiness assessment (WorkKeys) or a college-readiness assessment (ACT or SAT) in grade 11, or in grade 12 if not taken in grade 11.

The following pages document the performance of Alaskan students on the Alaska Measures of Progress (AMP) assessments in English language arts and mathematics, and the Standards Based Assessments (SBAs) in science. Please note that the spring 2014 administrations were the final administrations for reading, writing, and mathematics for both the SBAs and the HSGQE.



## ALASKA MEASURES OF PROGRESS (AMP)

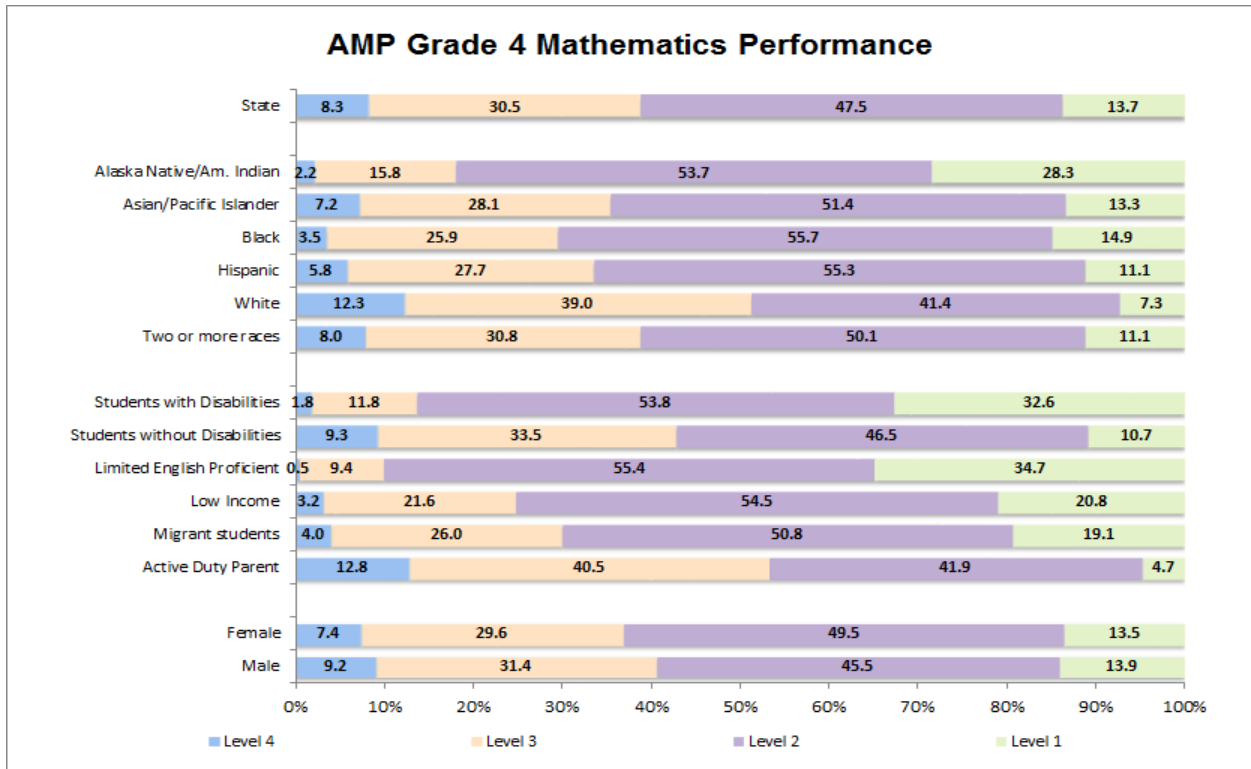
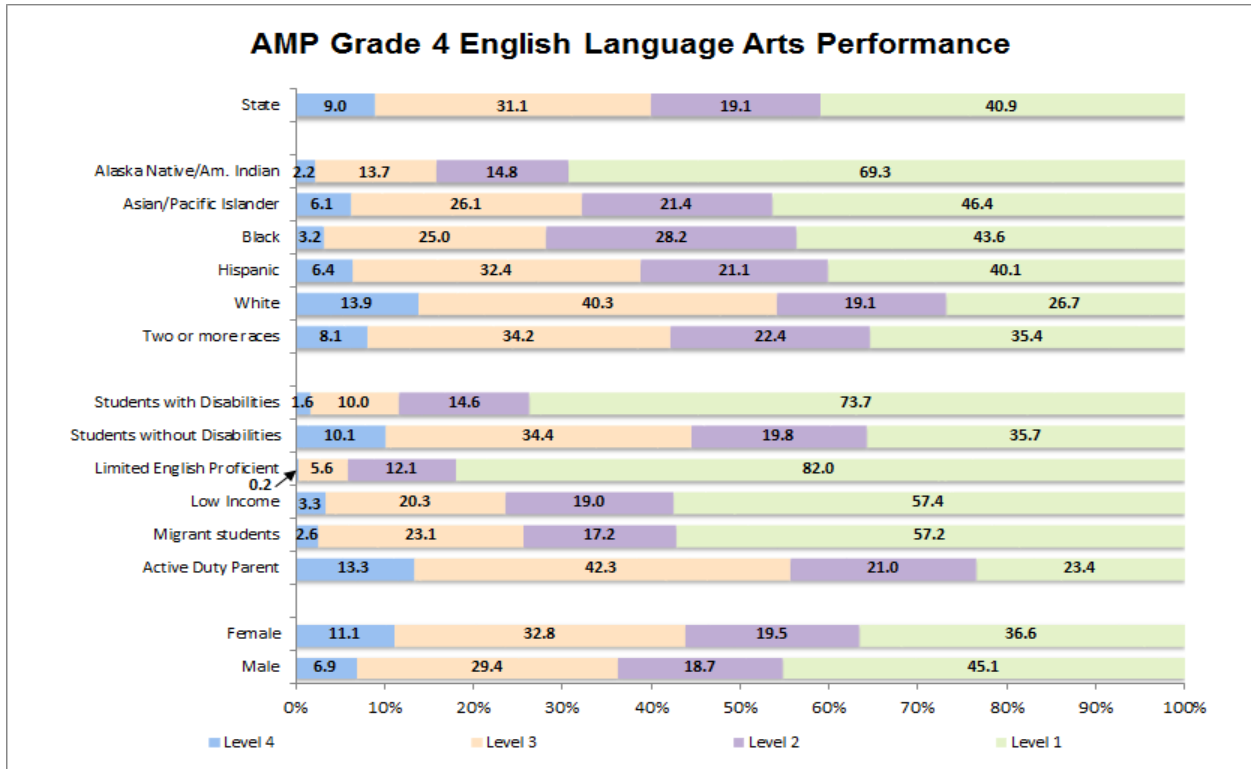
### AMP Statewide Performance by Grade



Levels 3 & 4 = Meets the Standards

Level 1 & 2 = Partially Meets the Standards

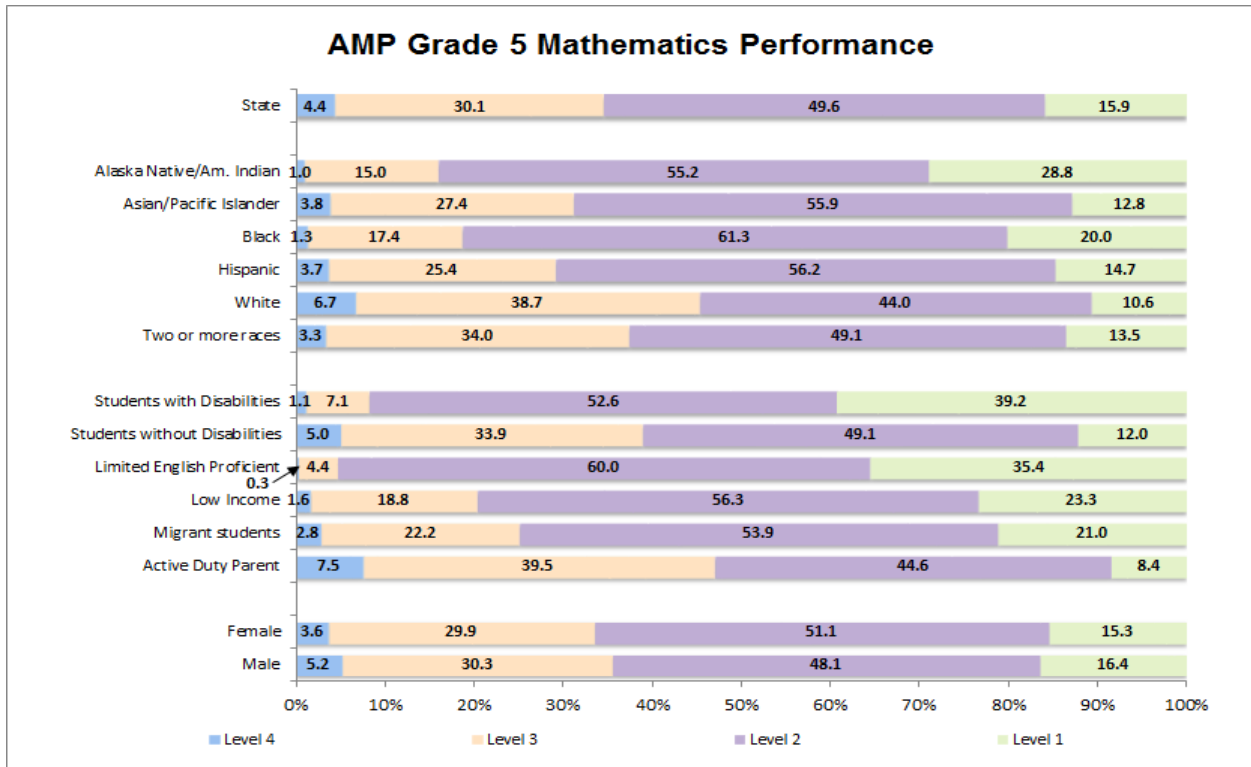
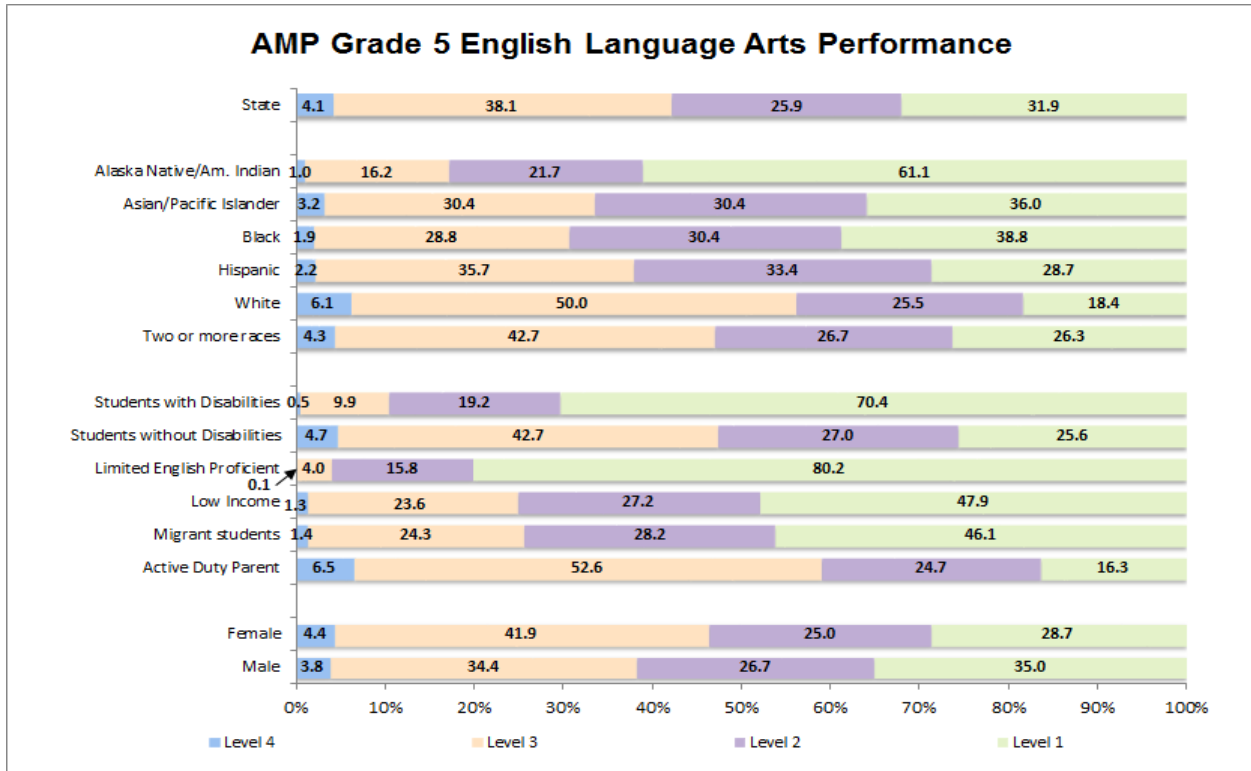
### AMP Statewide Performance by Grade (Continued)



Levels 3 & 4 = Meets the Standards

Level 1 & 2 = Partially Meets the Standards

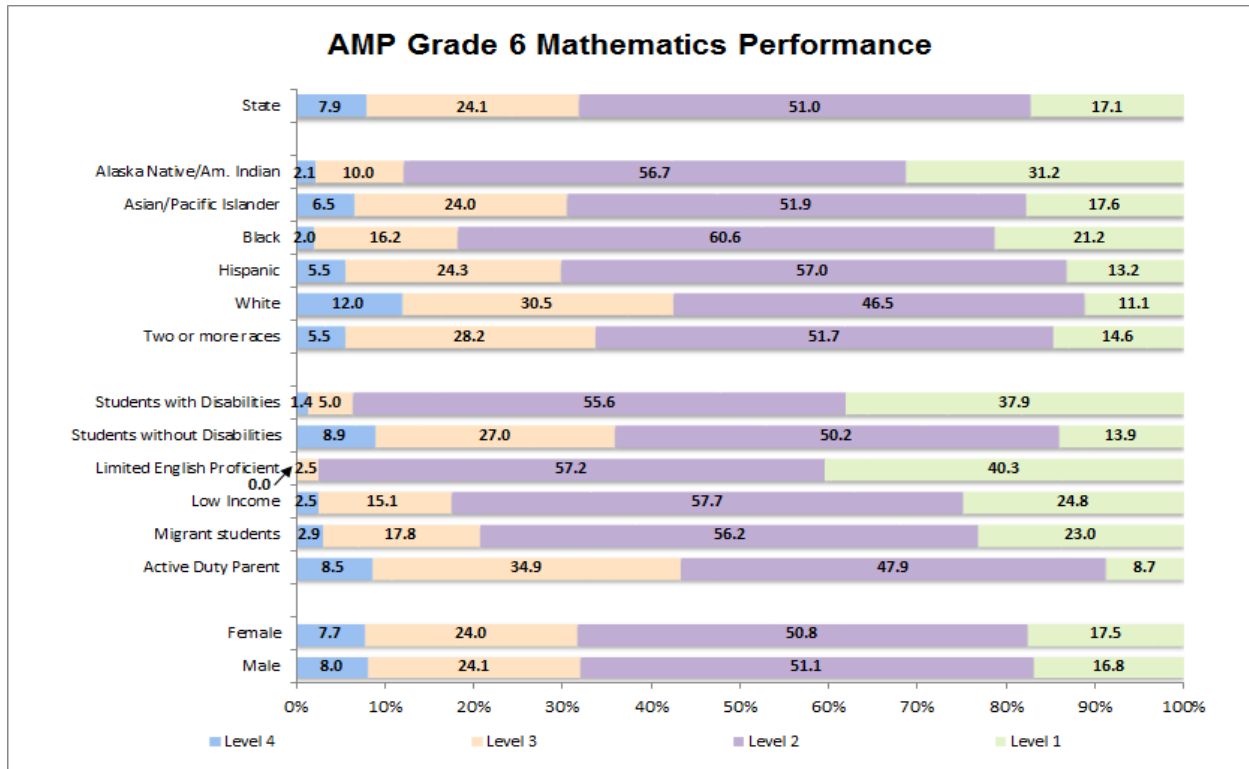
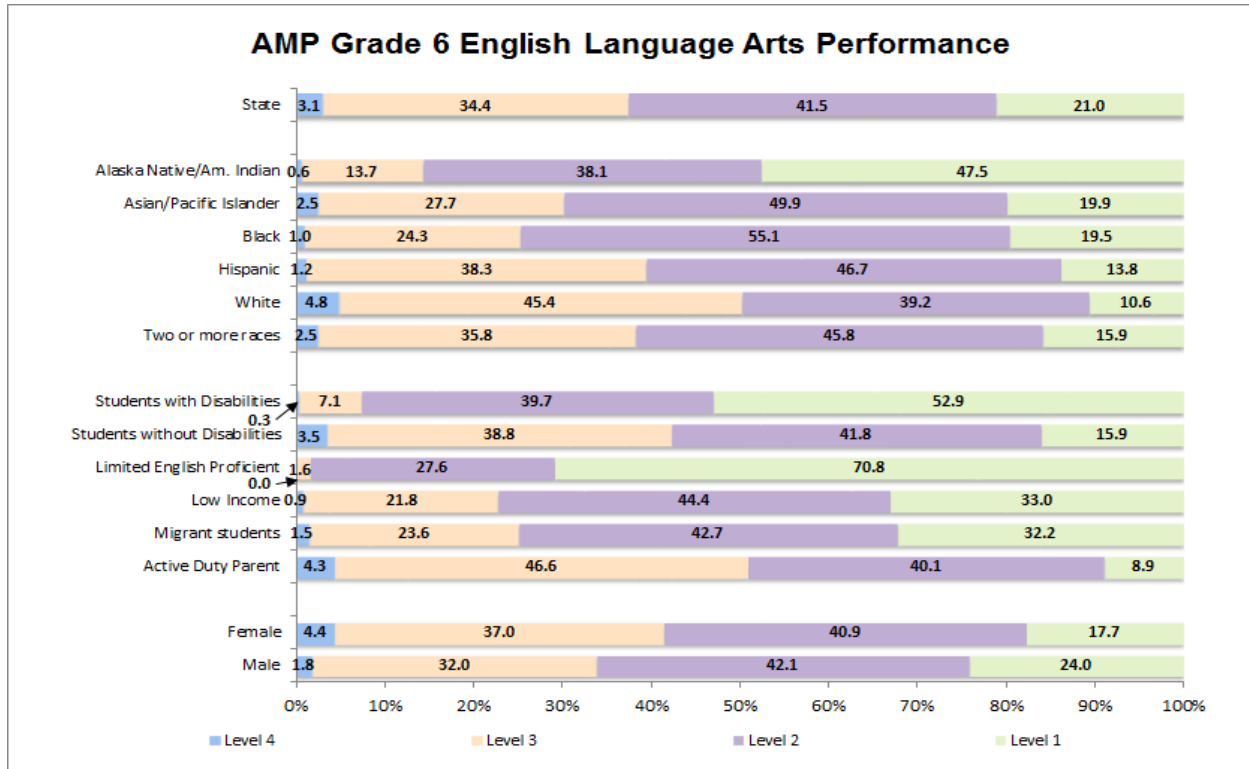
### AMP Statewide Performance by Grade (Continued)



Levels 3 & 4 = Meets the Standards

Level 1 & 2 = Partially Meets the Standards

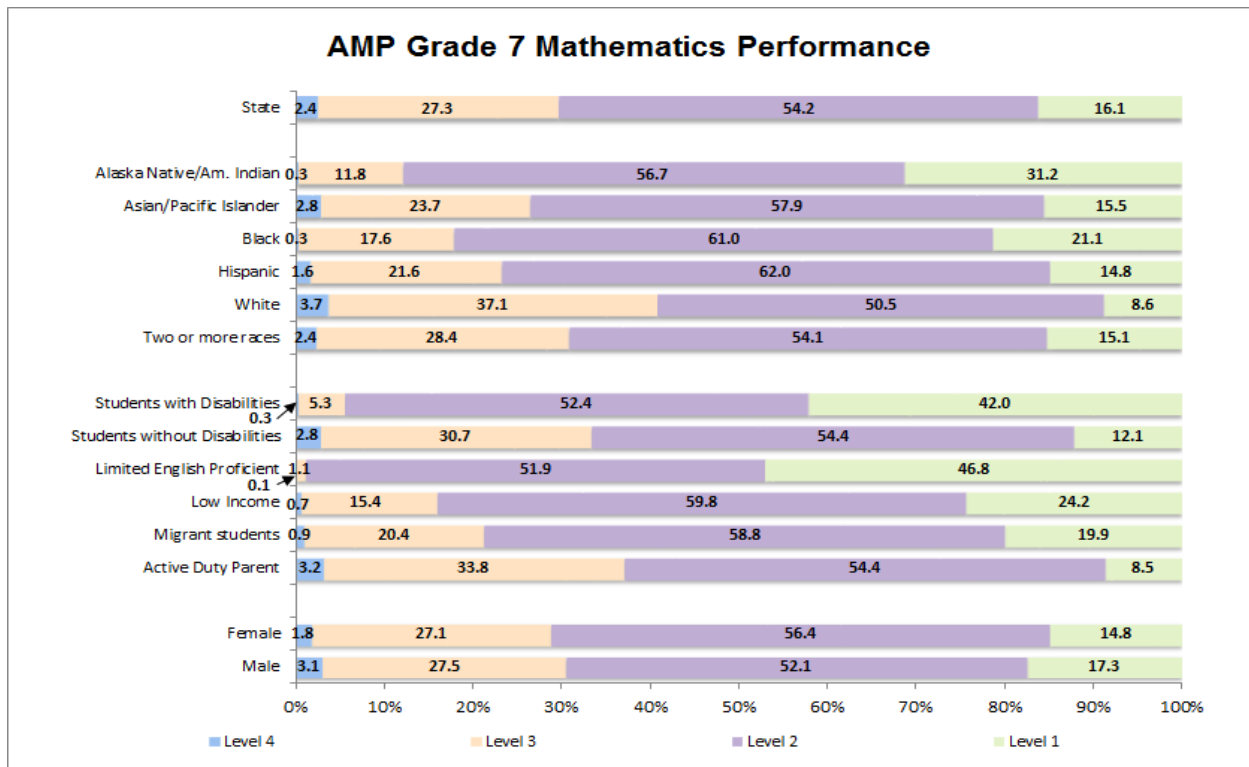
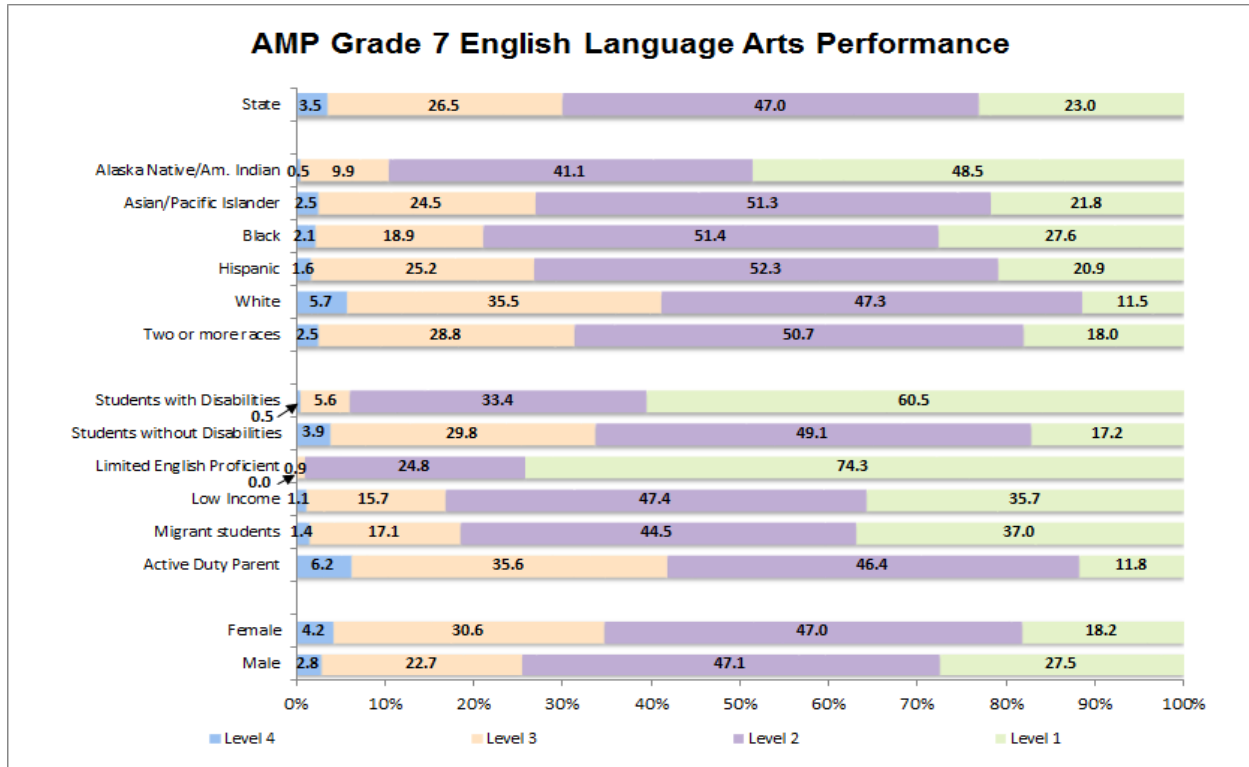
### AMP Statewide Performance by Grade (Continued)



Levels 3 & 4 = Meets the Standards

Level 1 & 2 = Partially Meets the Standards

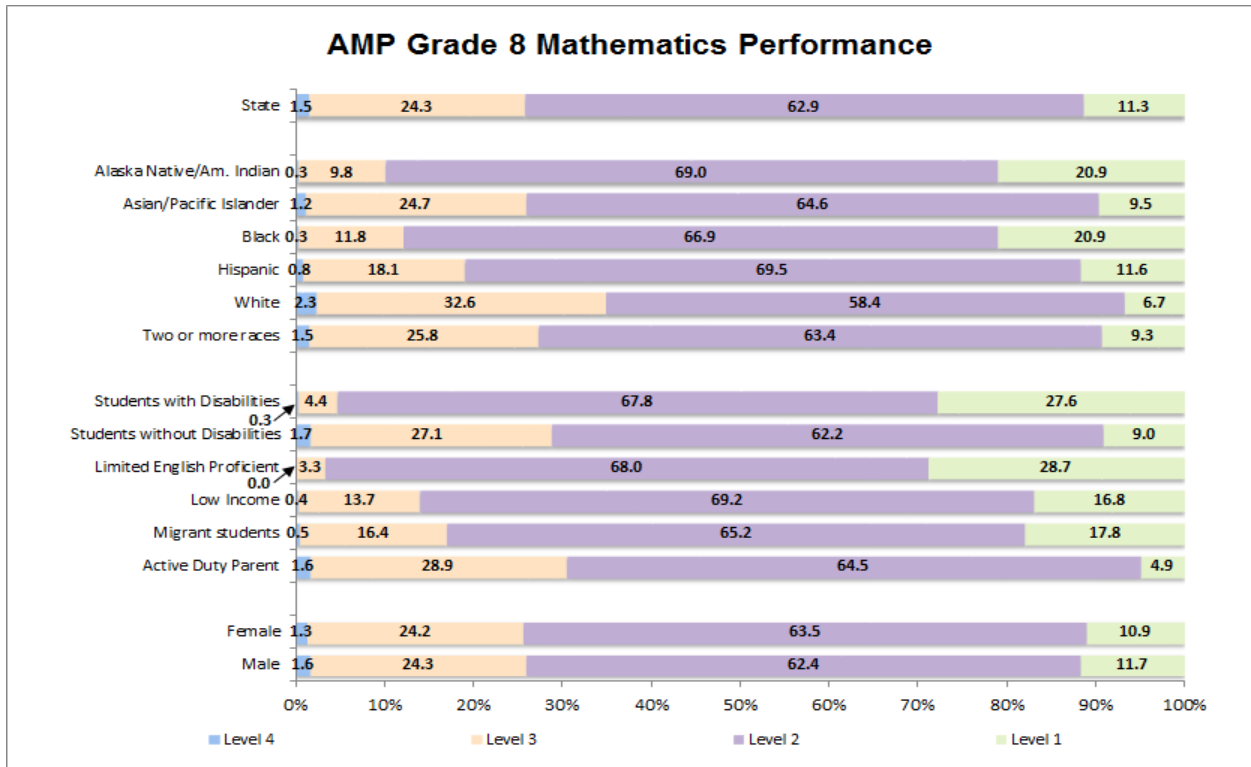
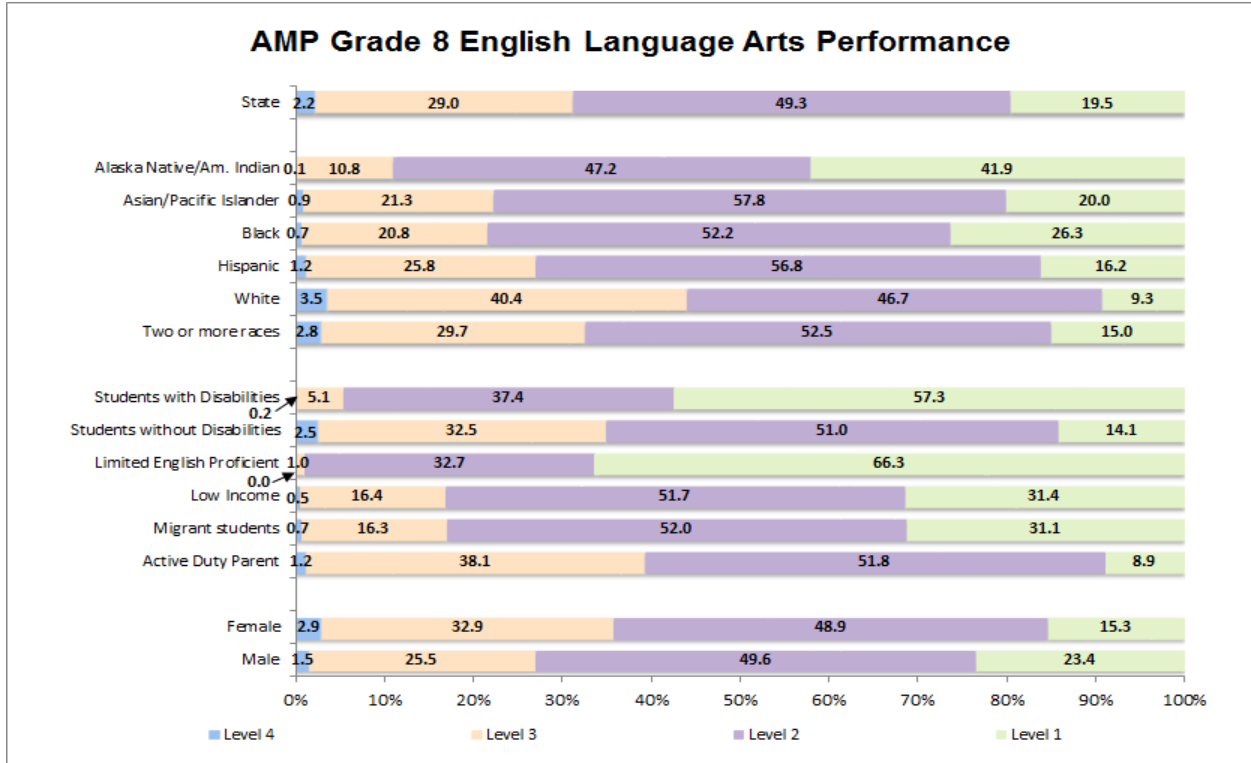
### AMP Statewide Performance by Grade (Continued)



Levels 3 & 4 = Meets the Standards

Level 1 & 2 = Partially Meets the Standards

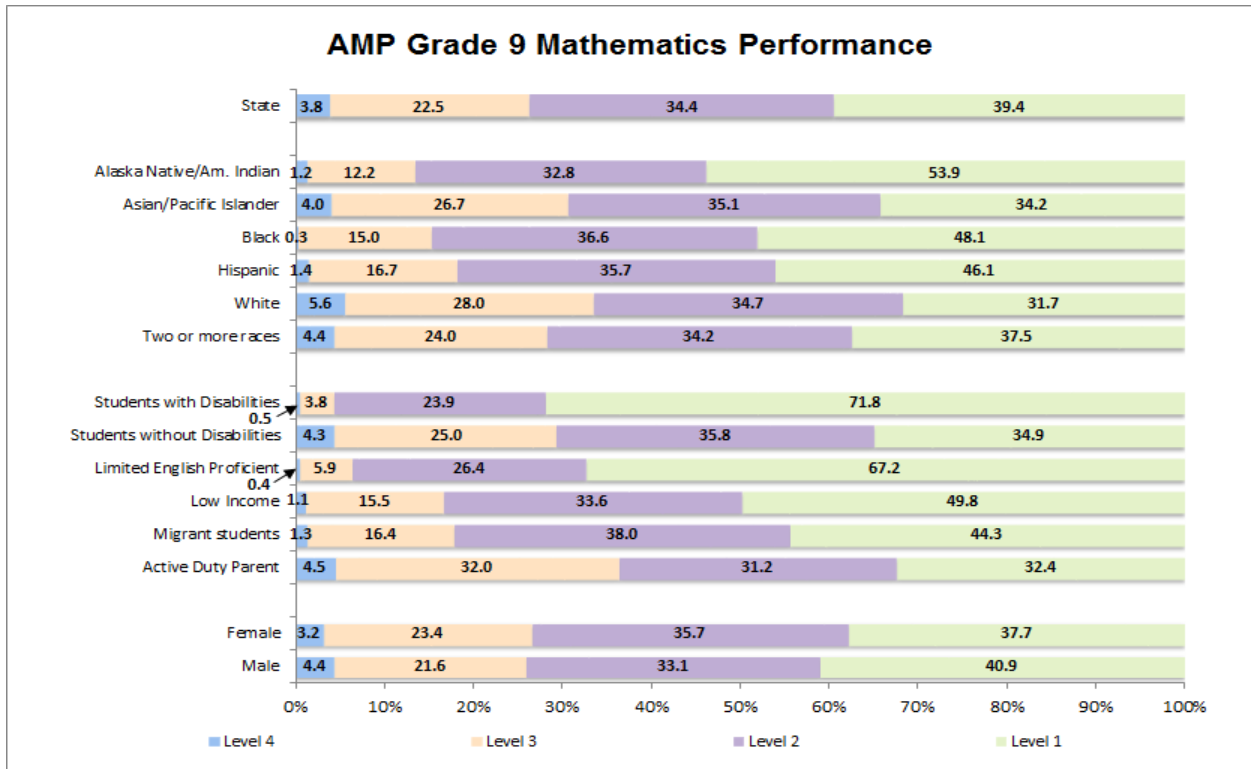
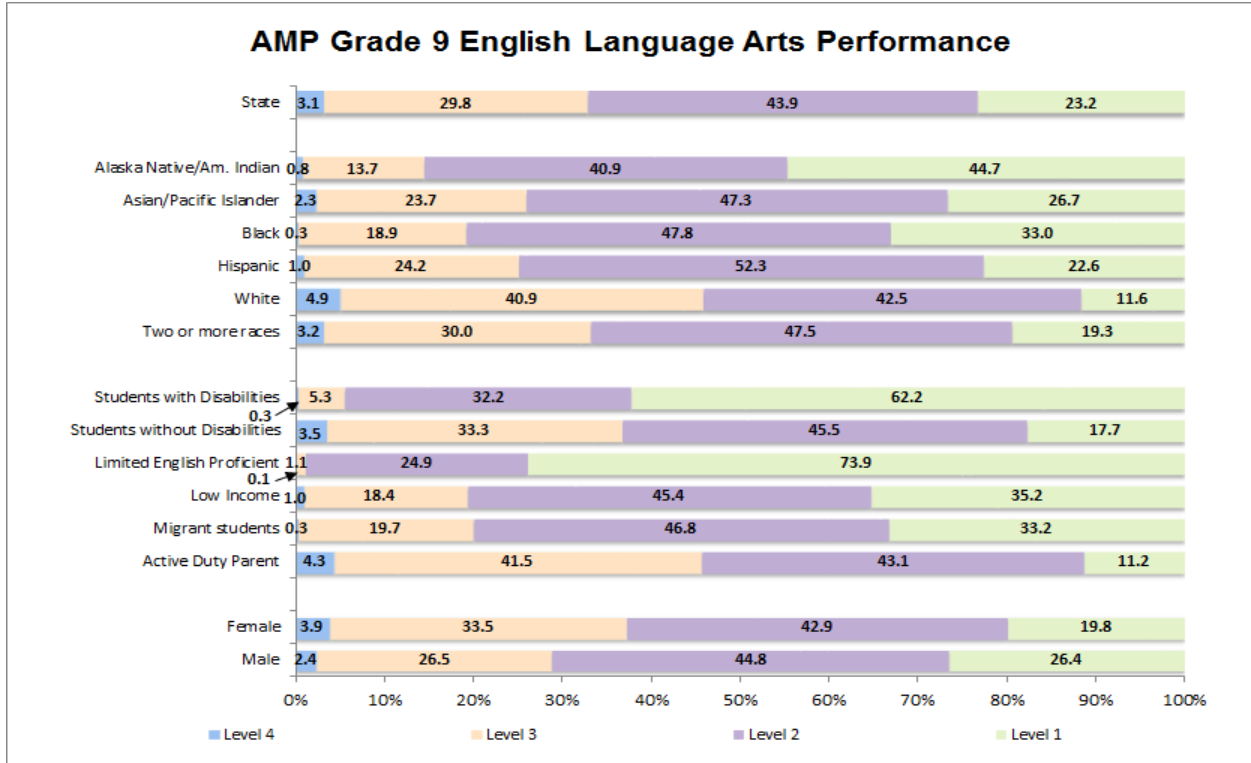
### AMP Statewide Performance by Grade (Continued)



Levels 3 & 4 = Meets the Standards

Level 1 & 2 = Partially Meets the Standards

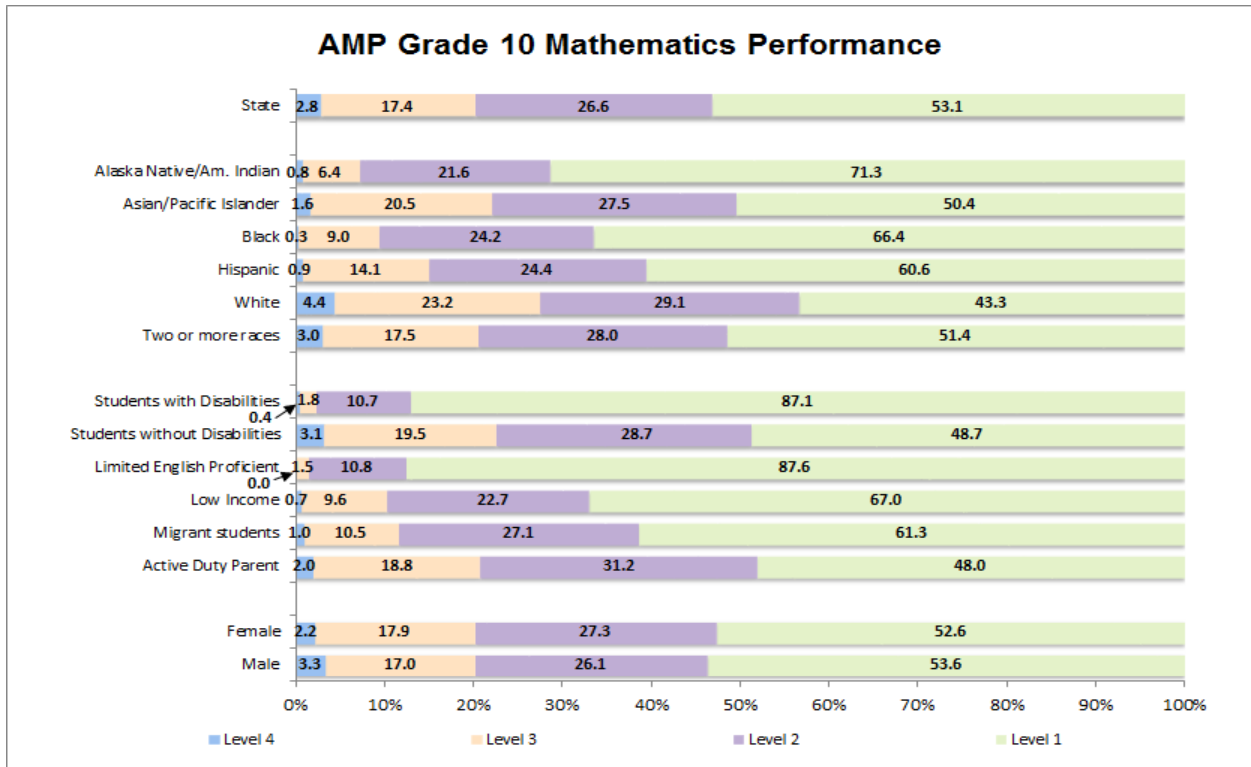
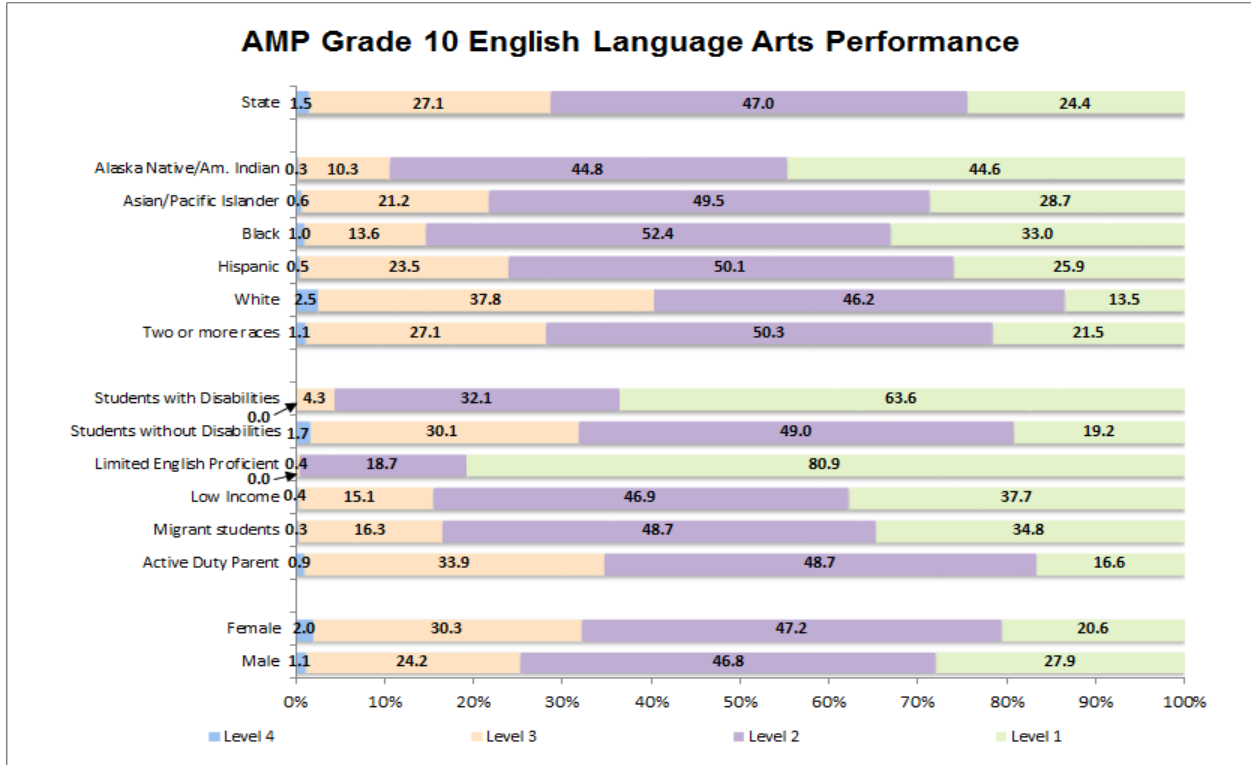
### AMP Statewide Performance by Grade (Continued)



Levels 3 & 4 = Meets the Standards

Level 1 & 2 = Partially Meets the Standards

### AMP Statewide Performance by Grade (Continued)



Levels 3 & 4 = Meets the Standards

Level 1 & 2 = Partially Meets the Standards



## AMP Statewide Performance – English Language Arts (ELA) and Mathematics

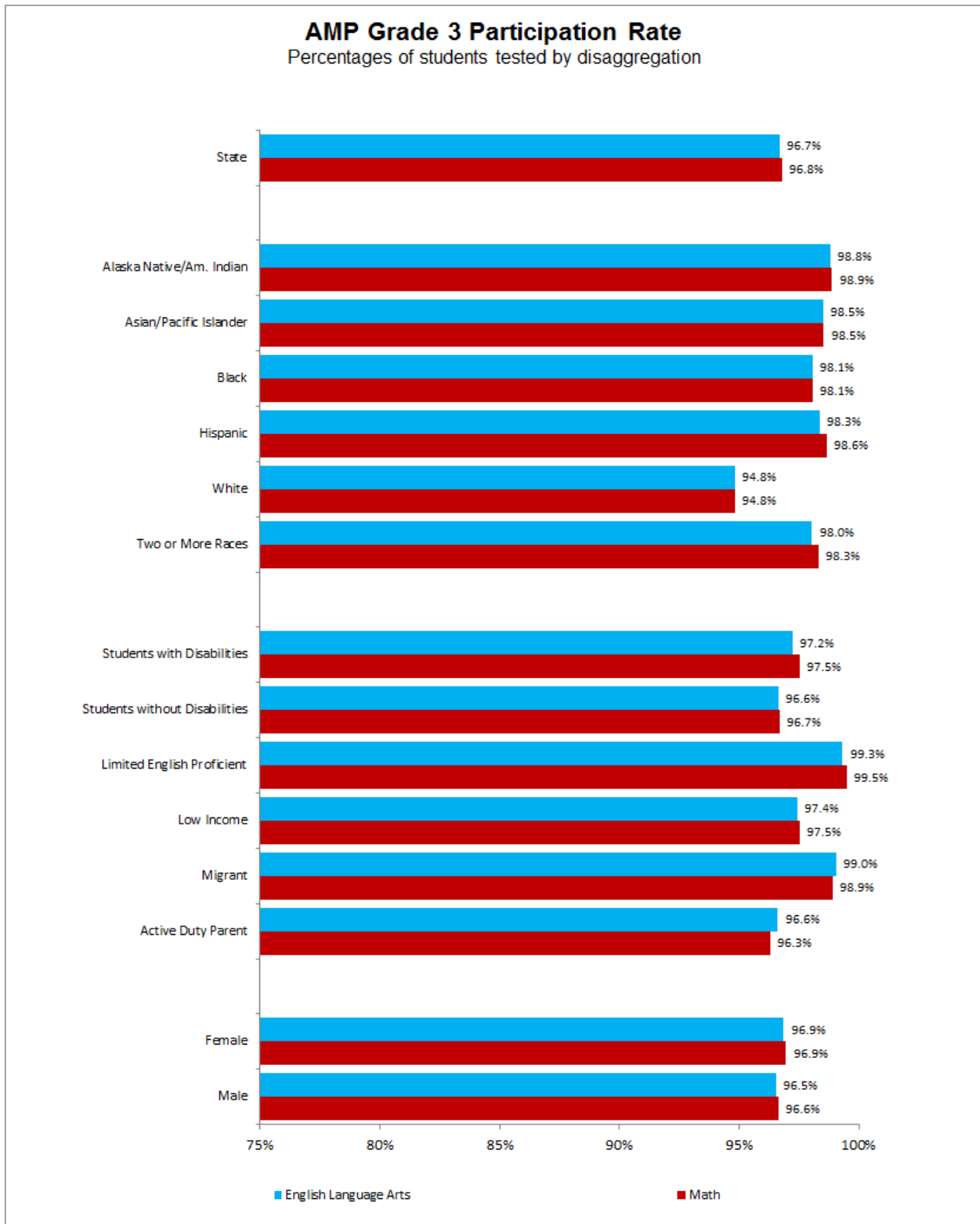
Subject	Year	Level 4		Level 3		Level 2		Level 1		Enrollment	Participation Rate <sup>2</sup>
		Count	Percentage <sup>1</sup>	Count	Percentage <sup>1</sup>	Count	Percentage <sup>1</sup>	Count	Percentage <sup>1</sup>		
<b>Grade 3</b>											
ELA	2015	871	9.1%	2,534	26.4%	1,726	18.0%	4,472	46.6%	9,931	96.7%
MATH	2015	1,164	12.1%	2,744	28.5%	3,982	41.3%	1,745	18.1%	9,956	96.8%
<b>Grade 4</b>											
ELA	2015	841	9.0%	2,912	31.1%	1,788	19.1%	3,834	40.9%	9,684	96.8%
MATH	2015	778	8.3%	2,867	30.5%	4,461	47.5%	1,285	13.7%	9,706	96.8%
<b>Grade 5</b>											
ELA	2015	377	4.1%	3,486	38.1%	2,367	25.9%	2,922	31.9%	9,470	96.6%
MATH	2015	406	4.4%	2,767	30.1%	4,551	49.6%	1,456	15.9%	9,503	96.6%
<b>Grade 6</b>											
ELA	2015	276	3.1%	3,090	34.4%	3,725	41.5%	1,880	21.0%	9,337	96.1%
MATH	2015	706	7.9%	2,164	24.1%	4,582	51.0%	1,541	17.1%	9,366	96.0%
<b>Grade 7</b>											
ELA	2015	309	3.5%	2,372	26.5%	4,205	47.0%	2,056	23.0%	9,273	96.4%
MATH	2015	218	2.4%	2,444	27.3%	4,849	54.2%	1,439	16.1%	9,295	96.3%
<b>Grade 8</b>											
ELA	2015	198	2.2%	2,648	29.0%	4,490	49.3%	1,780	19.5%	9,467	96.3%
MATH	2015	136	1.5%	2,221	24.3%	5,757	62.9%	1,035	11.3%	9,501	96.3%
<b>Grade 9</b>											
ELA	2015	279	3.1%	2,683	29.8%	3,943	43.9%	2,086	23.2%	9,548	94.2%
MATH	2015	343	3.8%	2,022	22.5%	3,092	34.4%	3,542	39.4%	9,580	93.9%
<b>Grade 10</b>											
ELA	2015	127	1.5%	2,281	27.1%	3,951	47.0%	2,049	24.4%	9,220	91.2%
MATH	2015	233	2.8%	1,462	17.4%	2,232	26.6%	4,453	53.1%	9,237	90.7%

<sup>1</sup> Level 1, Level 2, Level 3, and Level 4 rates only include students that participated in the exams.

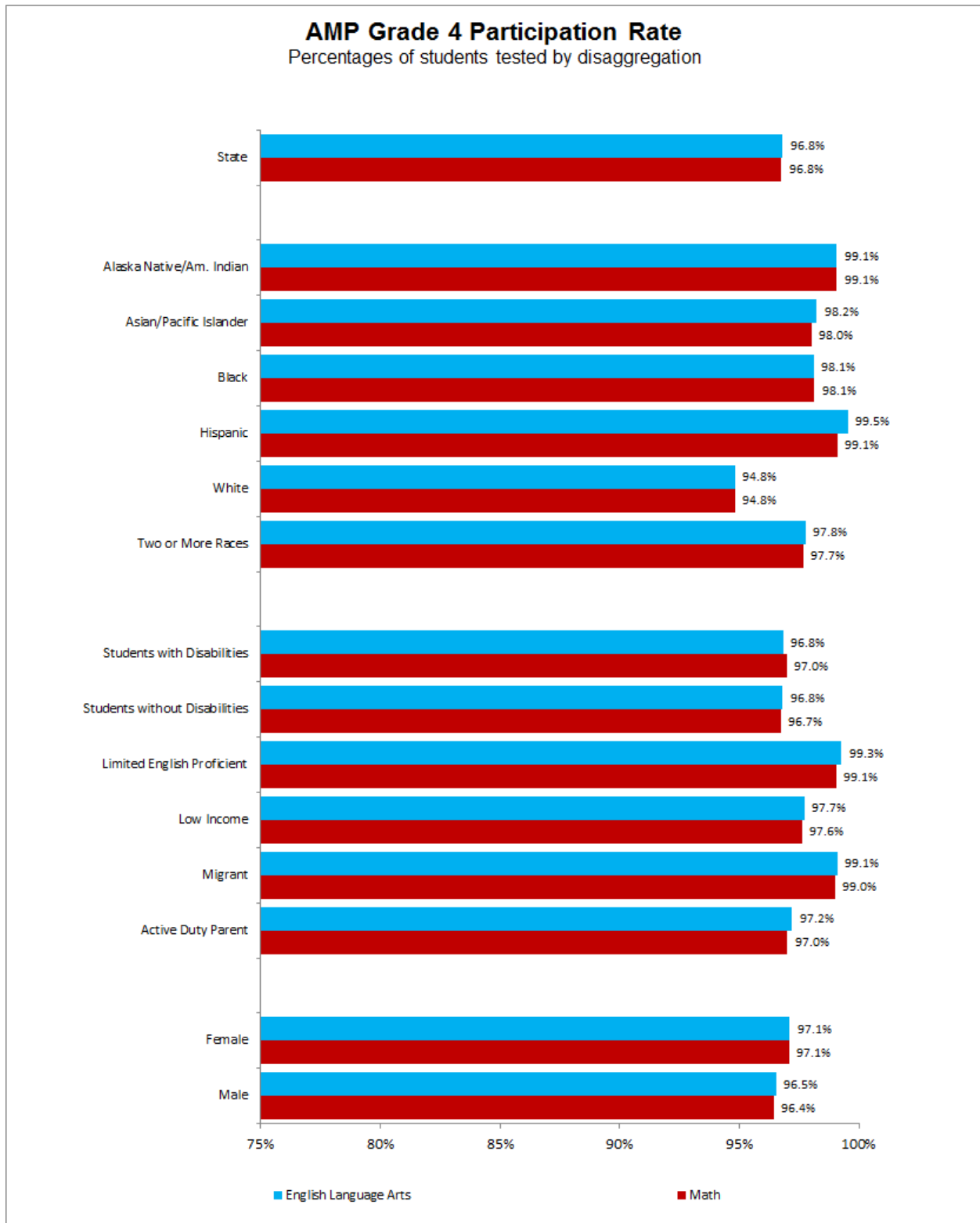
<sup>2</sup> Participation rate is calculated by dividing the total count of students tested by the number of eligible students enrolled.

**Note:** Two year trend data is unavailable, as Alaska Measures of Progress was administered for the first time in Spring 2015.

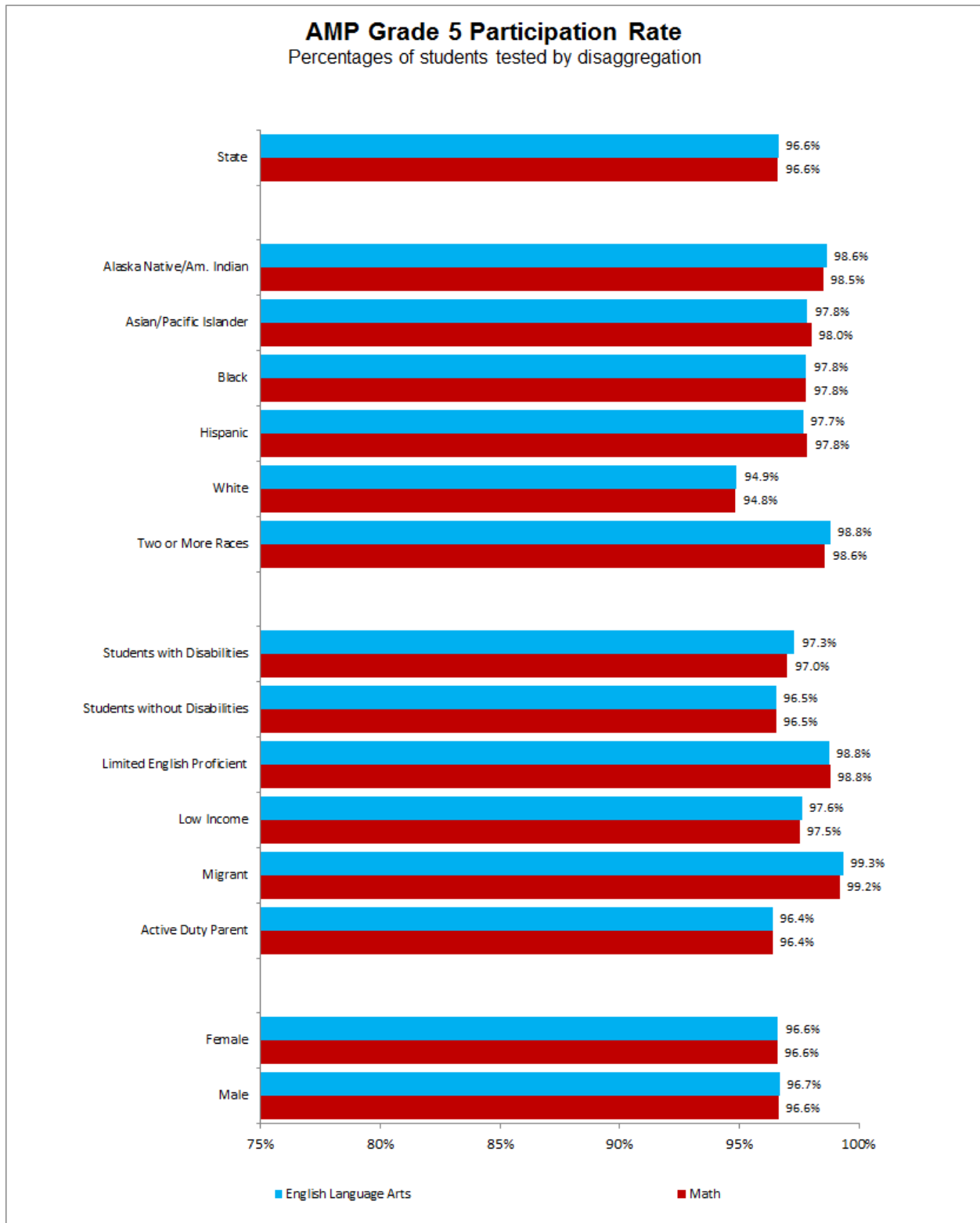
### AMP Statewide Participation Rate by Grade



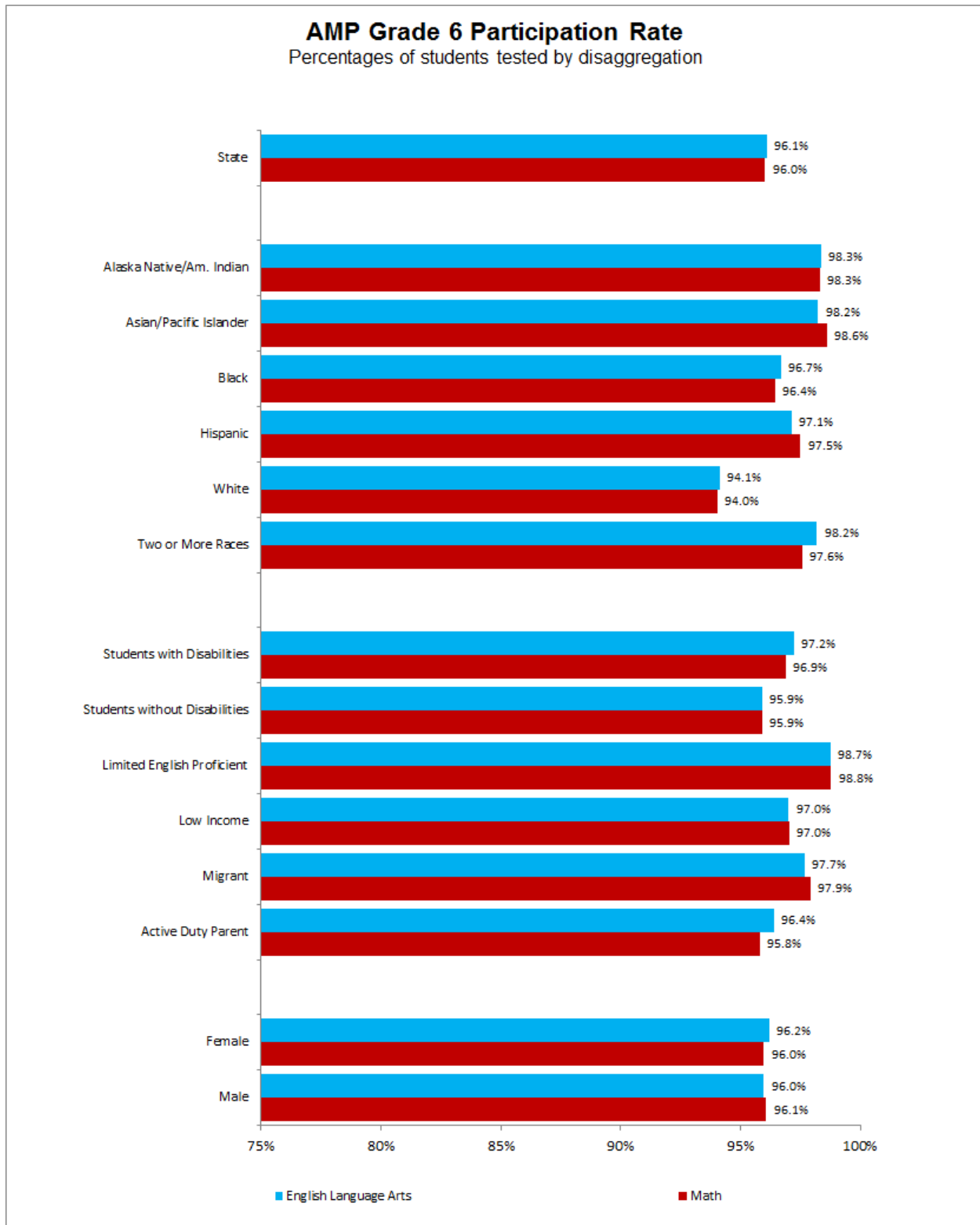
### AMP Statewide Participation Rate by Grade (Continued)



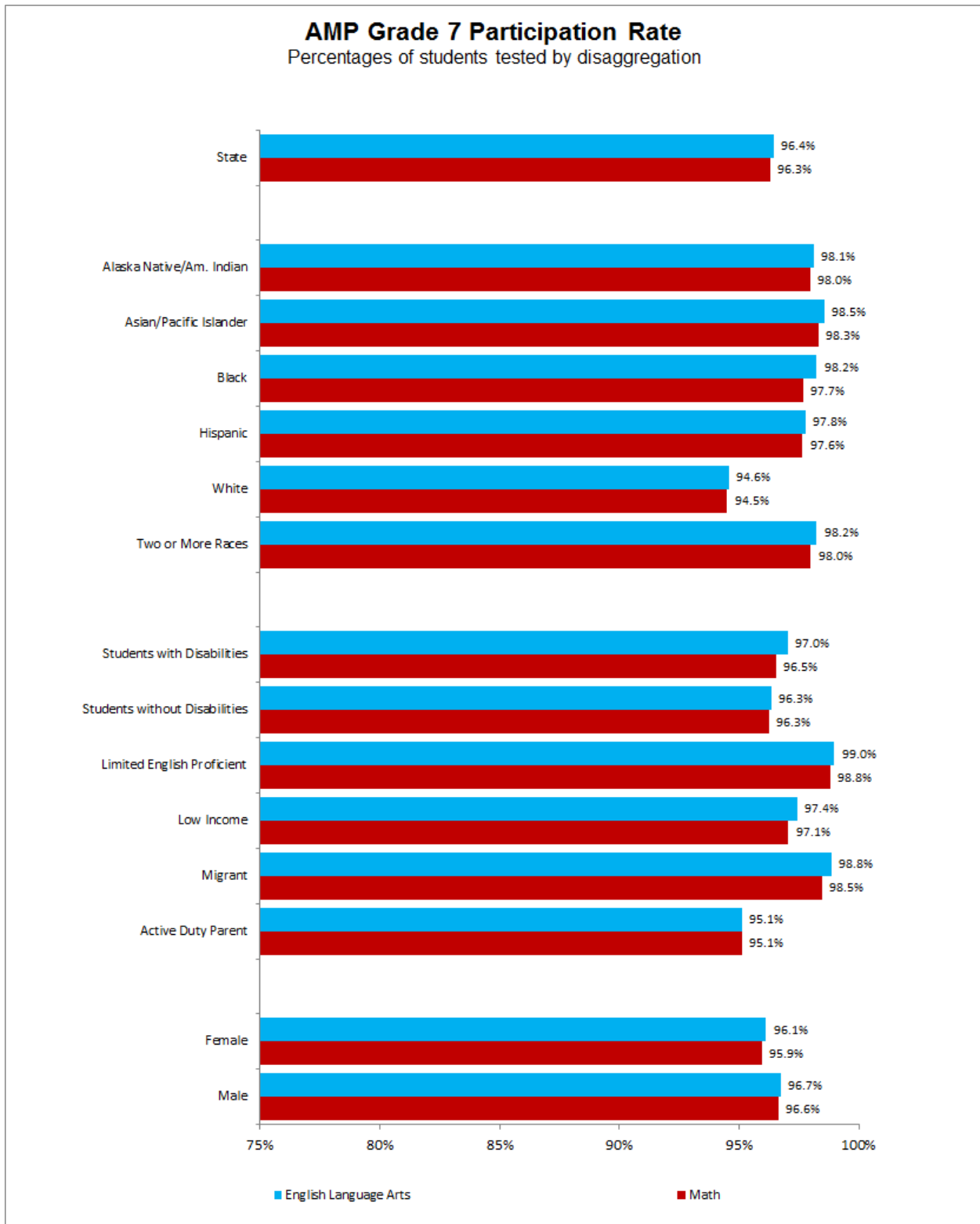
### AMP Statewide Participation Rate by Grade (Continued)



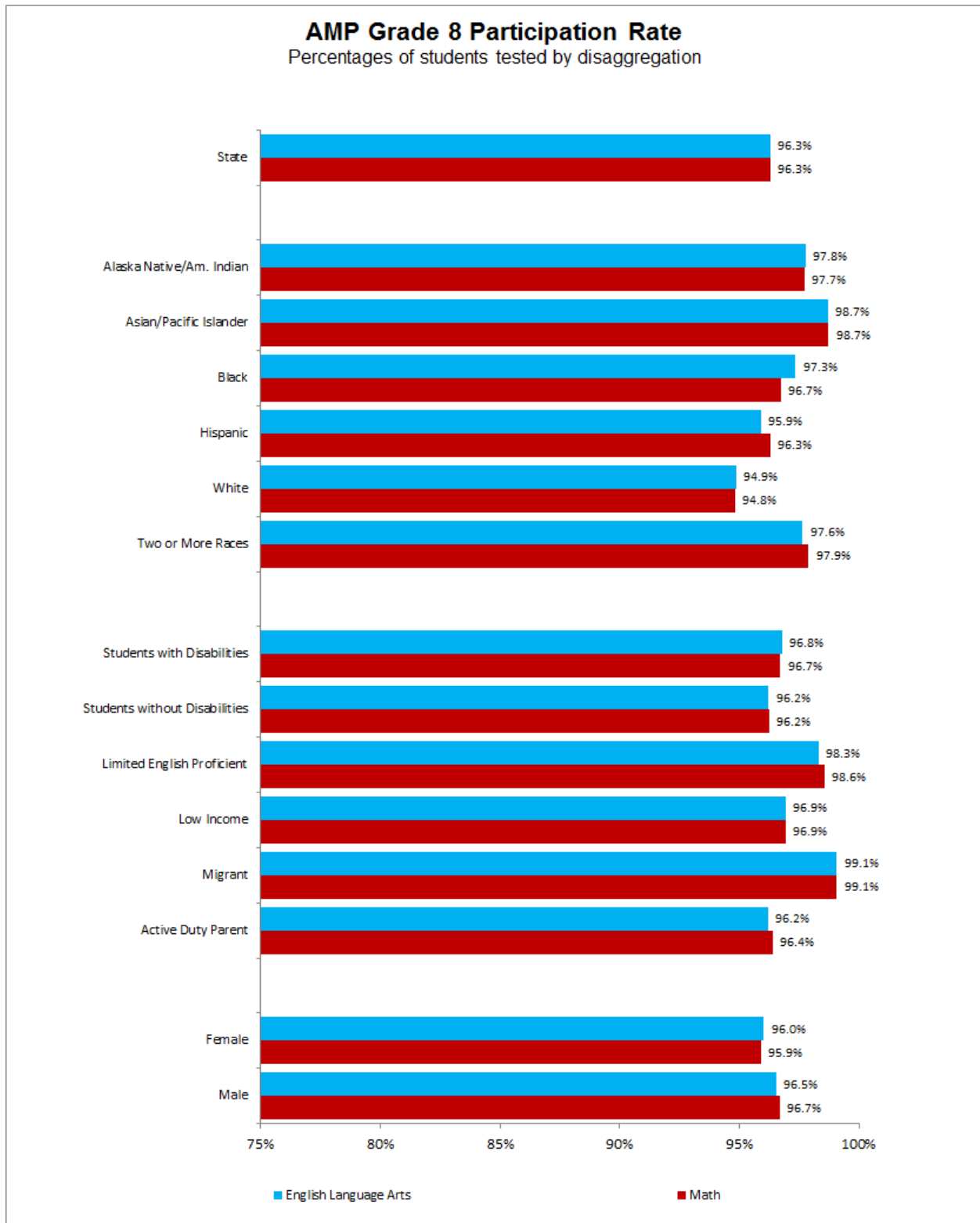
### AMP Statewide Participation Rate by Grade (Continued)



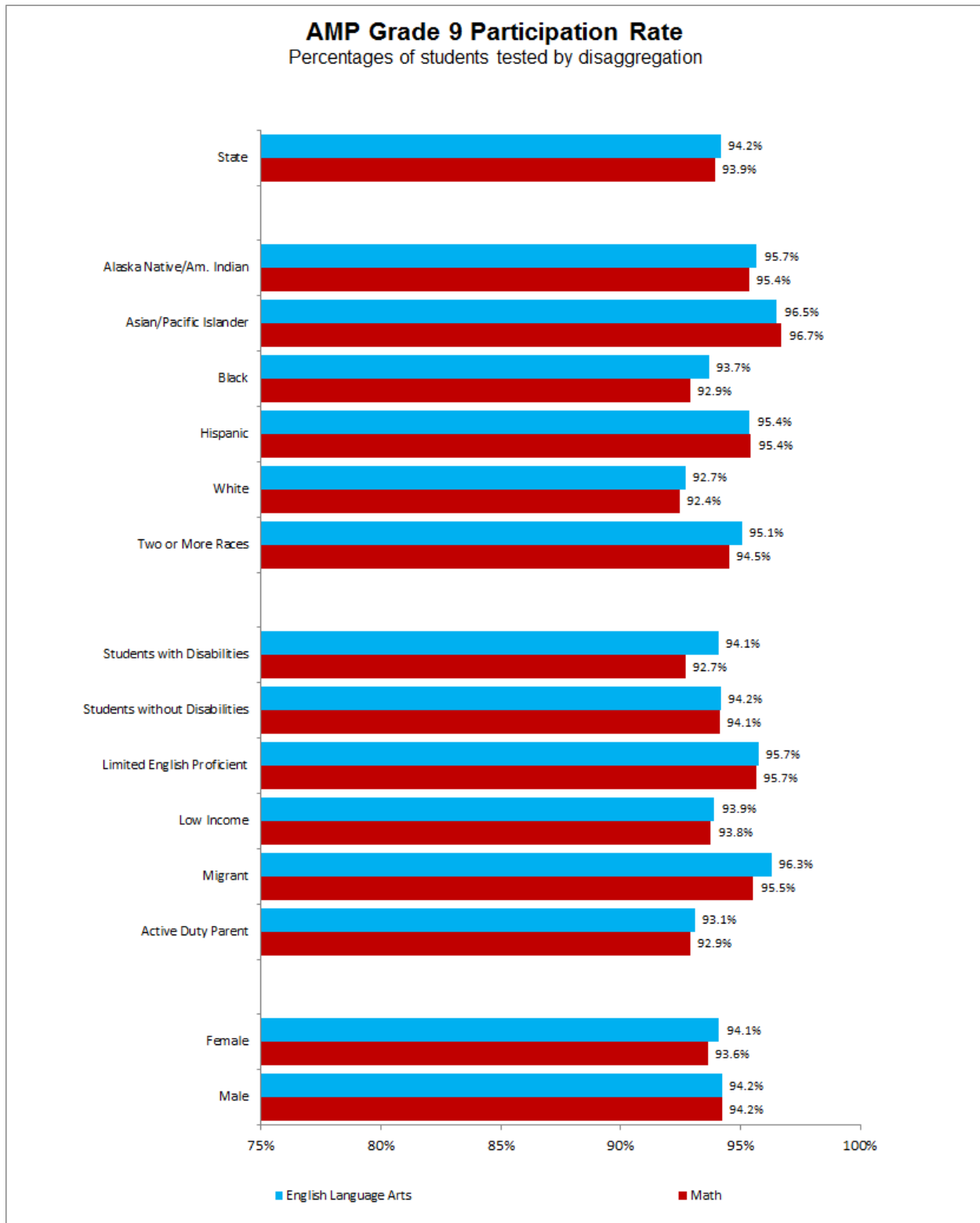
### AMP Statewide Participation Rate by Grade (Continued)



### AMP Statewide Participation Rate by Grade (Continued)

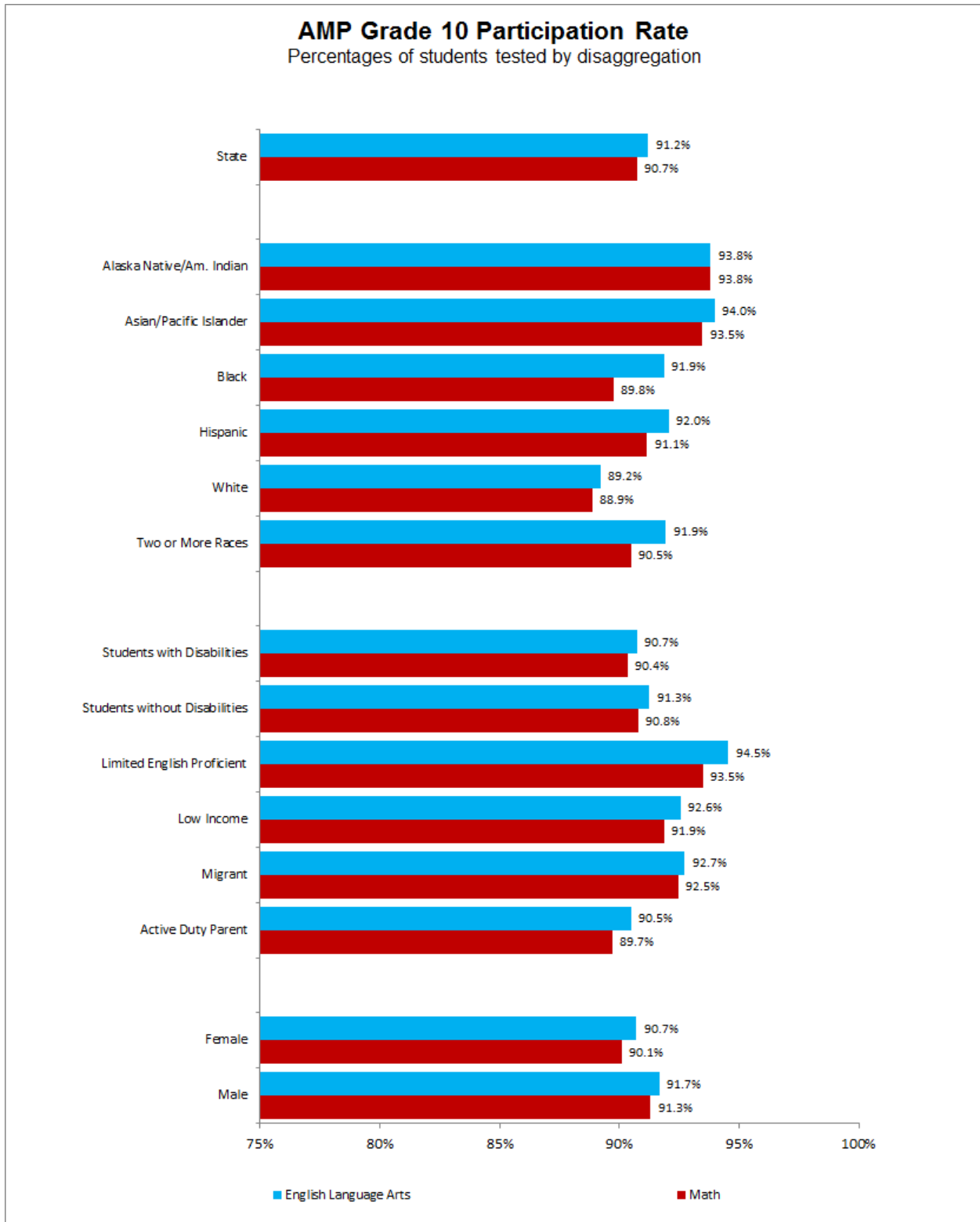


### AMP Statewide Participation Rate by Grade (Continued)



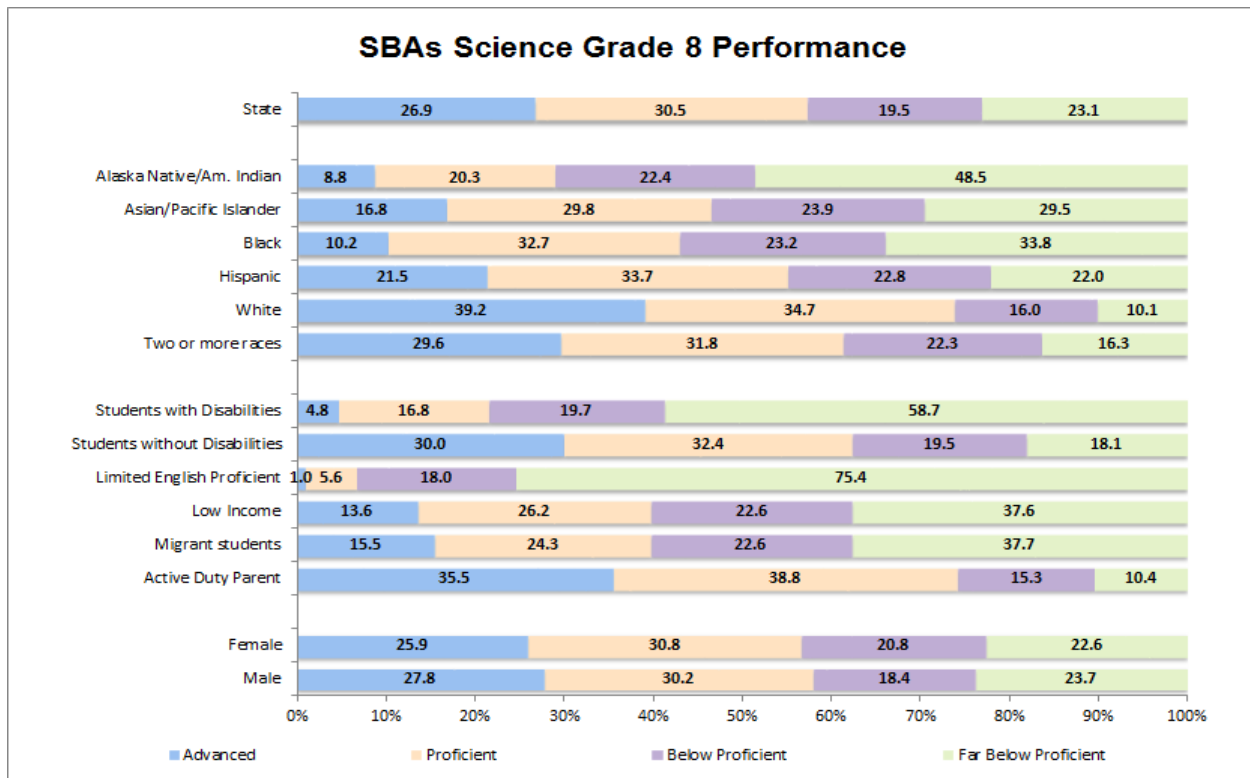
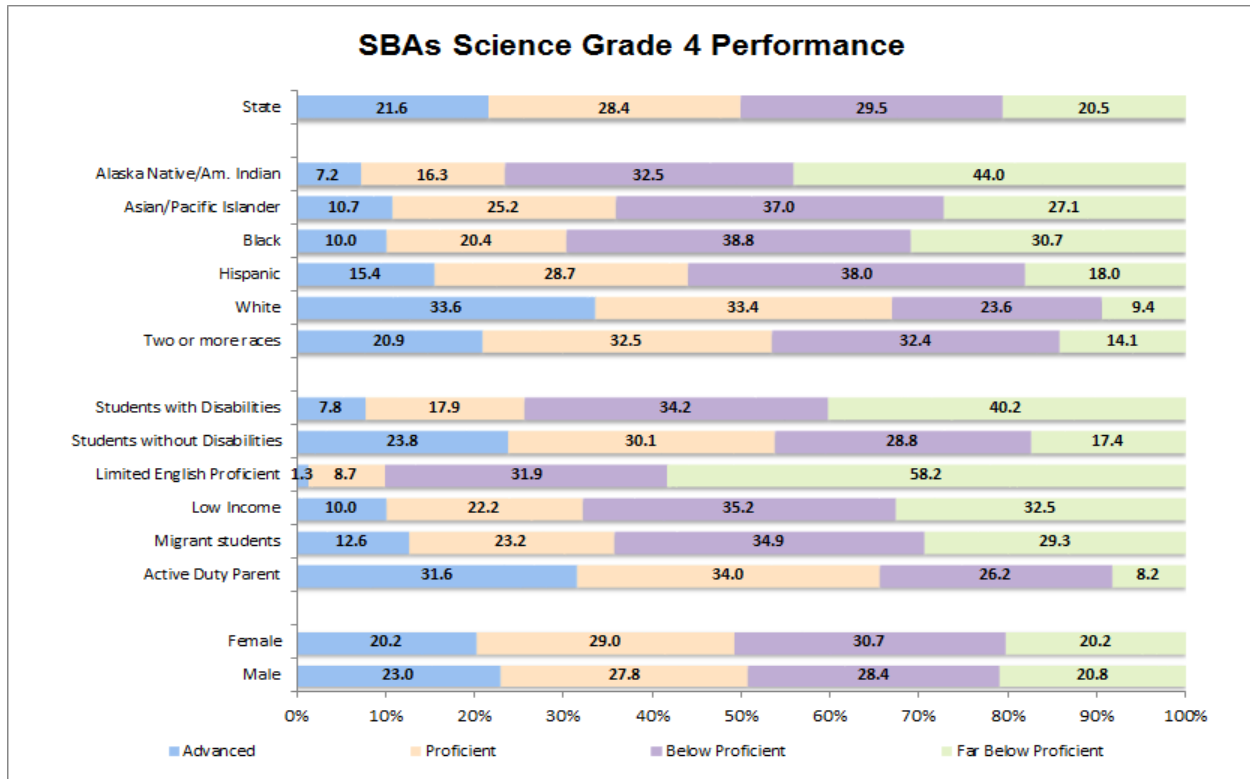


### AMP Statewide Participation Rate by Grade (Continued)

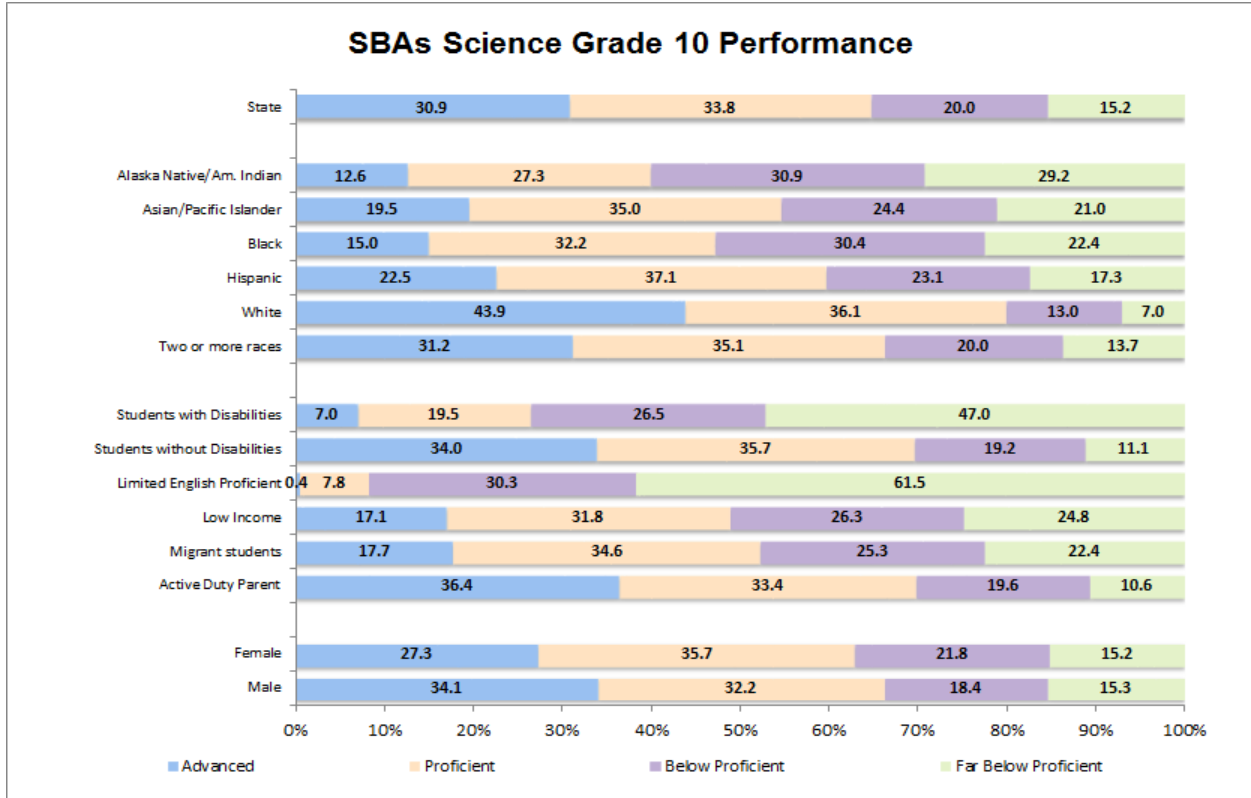


## STANDARDS BASED ASSESSMENTS - SCIENCE (SBAs Science)

### SBAs Science Statewide Performance by Grade



### SBAs Science Statewide Performance by Grade (Continued)



## SBAs Science Statewide Performance Trends

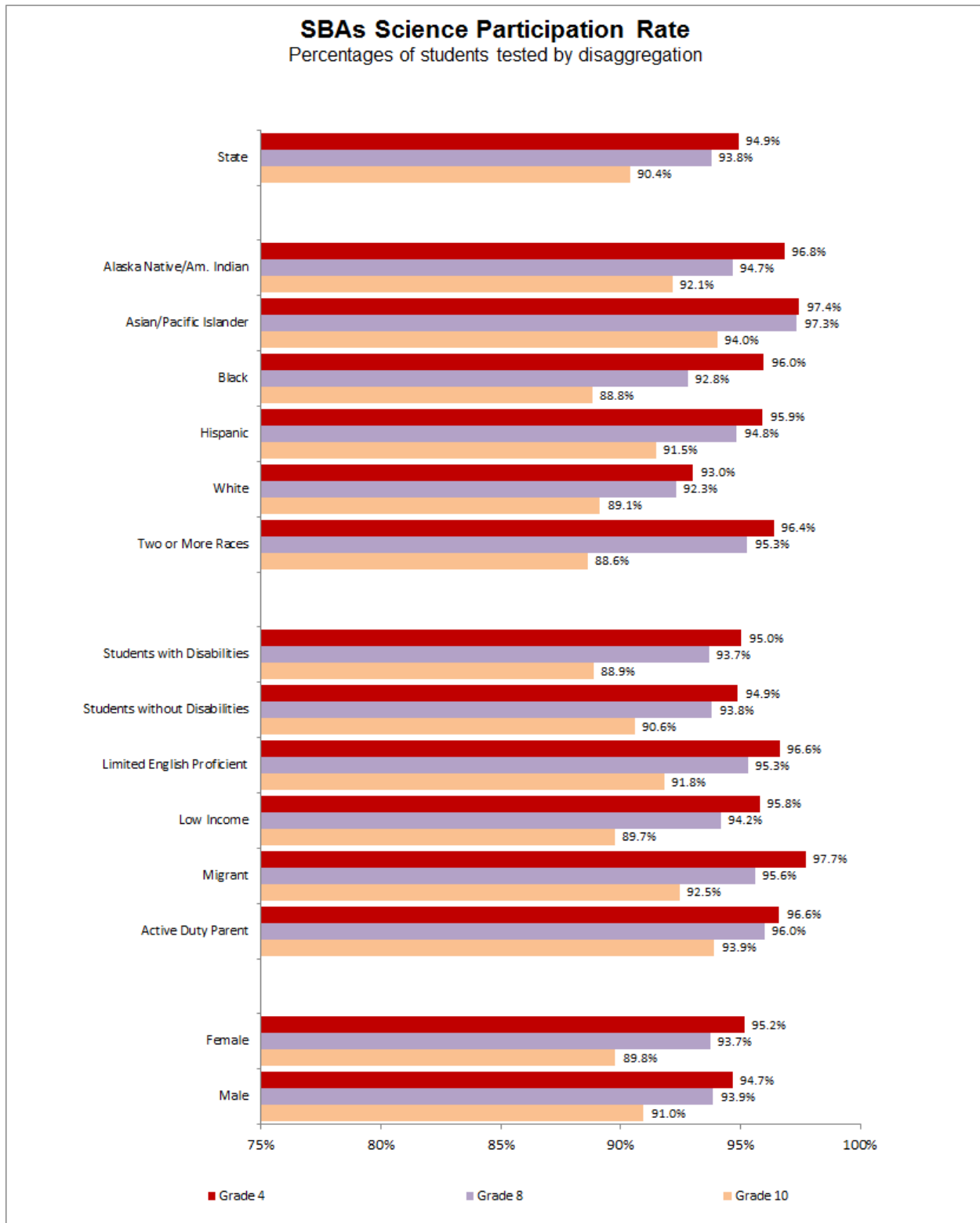
Subject	Year	Advanced		Proficient		Below Proficient		Far Below		Enrollment	Participation Rate <sup>2</sup>
		Count	Percentage <sup>1</sup>	Count	Percentage <sup>1</sup>	Count	Percentage <sup>1</sup>	Count	Percentage <sup>1</sup>		
<b>Grade 4</b>											
Science <sup>3</sup>	2013	1,792	19.3%	2,840	30.6%	2,871	30.9%	1,778	19.2%	9,566	97.0%
	2014	1,817	19.7%	2,866	31.1%	2,803	30.4%	1,732	18.8%	9,586	96.2%
	2015	1,991	21.6%	2,616	28.4%	2,719	29.5%	1,888	20.5%	9,708	94.9%
<b>Grade 8</b>											
Science <sup>3</sup>	2013	2,570	27.7%	2,678	28.9%	1,839	19.8%	2,191	23.6%	9,604	96.6%
	2014	2,024	22.1%	3,223	35.2%	1,883	20.6%	2,024	22.1%	9,471	96.7%
	2015	2,397	26.9%	2,715	30.5%	1,741	19.5%	2,063	23.1%	9,506	93.8%
<b>Grade 10</b>											
Science <sup>3</sup>	2013	2,698	31.9%	2,882	34.0%	1,663	19.6%	1,223	14.4%	9,076	93.3%
	2014	2,360	28.6%	3,020	36.6%	1,831	22.2%	1,045	12.7%	8,946	92.3%
	2015	2,577	30.9%	2,826	33.8%	1,674	20.0%	1,273	15.2%	9,238	90.4%

<sup>1</sup> Percent Advanced, Proficient, Below Proficient, and Far Below Proficient rates only include students that participated in the exams.

<sup>2</sup> Participation rate is calculated by dividing the total count of students tested by the number of eligible students enrolled.

<sup>3</sup> Science section of SBAs administered only to grades 4, 8, and 10.

### SBAs Science Statewide Participation Rate



## NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

The National Assessment of Educational Progress (NAEP) is the only national test of what students know and can do. The No Child Left Behind Act of 2001 mandated state participation in NAEP reading and mathematics assessments in grades 4 and 8 every other year so that NAEP could serve as the common measure of student achievement.

NAEP does not test each fourth or eighth grader in the state. A representative sample of schools is chosen to participate in the NAEP. No NAEP individual results are given for students or schools; only statewide results are reported. NAEP scores can be used to compare Alaska to the nation and to other states.

NAEP assessments are designed to assess NAEP standards, also known as NAEP frameworks. NAEP does not assess students on the Alaska standards. More information about the NAEP in Alaska can be found in <http://education.alaska.gov/tls/assessment/naep.html>.

There are three achievement levels for each grade assessed by NAEP: Basic, Proficient, and Advanced. A fourth level, Below Basic, has no federal policy definition but is indicative of a lack of mastery. Proficient on the NAEP indicates students "have demonstrated competency over challenging subject matter." The following definitions apply to all subjects and all grades assessed by NAEP:

<b>Achievement-Level Policy Definitions</b>	
<b>Basic</b>	<b>Partial mastery</b> of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
<b>Proficient</b>	<b>Solid academic performance</b> for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
<b>Advanced</b>	<b>Superior performance.</b>

The most recent data available for NAEP reading and mathematics is from the 2015 administration. The charts on the following pages show Alaska students' scores on the 2015 NAEP assessments compared to the public school students' scores nationally:

NAEP 2015 Grade 4 Reading	% Advanced		% Proficient		% Basic		% Below Basic	
	National	Alaska	National	Alaska	National	Alaska	National	Alaska
Student Subgroup								
All students	8	6	27	24	33	31	32	39
White	11	10	34	32	33	33	21	24
Black	2	6	16	19	33	32	49	44
Hispanic	3	5	17	23	33	34	46	38
Asian/Pacific Islander	19	5	34	18	28	34	19	43
American Indian/Alaska Native	4	1	17	9	31	24	47	66
Two or more races	10	5	29	25	34	35	28	35
Eligible for National School Lunch Program	3	2	18	15	34	28	44	54
Students with Disabilities	2	2	10	6	21	14	67	78
English Language Learners	1	*	7	3	24	16	68	81

NAEP 2015 Grade 8 Reading	% Advanced		% Proficient		% Basic		% Below Basic	
	National	Alaska	National	Alaska	National	Alaska	National	Alaska
Student Subgroup								
All students	3	3	29	29	42	39	25	29
White	4	5	38	41	42	40	16	14
Black	1	*	14	13	43	49	42	37
Hispanic	1	1	19	30	45	45	35	25
Asian/Pacific Islander	9	1	41	19	35	46	15	33
American Indian/Alaska Native	2	*	21	8	42	31	36	60
Two or more races	4	3	31	36	41	42	23	30
Eligible for National School Lunch Program	1	1	19	16	44	38	36	45
Students with Disabilities	*	*	7	6	28	24	64	69
English Language Learners	*	*	3	1	25	16	72	82

NAEP 2015 Grade 4 Reading Participation Rate Percentages	National	Alaska
Students with Disabilities	87	93
English Language Learners	93	96

NAEP 2015 Grade 8 Reading Participation Rate Percentages	National	Alaska
Students with Disabilities	87	89
English Language Learners	90	93

\* - Statistic rounds to zero percent

NAEP 2015 Grade 4 Math	% Advanced		% Proficient		% Basic		% Below Basic	
	National	Alaska	National	Alaska	National	Alaska	National	Alaska
Student Subgroup								
All students	7	6	32	29	42	43	19	22
White	10	9	41	38	39	41	10	11
Black	1	1	17	13	46	47	35	39
Hispanic	3	4	23	26	47	48	27	22
Asian/Pacific Islander	22	5	39	22	29	46	10	28
American Indian/Alaska Native	2	1	21	16	47	41	30	42
Two or more races	9	8	35	34	41	43	15	14
Eligible for National School Lunch Program	2	2	22	19	48	47	28	33
Students with Disabilities	2	1	14	10	38	35	46	55
English Language Learners	1	*	13	6	43	40	43	54

NAEP 2015 Grade 8 Math	% Advanced		% Proficient		% Basic		% Below Basic	
	National	Alaska	National	Alaska	National	Alaska	National	Alaska
Student Subgroup								
All students	8	7	24	25	38	39	30	29
White	10	11	32	35	39	41	19	14
Black	1	2	11	15	35	41	53	42
Hispanic	3	5	16	21	41	45	40	29
Asian/Pacific Islander	25	4	33	22	28	41	14	34
American Indian/Alaska Native	3	2	16	11	38	33	43	54
Two or more races	9	8	26	27	38	39	28	26
Eligible for National School Lunch Program	2	2	15	15	40	39	42	44
Students with Disabilities	1	1	6	5	24	24	68	70
English Language Learners	1	*	5	2	26	18	69	81

NAEP 2013 Grade 4 Math Participation Rate Percentages	National	Alaska
Students with Disabilities	89	91
English Language Learners	95	97

NAEP 2015 Grade 8 Math Participation Rate Percentages	National	Alaska
Students with Disabilities	90	89
English Language Learners	93	93

\* - Statistic rounds to zero percent



## COLLEGE ENTRANCE EXAMINATIONS

### SAT

The SAT measures mathematics, critical reading, and writing skills. Participation is voluntary and students may attempt the test multiple times. Results from the SAT are used by many post-secondary institutions for decision-making purposes regarding admission, course placement, and financial aid.

Alaska's 2015 graduating public school seniors scored higher than the 2015 national public school average score in critical reading, mathematics, and writing. Overall, Alaska public and private school graduates scored above the national average in critical reading, and below the national average in mathematics and writing.

Test Population	Test Subsection	ALASKA	NATIONAL
		Average Score	Average Score
All Graduating Seniors	Critical Reading	509	495
	Mathematics	503	511
	Writing	482	484
Public School Graduating Seniors	Critical Reading	509	489
	Mathematics	505	498
	Writing	482	475

### ACT

The ACT assesses student knowledge in four subject areas: English, reading, mathematics, and science. Participation is voluntary and students may attempt the test multiple times. Results from the ACT are used by many post-secondary institutions for decision-making purposes regarding admission, course placement, and financial aid.

Alaska's 2015 graduating public school seniors earned a higher average composite ACT score than the national public school average and higher average scores in all subject areas in 2014-2015.

Alaska public and private school graduates earned a higher average composite ACT score than the national average and higher than the national average subject scores in mathematics and reading, the same subject score in science, and a lower subject score in English.

Test Population	Test Subsection	ALASKA	NATIONAL
		Average Score	Average Score
All Graduating Seniors	English	20.1	20.4
	Mathematics	21.1	20.8
	Reading	21.9	21.4
	Science	20.9	20.9
	<b>Composite</b>	<b>21.1</b>	<b>21.0</b>
Public School Graduating Seniors	English	20.0	19.9
	Mathematics	21.1	20.6
	Reading	21.8	21.0
	Science	20.8	20.7
	<b>Composite*</b>	<b>21.1</b>	<b>20.7</b>

\* Per ACT, Inc. "Both national and state ACT data should be interpreted with an understanding of the tested students being reviewed, and a realization that this is not solely a look at public school tested students. There are many differences in state testing patterns such as full statewide testing of all juniors vs. states where students choose to take the ACT. We also see data differences by the percent of students choosing to take the ACT within states. It is important when viewing the data comparatively to understand these differences and view the data in light of these differences."

## ALASKA SCHOOL AND DISTRICT ACCOUNTABILITY

### Overview

In September 2012 Alaska applied for a flexibility waiver from the provisions of the federal Elementary and Secondary Education Act (ESEA). The waiver was approved in May 2013 by the United States Department of Education. In June 2013, the State Board adopted a new accountability system for Alaska's public schools. The new accountability system is based on two separate systems: the Alaska School Performance Index (ASPI) and Annual Measurable Objective (AMO) targets.

### Alaska School Performance Index (ASPI)

The Alaska School Performance Index (ASPI) system effectively replaces the former Adequate Yearly Progress (AYP) model that had been in place since 2002. AYP reporting was established following implementation of the No Child Left Behind Act (NCLB). Schools are now scored on a 100-point scale, based on student growth as well as achievement on state assessments, attendance, high school graduation, and student performance on work-ready and college entrance exams. The overall ASPI score determines the category, or star rating, of each school. The top performing schools in the state are rated as 5-star schools, while the lowest performing schools are rated as 1-star schools.

In 2013-2014 there were 501 schools that received a star rating. 273 of these schools (54.5%) received a four- or five-star rating. This compares to 2012-2013, when 242 of 503 schools (48.1%) received a four- or five-star rating.

### Annual Measurable Objective (AMO) Targets

In addition to the ASPI star designation, each school and district, as well as the state, received individualized AMO targets in reading, writing and mathematics based upon proficiency on the SBAs in 2012. The targets increased by annual increments toward the goal of reducing by half the percentage of students who are not proficient within six years for each content area. Progress toward AMO targets is reported annually for all students and for each of the currently identified subgroups that include at least five students (economically disadvantaged students, limited English proficient students, students with disabilities, and all six race/ethnicity groups). The targets are ambitious, but achievable.

**2013-2014 Count of Schools  
by ASPI Rating**

Rating	Count	Percent
*****	75	15.0%
****	198	39.5%
***	149	29.7%
**	52	10.4%
*	27	5.4%

**2013-2014 Count of Title I  
Schools by ASPI Rating**

Rating	Count	Percent
*****	22	7.8%
****	102	36.0%
***	100	35.3%
**	41	14.5%
*	18	6.4%

## Effect of AMP on Accountability

In partnership with the Alaska Department of Education & Early Development (EED), school districts implemented the Alaska Measures of Progress (AMP) summative assessment during the spring of 2015. AMP measures a student's understanding of Alaska's English language arts and mathematics standards, which are more rigorous than the state's previous standards.

Because achievement on AMP cannot be compared to proficiency on the Standards Based Assessments (SBAs), comparing the results of the two assessments is inappropriate and statistically impossible. Because results from AMP and the SBAs cannot be compared, a measurement of student growth cannot be calculated. Student growth accounts for 40 percent of a traditional school's ASPI score and 50 percent of an alternative school's ASPI score. Due to this lack of comparability, EED did not produce ASPI scores and star ratings for the 2014-2015 school year.

Similarly, although AMO targets were calculated through the 2017-2018 school year, these targets were calculated based upon performance on the 2011-2012 SBAs. Since AMP and SBAs are not comparable, the AMO targets are no longer valid. EED did not produce AMO progress reports for the 2014-2015 school year.

The United States Department of Education, in recognition of the statistical and reporting challenges caused by the incomparability of SBAs and AMP results, allowed EED to pause its accountability system, relying on 2013-2014 ASPI and AMO calculations to inform school accountability during the 2015-2016 school year.

## Designation of Schools

Schools may receive a designation in addition to their ASPI star rating:

*Reward schools* are in the top 10% of the highest-performing and high-progress schools in the state. These schools will be given special recognition and encouraged to serve as models for other schools.

*Priority schools* are identified from among the 1-star and 2-star schools for the most rigorous attention and support. At least 5% of the lowest performing Title I schools are designated Priority and remain so for at least three years. Priority schools are required to develop and implement a comprehensive school improvement plan to implement the seven turnaround principles as required by state regulations and the U.S. Department of Education.

*Focus schools* are selected from among the 1-star and 2-star schools that were not identified as Priority schools but would benefit from a program of improvement targeted to their specific needs. At least 10% of the lowest-performing Title I schools are designated as Focus schools for at least two years. Focus schools are required to develop and implement a school improvement plan targeted to their specific needs, including consideration of the seven turnaround principles that are referenced in state regulations.

Priority, focus, 1-star, and 2-star schools are required to submit School Improvement Plans for approval to EED. All 3-star schools are required to complete a School Improvement Plan and submit it to their district office for approval.

A 4-star or 5-star school is also required to complete a School Improvement Plan under certain conditions:

- For two consecutive years, the school failed to meet its annual measurable objective under 4 AAC 06.815 for the school as a whole or for any subgroup at the school
- The school enrolls students in grade 12 and experienced a decline in the school's graduation rate for the school as a whole or for any subgroup at the school
- The school has a participation rate of less than 95 percent under 4 AAC 06.820(a)

A school remains designated as a priority school for three years, and every third year the department will identify and designate priority schools. A school remains designated as a focus school for two years, and every two years the department will identify and designate priority schools. Priority and Focus schools were both identified for the 2013-2014 school year utilizing 2012-2013 assessment data, so no changes to the lists of Priority or Focus schools were made following the 2013-2014 school year.

### Effect of AMP on the Designation of Schools

As was the case with accountability, the transition from SBAs to AMP impacted the school designation process. No new reward schools were identified for the 2015-2016 school year based on performance on 2015 assessments. The 2014-2015 reward schools identified in this document are based on performance on 2014 assessments.

Priority schools retain their designation for the 2015-2016 school year. This will be the priority schools' third year of implementation of required turnaround principles. Focus schools also retain their designation for the 2015-2016 school year for the third consecutive year. Priority and focus schools continue to receive support from EED liaisons, coaches, and staff to assist with implementing the interventions described in their approved plans. These schools also continue to revise and update their plans with new tasks and activities for the 2015-2016 school year and to use any available local data that demonstrates student needs or progress.

## 2014-2015 Reward Schools – Highest Performing

### Alaska Gateway School District

- Dot Lake School

### Anchorage School District

- Bear Valley Elementary
- Eagle Academy Charter School
- Northern Lights ABC K-8 School

### Denali Borough School District

- Cantwell School

### Dillingham City School District

- Dillingham Correspondence School

### Galena City School District

- Sidney C. Huntington Elementary

### Iditarod Area School District

- Takotna Community School

### Kenai Peninsula Borough School District

- Aurora Borealis Charter School
- Chapman School
- Cooper Landing School
- Kaleidoscope School of Arts & Science
- Moose Pass School

### Lake and Peninsula Borough School District

- Chignik Lagoon School
- Igiugig School

### Matanuska-Susitna Borough School District

- Beryozova School
- Mat-Su Career & Tech Ed High School

### Nome City School District

- Anvil City Science Academy
- Extensions Correspondence

### Skagway School District

- Skagway School

**Note:** 2014-2015 Reward School status is assigned based upon 2013-2014 accountability data.

**2014-2015 Reward Schools – Highest Performing (Continued)**

**Southeast Island School District**

- Port Alexander School

**Wrangell Public School District**

- Stikine Middle School

**Note:** 2014-2015 Reward School status is assigned based upon 2013-2014 accountability data.

## 2014-2015 Reward Schools – High Progress

### **Aleutians East Borough School District**

- False Pass School

### **Anchorage School District**

- Aurora Elementary
- Bayshore Elementary
- Chugiak Elementary
- Ravenwood Elementary

### **Chugach School District**

- Whittier Community School

### **Denali Borough School District**

- Anderson School
- Cantwell School

### **Fairbanks North Star Borough School District**

- Salcha Elementary

### **Haines Borough School District**

- Haines High School

### **Iditarod Area School District**

- Takotna Community School

### **Kenai Peninsula Borough School District**

- Aurora Borealis Charter School
- Cooper Landing School
- Fireweed Academy
- Nikolaevsk School
- Soldotna Montessori Charter School
- Sterling Elementary
- West Homer Elementary
- William H. Seward Elementary School

### **Ketchikan Gateway Borough School District**

- Fawn Mountain Elementary
- Houghtaling Elementary

**Note:** 2014-2015 Reward School status is assigned based upon 2013-2014 accountability data.

## 2014-2015 Reward Schools – High Progress (Continued)

### **Kodiak Island Borough School District**

- Karluk School
- Peterson Elementary

### **Lake and Peninsula Borough School District**

- Chignik Lagoon School
- Igiugig School
- Perryville School

### **Lower Kuskokwim School District**

- Ayaprun Elitnaurvik

### **Matanuska-Susitna Borough School District**

- Beryozova School
- Glacier View School
- John Shaw Elementary
- Mat-Su Career & Tech Ed High School
- Pioneer Peak Elementary
- Willow Elementary

### **Skagway City School District**

- Skagway School

### **Southeast Island School District**

- Howard Valentine Coffman Cove School
- Naukati School
- Port Protection School
- Whale Pass School

### **Southwest Region School District**

- William “Sonny” Nelson School

### **Unalaska City School District**

- Unalaska Jr./Sr. High School

### **Wrangell School District**

- Stikine Middle School

**Note:** 2014-2015 Reward School status is assigned based upon 2013-2014 accountability data.



### 2013-2014 Priority Schools

#### **Bering Strait School District**

- Tukurngailnguq School

#### **Kashunamiut School District**

- Chevak School

#### **Lower Kuskokwim School District**

- Anna Tobeluk Memorial School
- Ayaprun School
- Chaputnguak School
- Chief Paul Memorial School
- Joann A. Alexie Memorial School
- Lewis Angapak Memorial School
- Nelson Island Area School
- Paul T. Albert Memorial School
- William Miller Memorial School

#### **Northwest Arctic Borough School District**

- Davis-Ramoth School
- McQueen School
- Shungnak School

#### **Yupit School District**

- Akiachak School
- Tuluksak School

**Note:** 2013-2014 Priority School status is assigned based upon 2012-2013 accountability data.

## 2013-2014 Focus Schools

### Alaska Gateway Borough School District

- Tanacross School
- Tetlin School

### Anchorage School District

- Avail School

### Bering Strait School District

- Brevig Mission School
- Diomedea School
- Gambell School
- Hogarth Kingeekuk, Sr. Memorial School

### Kuspuk School District

- Crow Village Sam School
- George Morgan, Sr. High School
- Joseph S. & Olinga Gregory Elementary

### Lower Kuskokwim School District

- Akiuk Memorial School
- Akula Elitnaurvik School
- Eek School
- Z. John Williams Memorial School

### Lower Yukon School District

- Alakanuk School
- Hooper Bay School
- Ignatius Beans School
- Kotlik School
- Pilot Station School

### Matanuska-Susitna Borough School District

- Burchell High School

### Northwest Arctic Borough School District

- Aqqaluk High/Noorvik Elementary

### Sitka School District

- Pacific High School

**Note:** 2013-2014 Focus School status is assigned based upon 2012-2013 accountability data

### 2013-2014 Focus Schools (Continued)

#### Southwest Region School District

- Togiak School

#### Yukon Flats School District

- Arctic Village School
- John Fredson School
- Stevens Village School (Closed during 2013-2014 school year)

#### Yukon-Koyukuk School District

- Allakaket School
- Kaltag School

#### Yupiit School District

- Akiak School

**Note:** 2013-2014 Focus School status is assigned based upon 2012-2013 accountability data

## HIGH SCHOOL COMPLETION REQUIREMENTS

Alaska's public school districts establish local high school graduation requirements that meet or exceed the state regulatory standards. Students are awarded high school credit based on achievement of a passing grade for a course of study as prescribed by the local school board. Special education students with severe disabilities who are unable to take regular course offerings are issued a Certificate of Attendance or Certificate of Completion.

As of July 1, 2014, Alaska public school students must take one of three college- or career-ready assessments (ACT, SAT, or WorkKeys) or receive a waiver from this requirement prior to graduation. This replaced the requirement that all graduates test proficient in reading, writing, and mathematics on the High School Graduation Qualifying Examination (HSGQE). In addition, students must earn 21 or more units of credit including a minimum core of:

- Four units of language arts
- Three units of social studies, including one half-credit in Alaska history
- Two units of mathematics for students graduating from high school on or before June 30, 2017; three units of mathematics for students graduating from high school on or after July 1, 2017
- Two units of science
- One unit of health/physical education

Districts may, at their discretion, choose to require all students to achieve more than 21 credits or assign courses beyond the state-mandated core requirements.

In 2015, a total of 8,253 graduates were awarded a regular high school diploma. Of these, 247 were 2014 certificate of achievement recipients who qualified for and received a retroactive diploma after the HSGQE requirement was removed on July 1, 2014. Additionally, 105 students received a certificate of achievement, certificate of attendance, or certificate of completion in 2015.

### 2014-2015 Graduates by Ethnicity

Ethnicity	% of 12th Grade Enrollment	% of Graduates in 2014-2015
Alaska Native or American Indian	23.2%	19.5%
Asian or Pacific Islander	8.8%	10.0%
Black	3.3%	3.3%
Hispanic	6.6%	5.7%
White	50.9%	52.0%
Two or more races	7.2%	9.4%

Percentage of 12th grade enrollment represents the October 1, 2014 count of 12th grade enrollment by ethnicity

Graduation counts reflect all graduating students, which are different than the counts used in the cohort graduation rate

Graduation counts also include 2013-2014 certificate recipients who were issued a retroactive diploma in 2014-2015

## GRADUATION RATE

Beginning in 2010-2011, Alaska adopted the adjusted four-year cohort graduation rate methodology required by the United States Department of Education. The adjusted four-year cohort graduation rate method requires every high school student to be assigned a cohort year based on when the student first entered ninth grade and assumes every student is on track to graduate within four years.

A student is added to the cohort group upon entering ninth grade for the first time or by transferring into a public high school in Alaska. A student may only be removed from the cohort group if that student transfers to another high school with a diploma track, moves outside the country, or dies.

The graduation rate is equal to the number of students in the cohort group who graduate within four years divided by the total number of students in the cohort group. Of note, the High School Graduation Qualifying Examination was removed as a graduation requirement on July 1, 2014. The 2014-2015 cohort group is the first to be affected by this change.

In 2014-2015, there were 7,319 graduates among the 9,676 students in the statewide four-year cohort group – a 75.6% graduation rate. This compares to a 71.1% graduation rate in 2013-2014.

### 2014-2015 Cohort Graduation Rate by Subgroup

Subgroup	Graduates in Cohort	Graduation Rate
Alaska Native or American Indian	1,263	63.6%
Asian or Pacific Islander	752	83.3%
Black	229	71.1%
Hispanic	399	72.3%
White	4,006	80.0%
Two or more races	670	74.0%
Female	3,720	78.6%
Male	3,599	72.8%
Students with disabilities	617	57.0%
Limited English Proficient (LEP)	360	56.1%
Economically disadvantaged	2308	66.6%
Migrant students	536	80.1%
Students with active duty parents*	316	89.5%
<b>Statewide</b>	<b>7,319</b>	<b>75.6%</b>

\* Active duty parents was not a reported field until 2014-2015. Because cohort graduation rates are designed to track graduates, dropouts, and transfers across four years of student data, active duty rates may overstate the graduation rate of this population until at least four years of active duty parent data are compiled.

**Note:** The count of graduates in the four-year cohort group does not represent the total number of graduates in Alaska's public schools.

## ANNUAL DROPOUT RATE (GRADES 7-12)

The dropout rate measures the percentage of students in grades 7 through 12 who ceased attending school for credit during the school year divided by the number of students in grades 7 through 12 as determined by the official statewide student count. A student who leaves the district to obtain a General Educational Development (GED) certificate is considered a dropout, as defined by the National Center for Education Statistics.

A student is not considered a dropout if his or her departure was due to:

- Completion of a state- or district-approved education program;
- Transfer to a public school, private school, or state- or district-approved education program;
- Temporary absence caused by suspension, illness, or medical condition; or,
- Death.

In 2014-2015, a total of 58,071 students were enrolled in grades 7 through 12<sup>1</sup>. A total of 2,141 students in grades 7 through 12 dropped out of school before the end of the school year<sup>2</sup>. This equates to a 2014-2015 dropout rate of 3.7 percent, which reflects a decrease of 0.3% from the 2013-2014 dropout rate of 4.0 percent.

### 2014-2015 Annual Dropout Rate by Ethnicity

Race/Ethnic Group	Enrollment		Dropout Rate by Ethnicity		Percentage of Total Dropouts by Race/Ethnicity	
	Total 7-12	% of Total Enrollment 7-12	Dropouts Count 7-12	Dropouts % 7-12	Dropouts Count 7-12	% of Total Dropouts Count 7-12
Alaska Native/American Indian	13,512	23.3%	805	6.0%	805	37.6%
Asian/Pacific Islander	5,431	9.4%	155	2.9%	155	7.2%
Black	2,071	3.6%	82	4.0%	82	3.8%
Hispanic	3,838	6.6%	155	4.0%	155	7.2%
White	28,625	49.3%	739	2.6%	739	34.5%
Two or more races	4,594	7.9%	205	4.5%	205	9.6%
<b>Statewide Totals</b>	<b>58,071</b>	<b>n/a</b>	<b>2,141</b>	<b>3.7%</b>	<b>2,141</b>	<b>n/a</b>

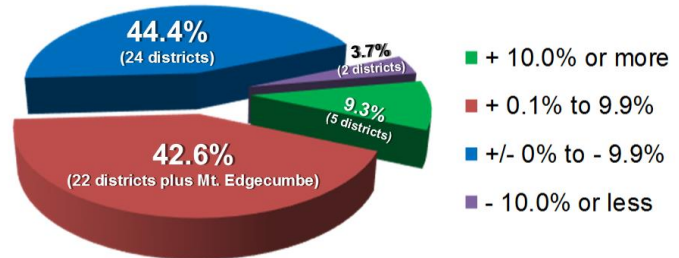
<sup>1</sup> Based on October 1, 2014 enrollment counts.

<sup>2</sup> The dropout count reflects any student who was enrolled at any point of the school year (July 1, 2014 to June 30, 2015) whose enrollment was terminated for any reason other than those specifically exempted and did not re-enroll prior to the end of the school year.

## CHANGE IN AVERAGE DAILY MEMBERSHIP

The average daily membership (ADM) for 2014-2015 increased by 0.1 percent compared to 2013-2014. Twenty-seven districts and Mount Edgecumbe High School experienced an increase in ADM compared to the previous year. The most significant percentage increases were in the Annette Island School District (23.9 percent), Iditarod Area School District (20.4 percent), Chatham School District (15.5 percent), and Aleutian Region School District (12.1 percent).

Annual Change in Average Daily Membership



Twenty-six districts experienced a decrease in ADM in 2014-2015 compared to 2013-2015. The most significant percentage decreases were in the Wrangell Public School District (-20.9 percent), Bristol Bay Borough School District (-11.0 percent), and Klawock City School District (-9.8 percent).

## STUDENT ATTENDANCE RATE

Numerous national studies have indicated the amount of time students are present at and actively engaged in learning activities at school relates directly to academic performance. Because of the strong correlation between attendance and performance, a district's student attendance rate is considered an important measure of its overall success.

The attendance rate is calculated using the aggregate daily attendance divided by the aggregate daily membership for students in grades KG-12. Attendance of pre-elementary children is not considered in the attendance rate calculation. In the 2014-2015 school year, the attendance rates of 7 districts and Mt. Edgecumbe High School exceeded 95 percent, 36 districts reported attendance rates of between 90 percent and 95 percent, and 10 districts did not achieve a 90 percent attendance rate.

2014-2015 Attendance Rate by Subgroup

Subgroup	Attendance Rate
Alaska Native or American Indian	89.8%
Asian or Pacific Islander	93.9%
Black	93.9%
Hispanic	93.4%
White	94.3%
Two or more races	93.0%
Female	93.2%
Male	93.0%
Students with disabilities	91.6%
Limited English Proficient (LEP)	90.5%
Economically disadvantaged	91.6%
Migrant students	91.4%
Students with active duty parents	95.3%
<b>Statewide</b>	<b>93.1%</b>

## ACCREDITATION

The decision to seek accreditation is a local school board option. Since the 1970s, the Alaska State Board of Education & Early Development has delegated accreditation to the Northwest Accreditation Commission. As of 2012, the Commission is now an accrediting division of AdvancED, a non-profit organization that also provides standards, protocols and support for accrediting schools in 37 states and over 60 countries. Accreditation continues to be a two-step process for school improvement involving a comprehensive Internal Review based on the accreditation standards, followed by an independent on-site External Review of the school's education program that is conducted every five years by an AdvancED certified Lead Evaluator and trained volunteer peer review team.

Of Alaska's 507 public schools, 116 are currently accredited through the voluntary process. As of December 2015, an additional 14 public schools have applied for accreditation or are currently engaged in the review process leading to accreditation. The largest category of accredited schools serves the K-12 grade span, followed closely by High Schools. Regional Education Attendance Areas (REAs), where most K-12 schools are located, often accredit a greater percentage of their schools than single-city, borough, or municipal districts. City, borough, and municipal school districts typically accredit their high schools; few accredit their middle or elementary schools. Twenty nine school districts have at least one accredited school.

### 2014-2015 Summary of Schools Accredited by Northwest Association of Accredited

<b>Total Accredited Schools in Alaska</b>	<b>129</b>
Public	116
Private	13

<b>Breakout of Public Schools</b>	
Public Elementary Schools	3
Public Middle Schools	1
Public High Schools	53
Public K-12 Schools	56
Public State-Run Schools	1
Public Special Purpose Schools	2

As a supplement to the school-level accreditation, in 2014 a district-level Systems Accreditation process was made available to Alaska's school districts. This process allows for all schools within an accredited district to then be accredited by engaging in the district system's approved plan for accreditation. As of December 2015, two districts have been accredited at the systems level and two districts are currently engaged in the process to become accredited.

Information on school accreditation is available through the Northwest Accreditation AdvancED Alaska Office and may be obtained from the Alaska Director, Tim Cline, at 888.413.3669, ext. 5775 in Anchorage or directly from the AdvancED website at <http://www.advanc-ed.org/>. A profile of all accredited schools may be accessed at the AdvancED website under "Find Accredited Schools" tab.



## TEACHER QUALITY

The **No Child Left Behind Act of 2001** (NCLB) identifies teacher quality as one of the most important factors in improving student achievement and eliminating achievement gaps between subgroups of students. As a result, NCLB set a goal for all students to be taught by highly qualified teachers (HQT). An HQT possesses a bachelor's degree, has obtained full state certification, and has demonstrated knowledge in his or her core academic subjects of instruction.

For the 2014-2015 school year, there were 20,891 total core classes taught in Alaska's public school system. Statewide, nine out of every ten core classes (90.48%, or 18,902 classes) were taught by HQTs in 2014-2015.

### 2014-2015 Percentage of Classes Not Taught by Highly Qualified Teachers

School Type	Total Core Classes	HQ Classes	NHQ Classes	% Not HQ Classes
<b>Elementary School*</b>				
High-Poverty Schools	781	766	15	1.92%
Low-Poverty Schools	1,031	1,000	31	3.01%
Mid-Poverty Schools	1,783	1,753	30	1.68%
All Elementary Schools	3,595	3,519	76	2.11%
<b>Secondary Schools**</b>				
High-Poverty Schools	1,961	1,586	375	19.12%
Low-Poverty Schools	7,060	6,438	622	8.81%
Mid-Poverty Schools	8,275	7,359	916	11.07%
All Secondary Schools	17,296	15,383	1,913	11.06%
<b>Grand Total</b>	<b>20,891</b>	<b>18,902</b>	<b>1,989</b>	<b>9.52%</b>

\* Includes K-8

\*\* Includes middle schools and K-12

## ALASKA STATEWIDE MENTOR PROJECT

The statewide mentoring program reflects the teacher mentoring and principal coaching activities. These activities are designed to increase teacher and principal retention and student achievement. The department collaborates with the University of Alaska Statewide Office and the New Teacher Center to ensure that mentors and coaches are properly trained, that mentors and coaches are assigned to and serve beginning teachers and principals, and that the program is evaluated for effectiveness in meeting the goals of increased teacher retention and student achievement.

The Alaska Statewide Mentor Project (ASMP) was launched in 2004-05 in partnership with the University of Alaska Statewide. ASMP exists to support the profession of teaching in Alaska. The project provides individualized support to first- and second-year teachers, developing an effective teaching force that is responsive to the diverse academic needs and cultural backgrounds of all students.

The vision for ASMP is to ensure every student in Alaska has the benefit of a great teacher. Great teachers help our children to learn, grow, and thrive. They make learning exciting and tap into the knowledge, skills, and resources of local communities to help students achieve both personal and academic success.

The project goals include:

- Improved teacher retention
- Improved student achievement

The Alaska Statewide Mentor Project was adapted from the national New Teacher Center (NTC) model. ASMP is a research-based program that has been shown to develop reflective teachers who are responsive to the diverse cultural backgrounds of all students. Many studies have shown there is a problem with teacher turnover. About half of new teachers in the U.S. leave the profession within their first five years. Mentored teachers stay in the profession longer than other teachers and achieve greater professional efficacy over the course of their careers, with greater gains in student achievement as a result. Further, ASMP has promising evidence linking mentoring of teachers to student achievement by closing the achievement gap typically seen between the students of new and veteran teachers. Results can be found at ASMP's website, under the research link.

The ASMP model includes:

- Exemplary teachers who are fully released from classroom duties to mentor first- and second-year beginning teachers. (Each mentor works with 15-18 beginning teachers.)
- On-going professional development for mentors through eight-week long Mentor Academies over a two-year period.
- The use of a non-evaluative Formative Assessment System to structure the mentoring activities and keep them focused on teaching standards and student work.

### Alaska Administrator Coaching Project

In January 2005, the Alaska Statewide Mentor Program was expanded to support principals in a program now referred to as the Alaska Administrator Coaching Project (AACP). Historical participation levels for AACP included 10-12 coaches working with 65-80 new principals, and 15-20 UAA administrative interns. 2014-2015 was the last year of AACP as funding was eliminated for the 2015-2016 school year.

The AACP beliefs included:

- Recognition that new principals are beginners in a complex and challenging profession, and principals are expected to master multiple programs, processes, and information.
- Principal professional development takes place in a supportive and collegial environment where principals can practice new skills and solicit feedback from colleagues and their principal coach.
- Instructional leadership is a combination of the beliefs and the actions necessary for shaping the culture of a school around teaching and learning. Considerations that focus the work of an instructional leader:
  - Schools exist to serve students; and,
  - Good teaching practices are modeled, encouraged, nurtured, and supported.

The AACP included five components:

1. Coaching – a two-year relationship between a coach and the new administrator.
2. Cohort structure – developing a deep relationship between colleagues.
3. Curricular coherence and relevance – processes and products used during the institutes have direct and immediate application on the job.
4. Performance learning – problem-based learning strategies and interpersonal skills that demonstrate and allow participants to practice learning.
5. Research-based content focused on leadership, teaching and learning.

The AACP is considered to have been successful in serving Alaska's new principals and superintendents. Data collected indicated that early-career principals overwhelmingly reported the knowledge and skills necessary for effective school leadership were learned through the Alaska Administrator Coaching Project.

## DEFINITIONS AND METHODOLOGY

**Accreditation** – A process whereby a third party audits a school to ensure that best practices are followed and a reasonable core of standards are met.

**ACT** – The ACT is a standardized assessment designed to measure a student's college readiness. The ACT is administered by ACT, Inc. and is one of three college- and career-ready assessments (CCRA) that fulfills the requirement that a student must take a CCRA in grade 11 or 12 prior to receiving a regular diploma.

**Aggregate Daily Attendance (AgDA)** – AgDA measures the cumulative sum of days present for all students during a single school year.

**Aggregate Daily Membership (AgDM)** – AgDM measures the cumulative sum of days present and absent (*i.e.*, days enrolled) for all students during a single school year.

**Alaska Measures of Progress (AMP)** – The AMP is a battery of standardized tests administered each April to measure student progress toward meeting the standards outlined by *Alaska English Language Arts and Mathematics Standards*, as adopted in June 2012.

**Alaska School Performance Index (ASPI)** – The ASPI measures schools on a 100-point scale based on student growth, participation and proficiency in state assessments, attendance, high school graduation, and performance on work-ready and college entrance examinations.

**Attendance Rate** – Attendance rate is computed by taking the aggregate daily attendance during the school year divided by the aggregate daily membership for the school year. This ratio is expressed as a percentage.

**Average Daily Membership (ADM)** – ADM is calculated on an individual level by taking the total days of a student's membership during the state mandated reporting period divided by the days in session for that period multiplied by the student's full-time equivalent (FTE) status.

**College- and Career-Ready Assessment (CCRA)** – CCRA's are standardized assessments whose purpose is to measure and inform a student's level of readiness to enter post-secondary education or the workforce. House Bill 278, effective July 1, 2014, mandates that all students must take a CCRA in either grade 11 or grade 12 as a condition for graduation. The two qualifying college-ready assessments are the ACT and the SAT. The qualifying career-ready assessment is WorkKeys.

**Days in Membership** – Days in membership are FTE days in which an enrolled student is scheduled to attend a school and/or receive special services under an individualized education plan (IEP), or enrolled and participating in a district correspondence program. Days in membership include state-approved in-service days, days present, and days absent.

**Dropout** – A student who was enrolled in a public school district for a portion of the school year who terminated his or her enrollment for a non-exempt reason. A student who graduates; transfers

to a public or private school; transfers to a district- or state-approved education program; or is absent due to suspension, illness, or death is not considered a dropout.

**Dropout Rate** – The dropout rate is computed by taking the number of dropouts enrolled in grades 7 through 12 during the school year (July 1 to June 30) divided by the number of students enrolled in grades 7 through 12 as reported in the October 1 enrollment count of the same school year. This ratio is expressed as a percentage.

**Elementary School** – Per AS 14.03.060, an elementary school is defined as consisting of “grades kindergarten through eight or any appropriate combination of grades within this range.”

**Enrollment Change** – Enrollment change is computed by taking the present school year’s enrollment divided by the previous school year’s enrollment as reported during the October 1 enrollment count. This ratio is expressed as a percentage.

**Elementary and Secondary Education Act (ESEA)** - The Elementary and Secondary Education Act was passed in 1965 as a part of the "War on Poverty." ESEA emphasizes equal access to education and establishes high standards and accountability. The law authorizes federally funded education programs that are administered by the states. In 2002, Congress amended ESEA and reauthorized it as the No Child Left Behind Act (NCLB). NCLB was superseded by the Every Student Succeeds Act (ESSA), signed into law in December 2015.

**ESEA Flexibility Waiver** – The U.S. Department of Education invited each state to request flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive state-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility has been granted to states through a waiver process. Alaska received an ESEA flexibility waiver in May 2013.

**Every Student Succeeds Act (ESSA)** – The Every Student Succeeds Act was signed into law in December 2015, replacing the No Child Left Behind Act of 2002 as the main federal law affecting education from kindergarten through high school.

**Focus School** – A focus school is a school that is selected from among the one- and two-star schools not identified as priority schools but determined to be in need of targeted assistance, with consideration given to the seven turnaround principles referenced in state regulations. At least 10% of the lowest-performing Title I schools are designated as focus schools. The focus school designation is applied for at least two years.

**Full Academic Year (FAY)** – FAY is a designator that may be applied to a student at the school, district, or state level and indicates that a student has been continually enrolled within the given academic environment (school, district, or state) from October 1 through the first day of administration of the statewide standardized assessment. During the 2014-2015 school year, the first day of testing was March 30, 2015.

**Full-Time Equivalent (FTE)** – FTE represents the fraction of a day in membership during which a student is actively engaged in instruction. FTE is expressed as a real number (1.00, 0.75, 0.50, and 0.25 are accepted values).

**Graduate** – In 2014-2015, a graduate was an individual who received formal recognition for the successful completion of a prescribed program of studies as set out by the local school board and took a college- or career-ready assessment (CCRA).

**Graduation Rate** – The graduation rate is calculated using the adjusted four-year cohort graduation rate method, as mandated by the United States Department of Education. Alaska began using the adjusted four-year cohort graduation rate in the 2010-2011 school year. Students are assigned to a cohort based upon their entrance in grade nine, with the expectation of graduating within four years; therefore, a student who entered grade nine in 2011-2012 is part of the 2015 four-year cohort group. The graduation rate is equal to the number of students in the cohort group who graduated within four years divided by the total number of students in the cohort group. A student may be removed from a school's cohort through verifiable transfer to another diploma-track high school program, by moving out of country, or by death.

**High School Graduates** – The number of students receiving a regular diploma during the school year (July 1 to June 30).

**High School Graduation Qualifying Examination (HSGQE)** – The HSGQE was a high-stakes examination that analyzed whether students attained basic skills in reading, writing, and mathematics prior to graduation. The student was required to attain proficiency in each of the three subject areas of the HSGQE in order to receive a regular diploma. The HSGQE was eliminated following the passage of *Alaska's Education Opportunity Act* (HB 278).

**Individualized Education Program (IEP)** – An IEP details the educational plan for a student who receives special education services. All students in Alaska who receive special education services must have an up-to-date IEP.

**Limited English Proficient (LEP)** – An LEP designation indicates the student has been identified for English language proficiency services, or receives these services but has scored below the proficient level on a state-approved assessment of English language proficiency and not yet met the exit criteria to be removed from LEP status.

**Low Income Student** – A student is identified as a low income student based upon receipt of Temporary Assistance for Needy Families (TANF) funding or is eligible to participate in the federal Free and Reduced Lunch Program of the National School Lunch Act (NSLA).

**Migrant Student** – A child under the age of 20 (or 22 with an IEP) who has moved due to an economic necessity on their own, with or to join a parent/guardian or spouse, across school district boundaries (or more than 20 miles in a school district of more than 15,000 square miles) within the last 36 months to obtain or seek work that is seasonal or temporary in a fishing, logging or agricultural activity.

**No Child Left Behind Act (NCLB)** – NCLB was the main federal law affecting education from kindergarten through high school. The law was built on four principles: accountability for results, more choices for parents, greater local control and flexibility, and an emphasis on doing what works based on scientific research. This law was superseded by the Every Student Succeeds Act (ESSA), signed into law in December 2015.

**October 1 Enrollment** – Official enrollment counts are reported for every public school and public school district within Alaska and reflects actual enrollment on October 1 of the school year.

**Priority School** – A priority school is a one- or two-star school determined to be in need of the most rigorous attention and support. A priority school is required to develop and implement a comprehensive school improvement plan to include the seven turnaround principles required by state regulations and the U.S. Department of Education. At least 5% of the lowest performing Title I schools are designated as priority schools. The priority school designation is applied for at least three years.

**Retention Rate** – The retention rate is computed by dividing the enrolled number of students in grades kindergarten through eight on the last day in membership by the total membership of grades kindergarten through eight on the last day of the school year (June 30). This ratio is expressed as a percentage.

**Reward School** – A reward school ranks in the top 10% of the highest-performing or high-progress public schools in Alaska. These schools receive special recognition and are encouraged to serve as models for other schools.

**SAT** – The SAT is a standardized assessment designed to measure a student's college readiness. The SAT is administered by The College Board and is one of three college- and career-ready assessments (CCRA) that fulfill the requirement that a student must take a CCRA in grade 11 or 12 prior to receiving a regular diploma.

**School Age** – Per AS 14.03.070, a child who is at least six years of age and less than 20 years of age on September 1 following the beginning of the school year is considered to be of school age.

**Secondary School** – Per AS 14.03.060, a secondary school is defined as consisting of “grades seven through 12 or any appropriate combination of grades within this range.”

**Standards Based Assessments (SBAs)** – The SBAs were a battery of standardized tests administered each April to measure student achievement based on *Alaska Standards: Content and Performance Standards for Alaska Students*, as revised in March 2006. The reading, writing, and mathematics portions of the SBAs were replaced in 2014-2015 by Alaska Measures of Progress (AMP) based upon *Alaska English Language Arts and Mathematics Standards*, as adopted in June 2012. The science portion of the SBAs was administered to students in grades 4, 8, and 10 during Spring 2015.

**Student** – A person eligible under the laws of Alaska for free public education and who is attending public school.

**Teacher Quality** – Teacher quality is defined as the number of core classes taught by a highly qualified teacher (HQT) divided by the number of core classes taught overall. These results are reported at the school level.

**WorkKeys** – WorkKeys is a standardized assessment designed to measure a student's career readiness. WorkKeys is administered by ACT, Inc. and is one of three college- and career-ready assessments (CCRA) that fulfill the requirement that a student must take a CCRA in grade 11 or 12 prior to receiving a regular diploma.

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