

State of Alaska

Department of Education & Early Development



2013-2014 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 2013-2014. 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>.

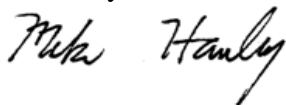
This report includes information about the final school year in which the state administered the Standards Based Assessments and the High School Graduation Qualifying Exam. The legislature repealed the high school exam. In spring 2015, the state will begin new assessments in grades 3 through 10 in English language arts and mathematics, called the Alaska Measures of Progress.

The new assessments are geared to Alaska's higher standards, adopted in 2012. The goal of the standards is to develop students 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.

There is a wealth of information geared toward parents and policymakers from the front page at <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

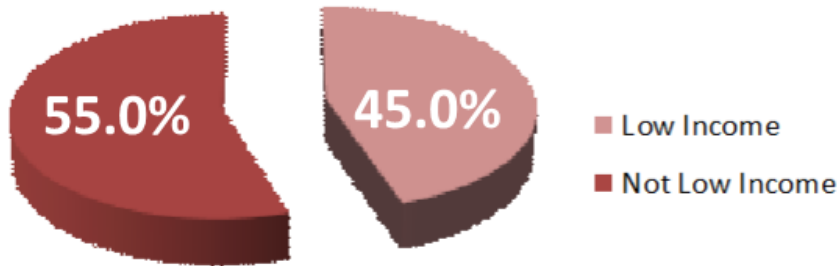
Statewide Profile 2013-2014

Number of Public School Districts	53*	K-12 Student Population in Average Daily Membership (ADM)	128,435
Regional Education Attendance Areas	19	Change in ADM from 12-13 to 13-14	-0.4%
City, Borough, and Municipality Districts	34	School-Age Low Income Children	59,099
Public Schools: Pre-Elementary to Grade 12	507	Number of High School Graduates in 2014**	7,668
State-Operated Schools	1	Number of Dropouts (Grades 7-12) in 2014	2,303
Charter Schools	28	School District Square Miles	685,175
Correspondence Schools	28	State Population (7/1/2013 DOLWD estimate)	736,399

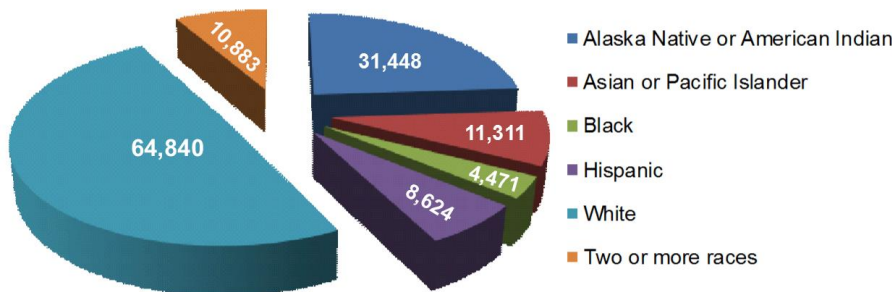
* Mount Edgumbe High School is state operated and not considered part of a public school district.

** This number reflects all high school graduates in 2014. This number may differ significantly from the number of graduates in the 2014 cohort group, used to report graduation rate.

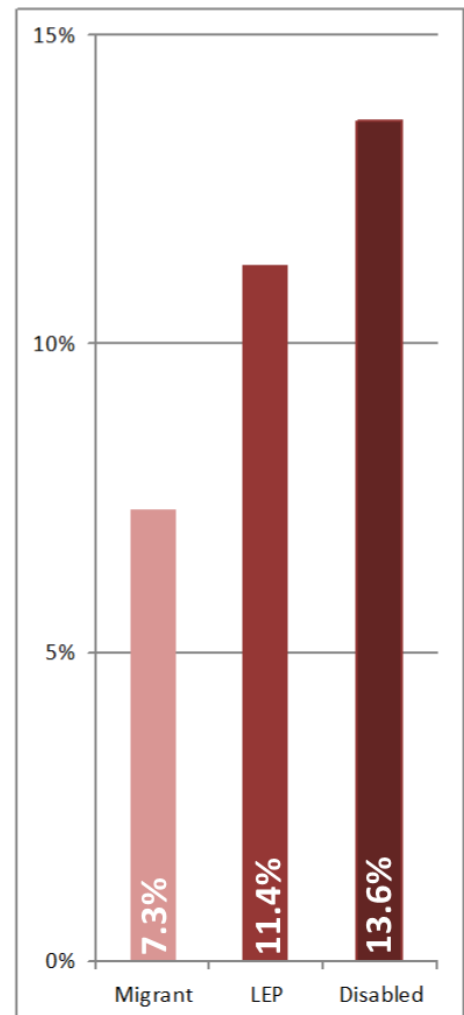
2013-2014 PE-12 Statewide Enrollment by Economic Status



2013-2014 PE-12 Statewide Enrollment by Ethnicity



PE-12 Statewide Enrollment In Supplemental Programs



STANDARDS AND ASSESSMENTS

History

In 1993, Alaskans began developing higher standards and accountability for their local, regional, and statewide public school systems. As the cornerstone of this effort, the Alaska Department of Education & Early Development (EED) developed academic standards in twelve content areas: English and language arts; mathematics; science; history; geography; government and citizenship; skills for a healthy life; arts; world languages; technology; 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 of Education & Early Development (State Board) in the same year.

By adopting content standards, EED 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.

EED created corresponding performance standards for reading, writing, and mathematics to define which specific skills a student needs to develop to confirm content standards have been met. In 2003, EED began developing the current 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 serve as an instructional guide for schools and a blueprint for the development of Alaska's two standardized examinations: Standards Based Assessments (SBAs) and High School Graduation Qualifying Examination (HSGQE).

Driven by a desire to better prepare graduates for college and careers, the department with the support of Alaska educators and stakeholders has revised the English Language Arts and Mathematics Standards to adequately prepare Alaskan students to compete globally. The Standards were adopted June 2012. Alaska is developing a custom assessment that will measure the new Alaska English Language Arts & Mathematics Standards starting in spring 2015. The new assessment, known as the Alaska Measures of Progress, or AMP for short, will replace the SBAs.

Comprehensive System of Student Assessment

State law requires a comprehensive system of student assessments. Assessments that were administered during the 2013-2014 school year include:

- A student developmental profile
 - Issued 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
- Standards Based Assessments
 - Reading, writing, and mathematics assessments for students in grades 3 to 10
 - Science assessments for students in grades 4, 8, and 10

- High School Graduation Qualifying Examination
 - Basic skills test of reading, writing, and mathematics
 - As of 2004, students must pass all three content areas before a diploma is issued
- A work/college ready transitional skill assessment
 - WorkKeys assessment has been administered to all students in grade 11
- An alternate assessment for students with significant cognitive disabilities
 - Reading, writing, 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 has:

- Provided districts with content standards in reading, writing, mathematics, and science;
- Developed Standards Based Assessments to measure progress in reading, writing, mathematics, and science;
- Developed the High School Graduation Qualifying Examination to ensure all Alaska high school graduates demonstrate basic skills in reading, writing, and mathematics; and,
- Provided ongoing technical assistance to school districts in standards based instruction, aligning curriculum to state performance standards, utilizing data to drive decisions, and completing data collection and analysis for internal and external reporting and use.

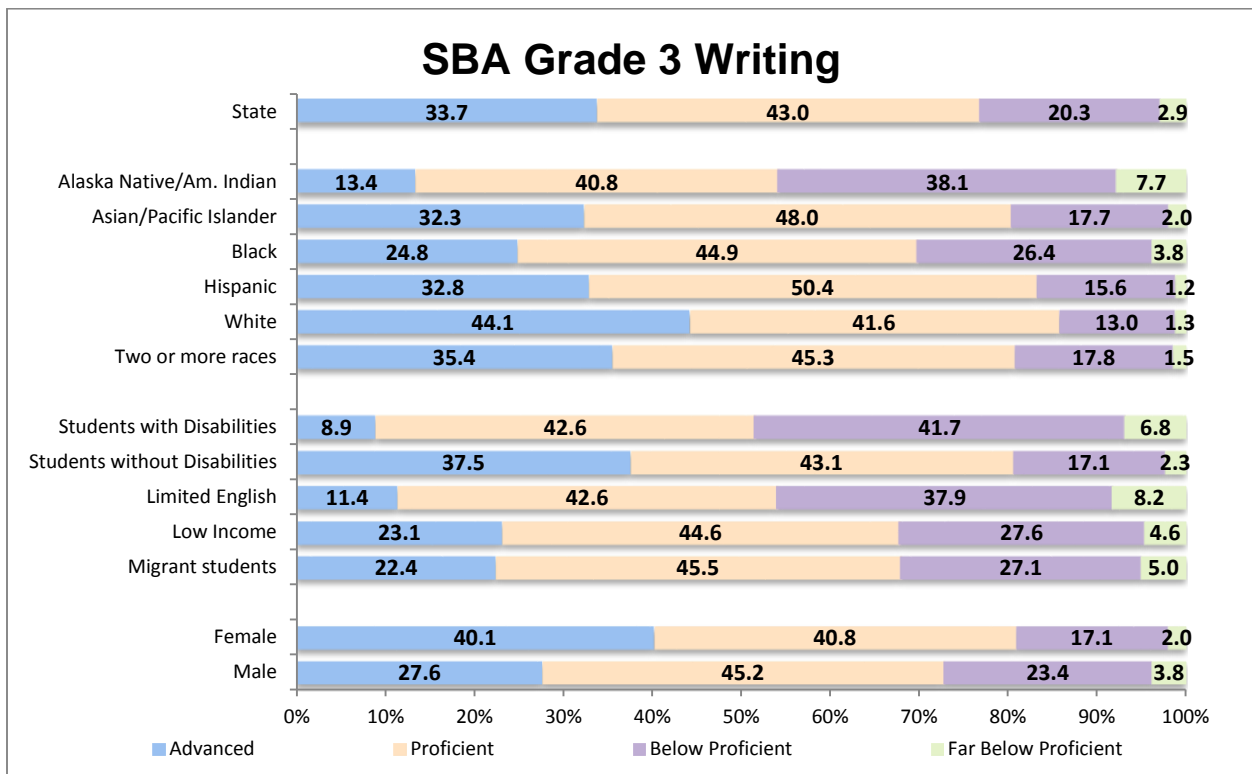
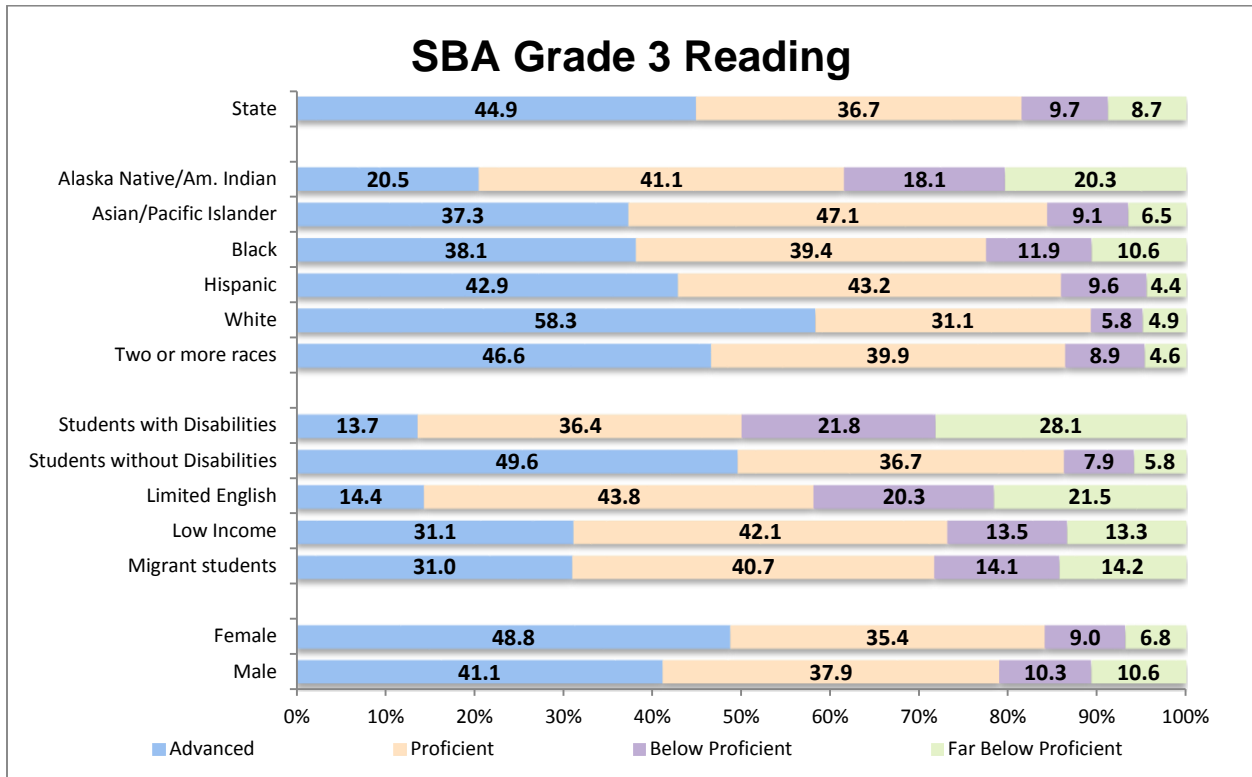
EED utilizes information from the assessments, aggregated at a statewide level, to provide parents, educators, policy makers, and the community-at-large with empirical data regarding to what degree Alaskan students are succeeding in attaining Alaska's performance standards.

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 grade 11 students in Alaska to take a college- or career-readiness assessment; 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).

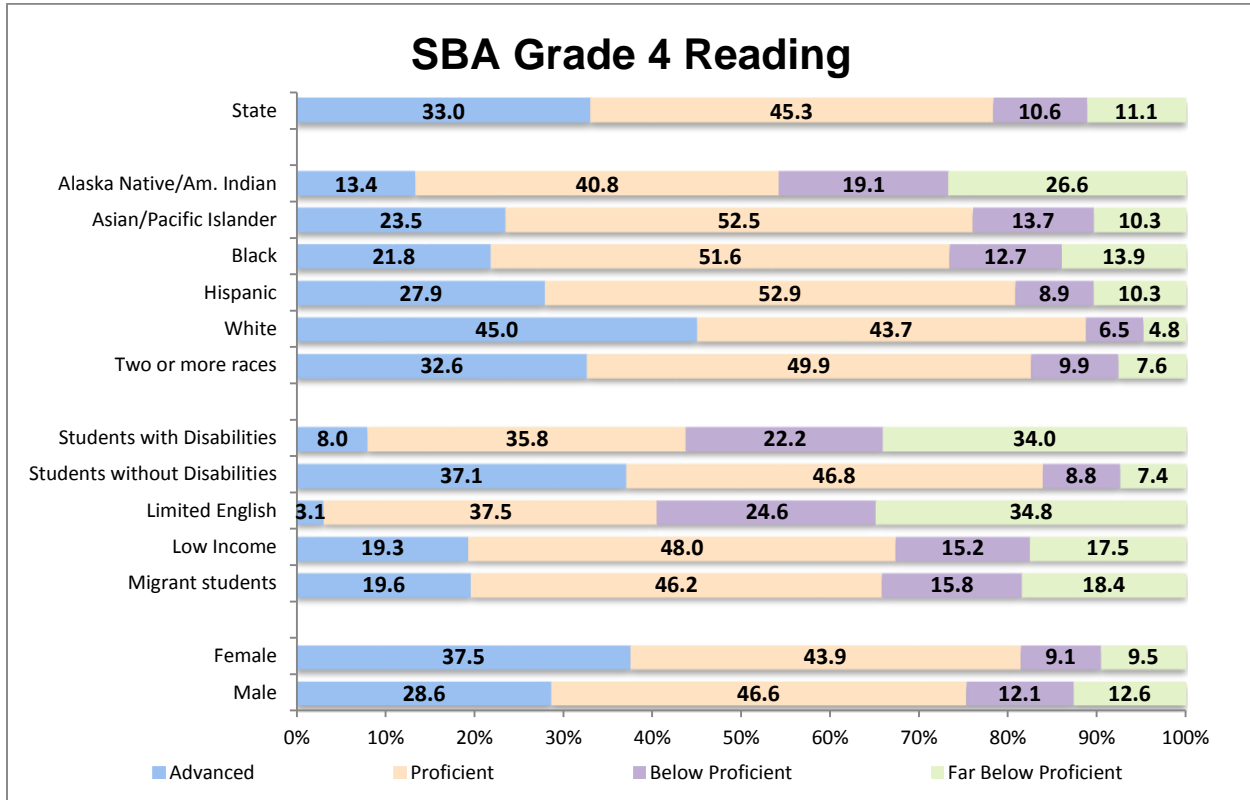
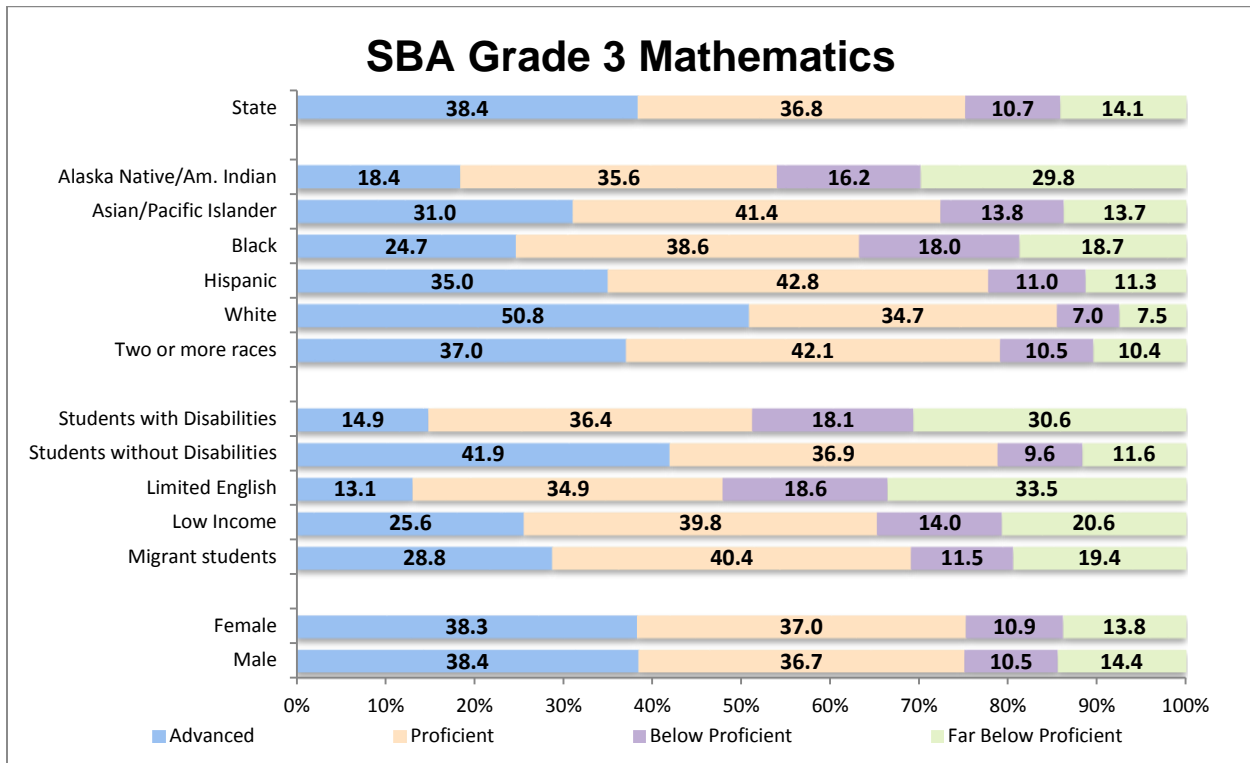
The following pages document the performance of Alaskan students on Alaska's Standards Based Assessments and High School Graduation Qualifying Examination. Please note that the spring 2014 administrations were the final administrations for both the SBAs and HSGQE.

STANDARDS BASED ASSESSMENTS (SBAs)

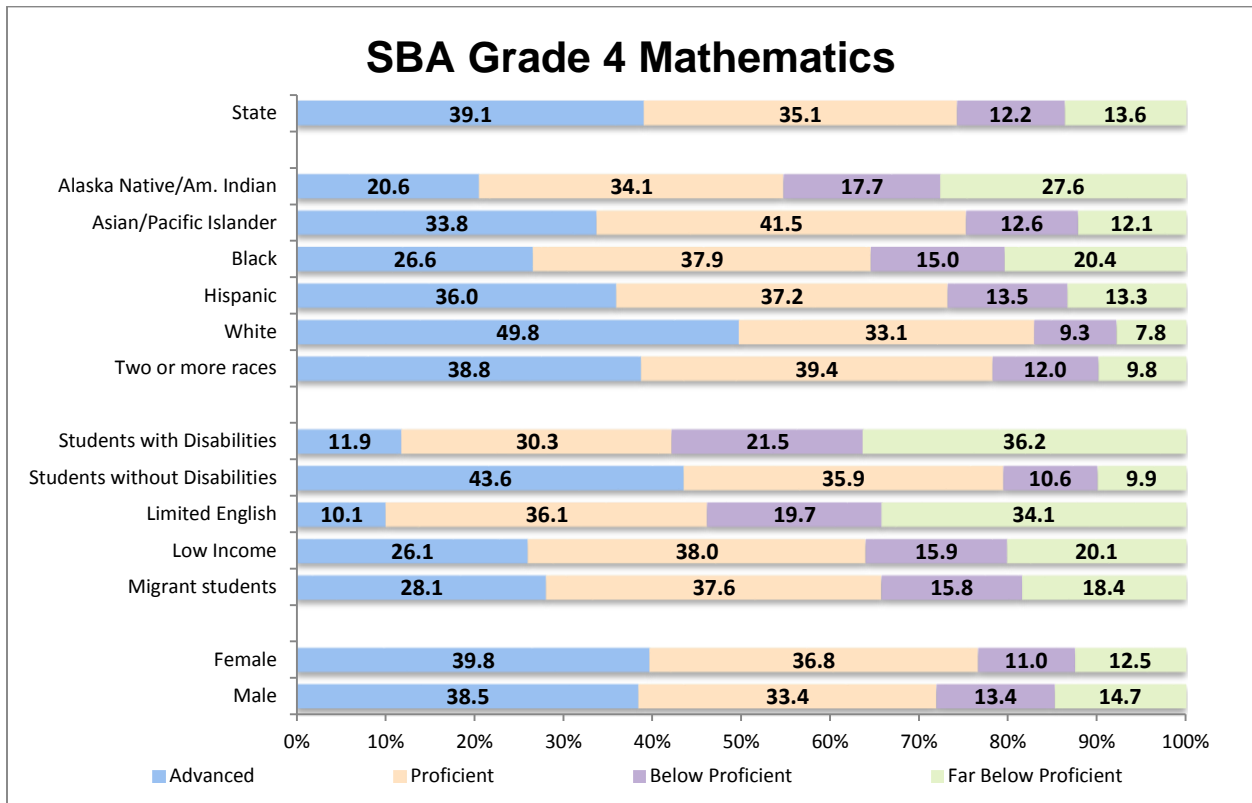
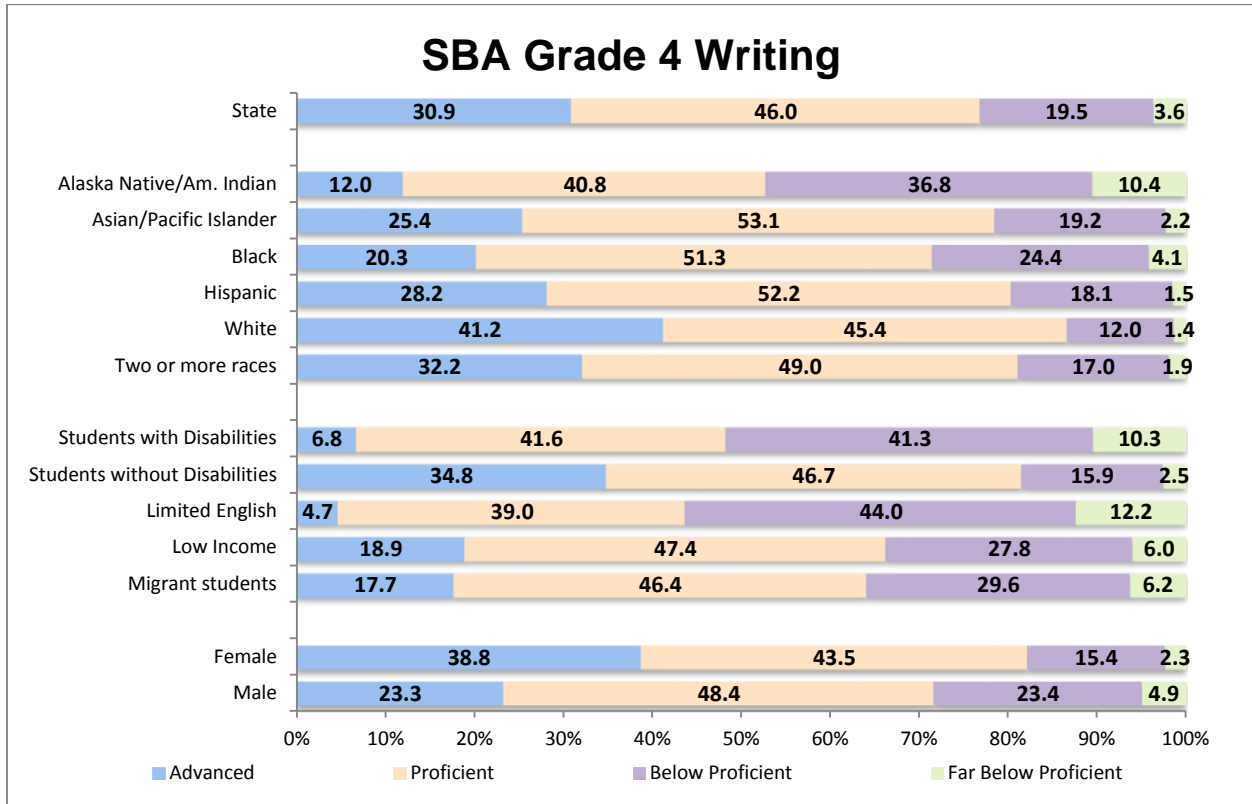
SBAs Statewide Performance by Grade



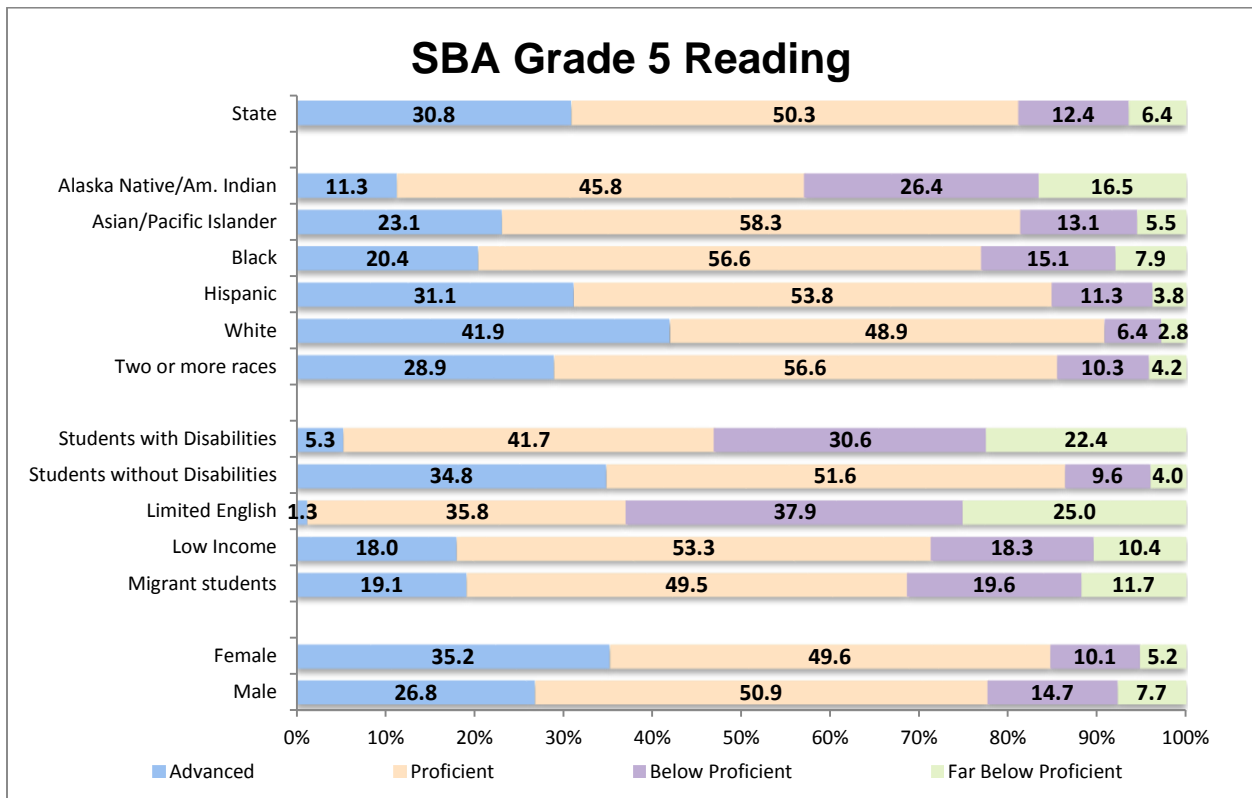
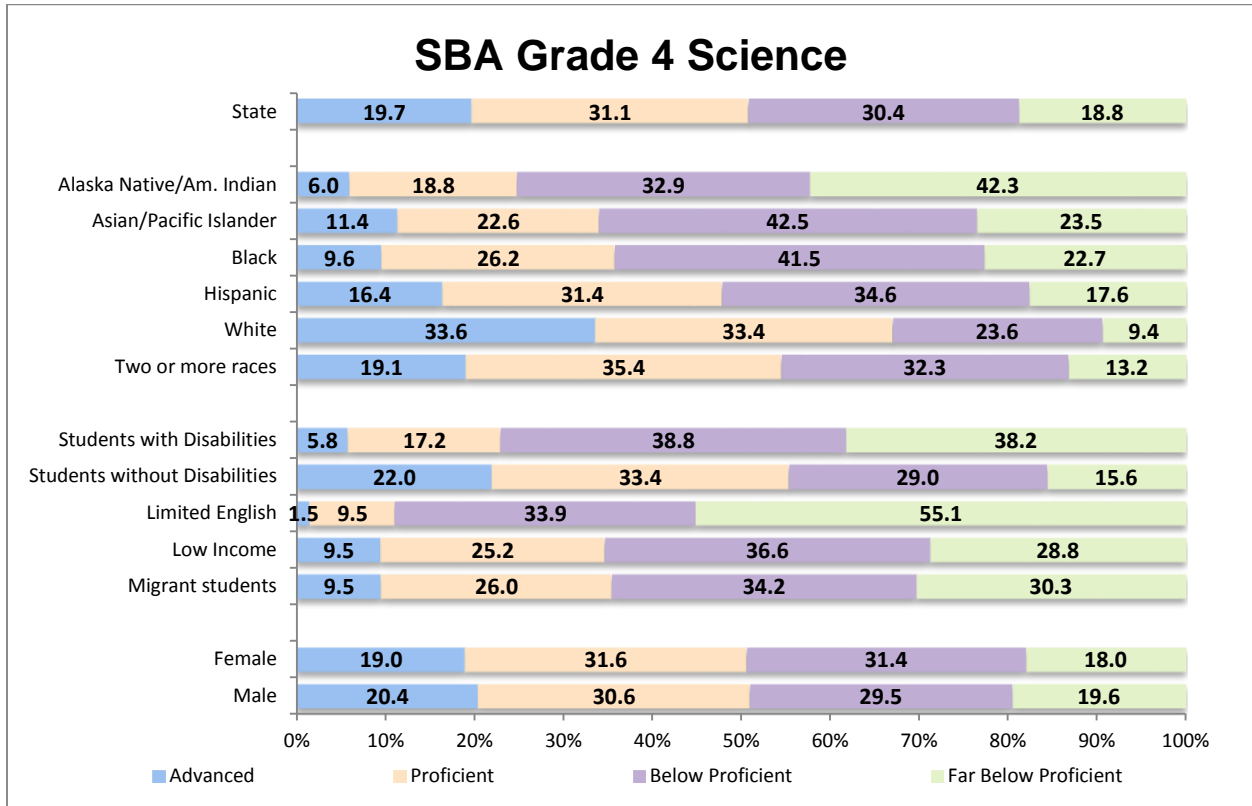
SBA's Statewide Performance by Grade (Continued)



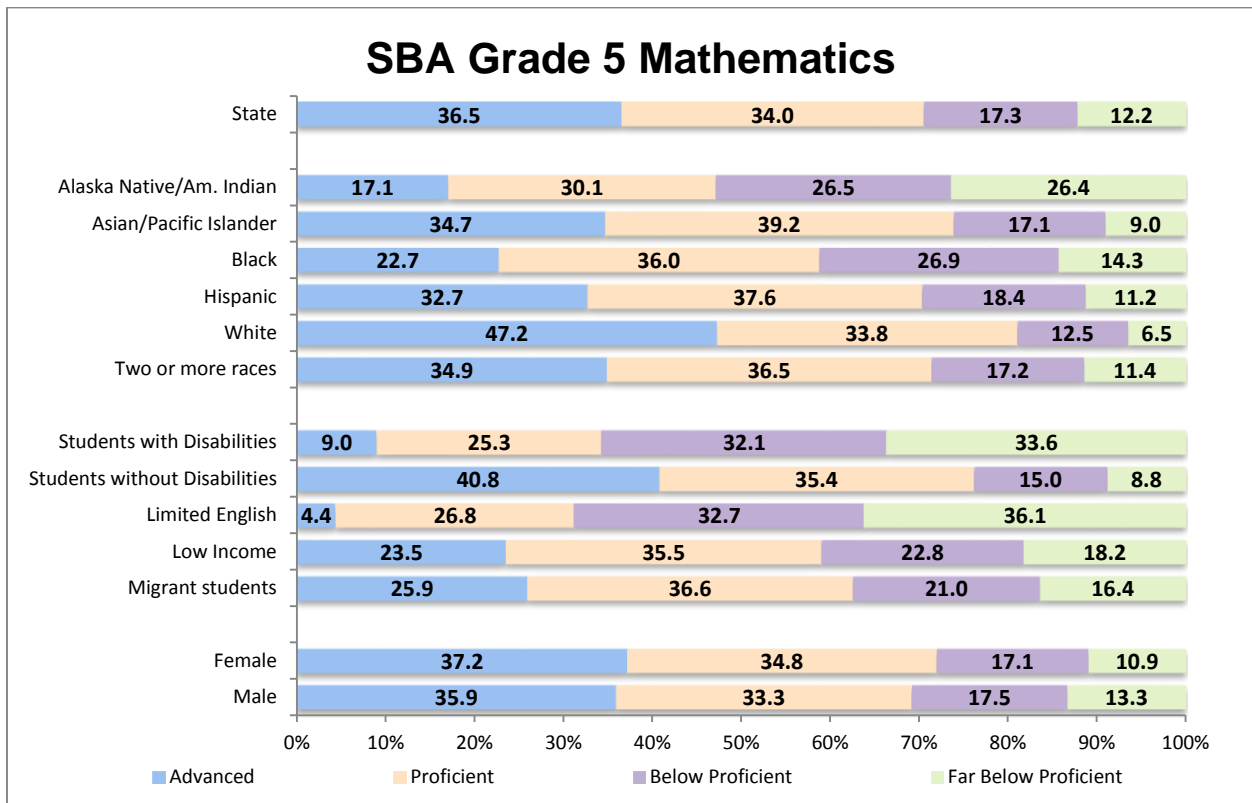
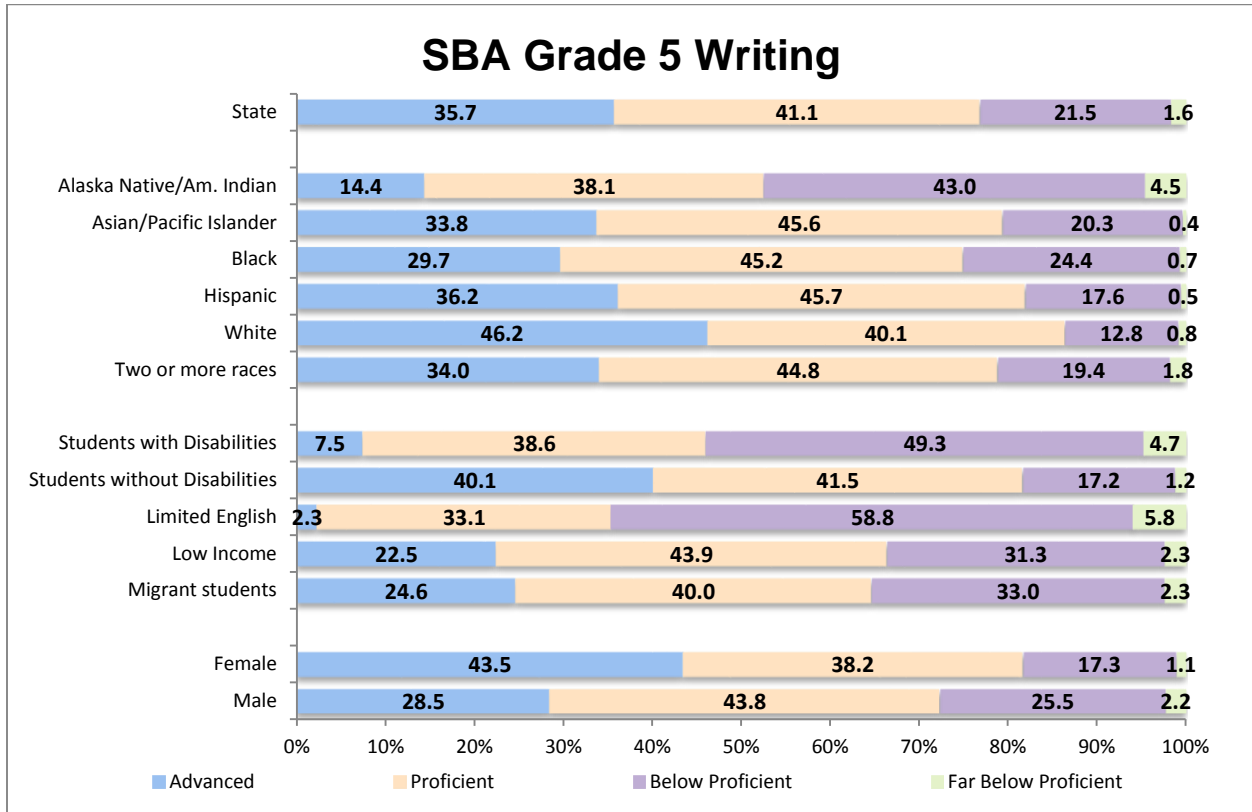
SBA Statewide Performance by Grade (Continued)



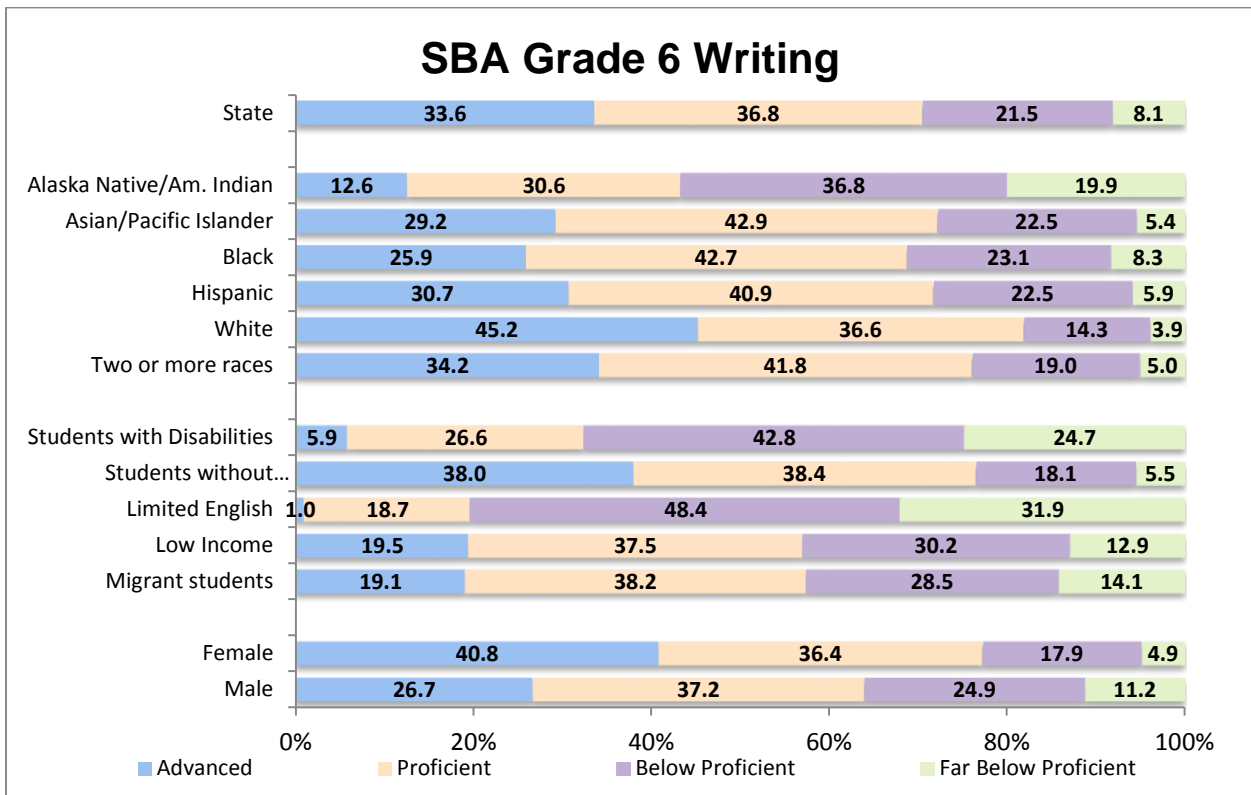
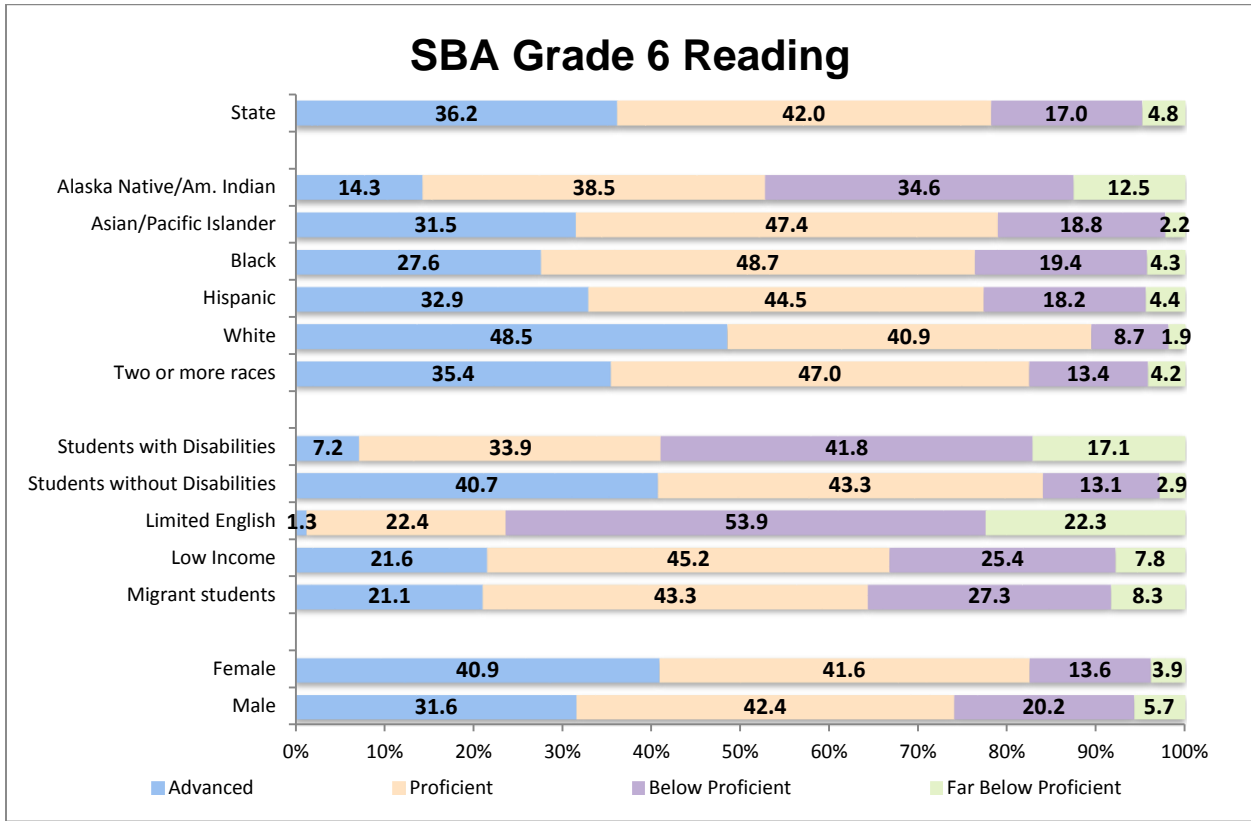
SBA Statewide Performance by Grade (Continued)



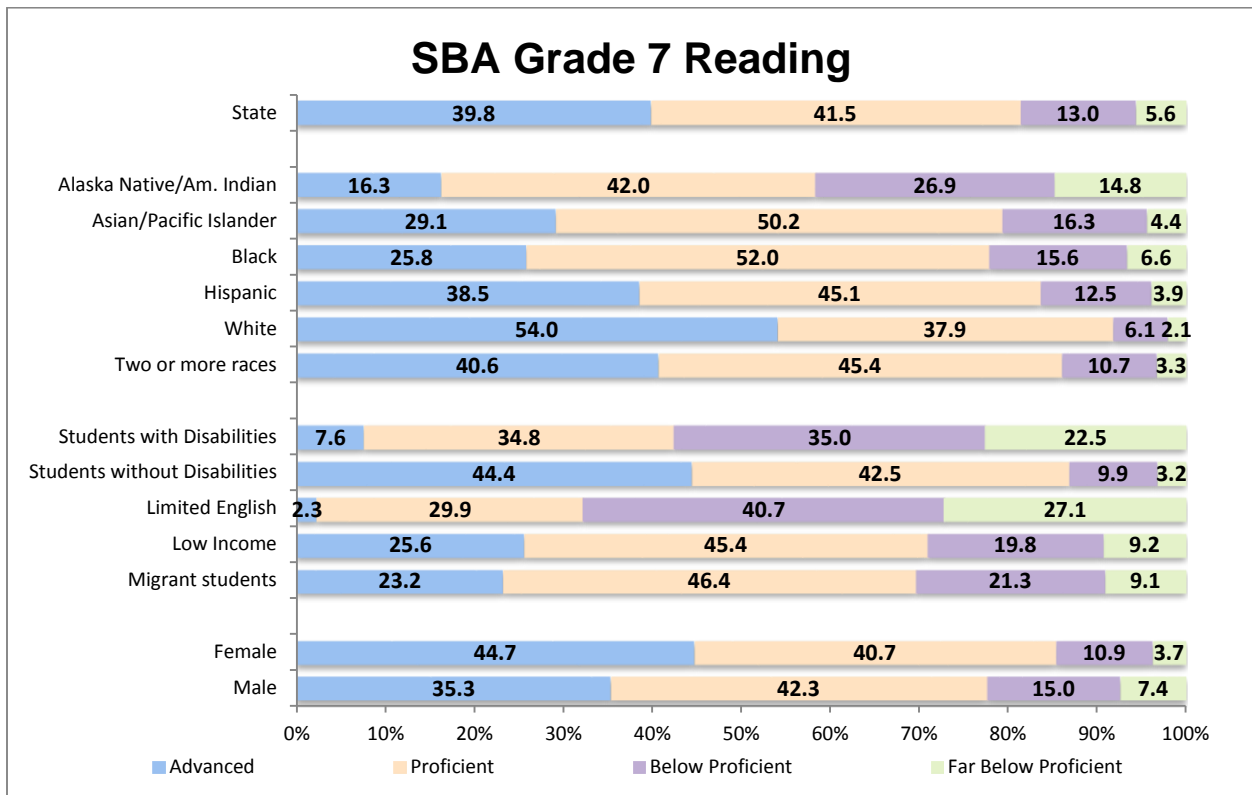
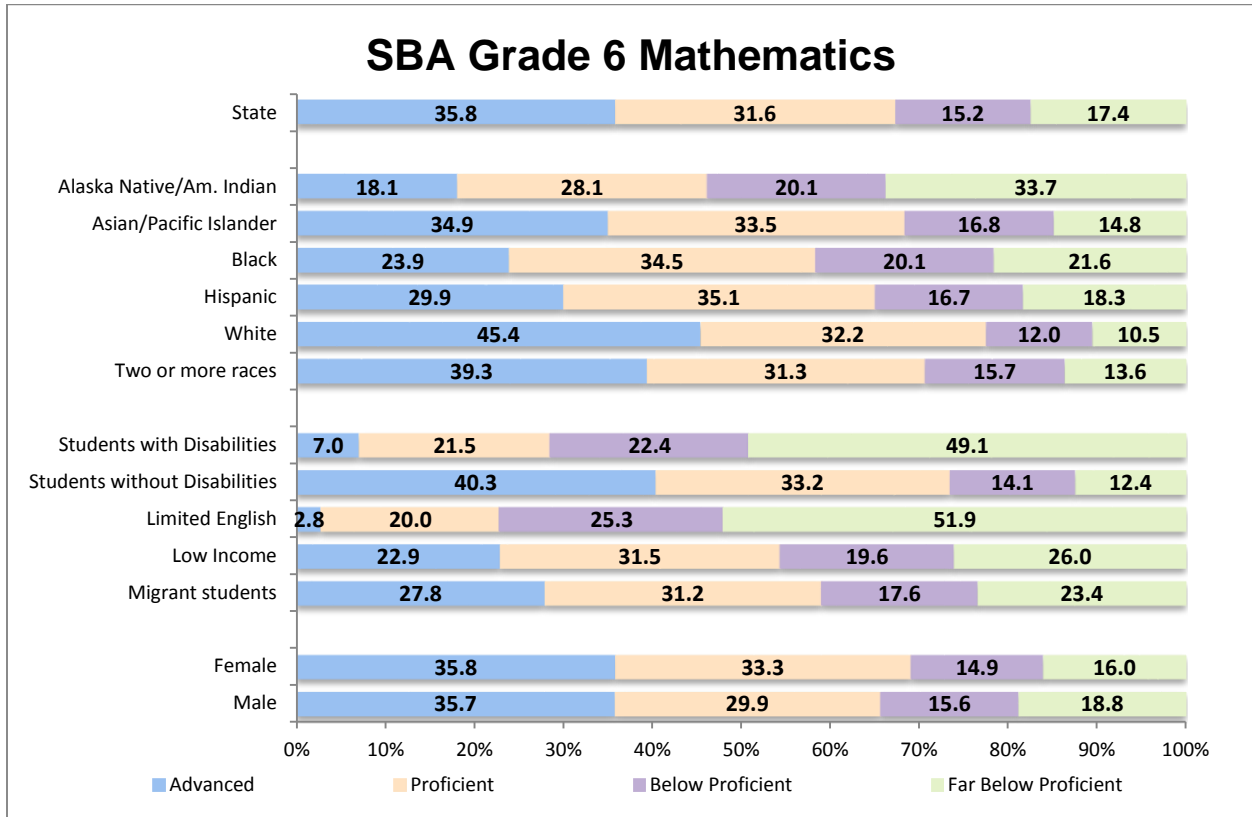
SBAs Statewide Performance by Grade (Continued)



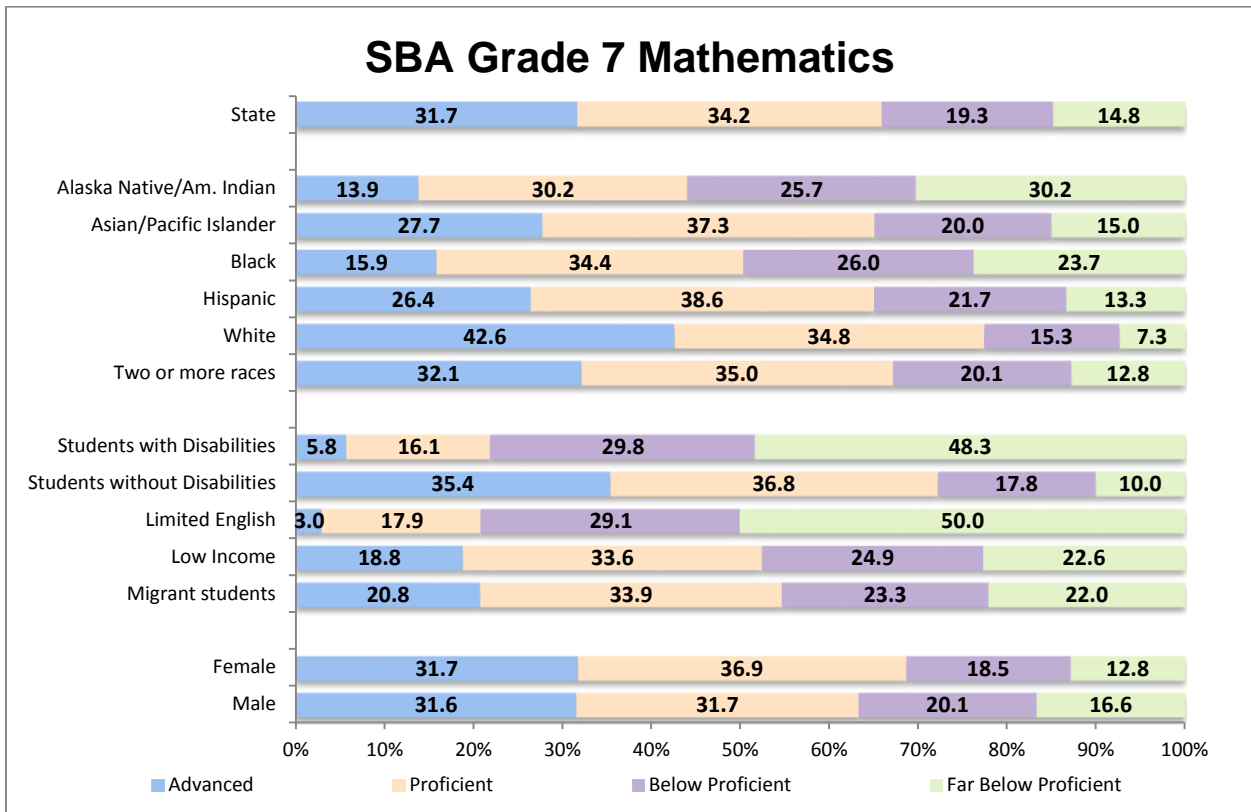
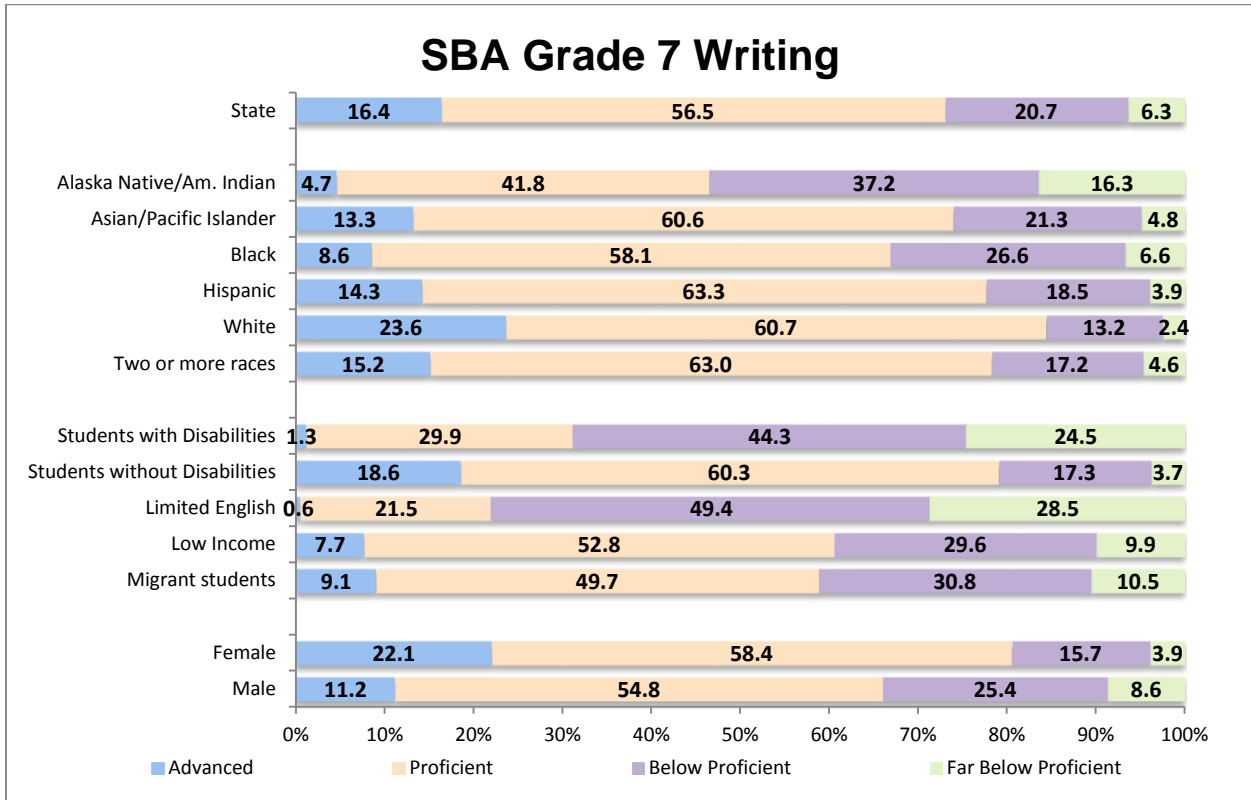
SBA Statewide Performance by Grade (Continued)



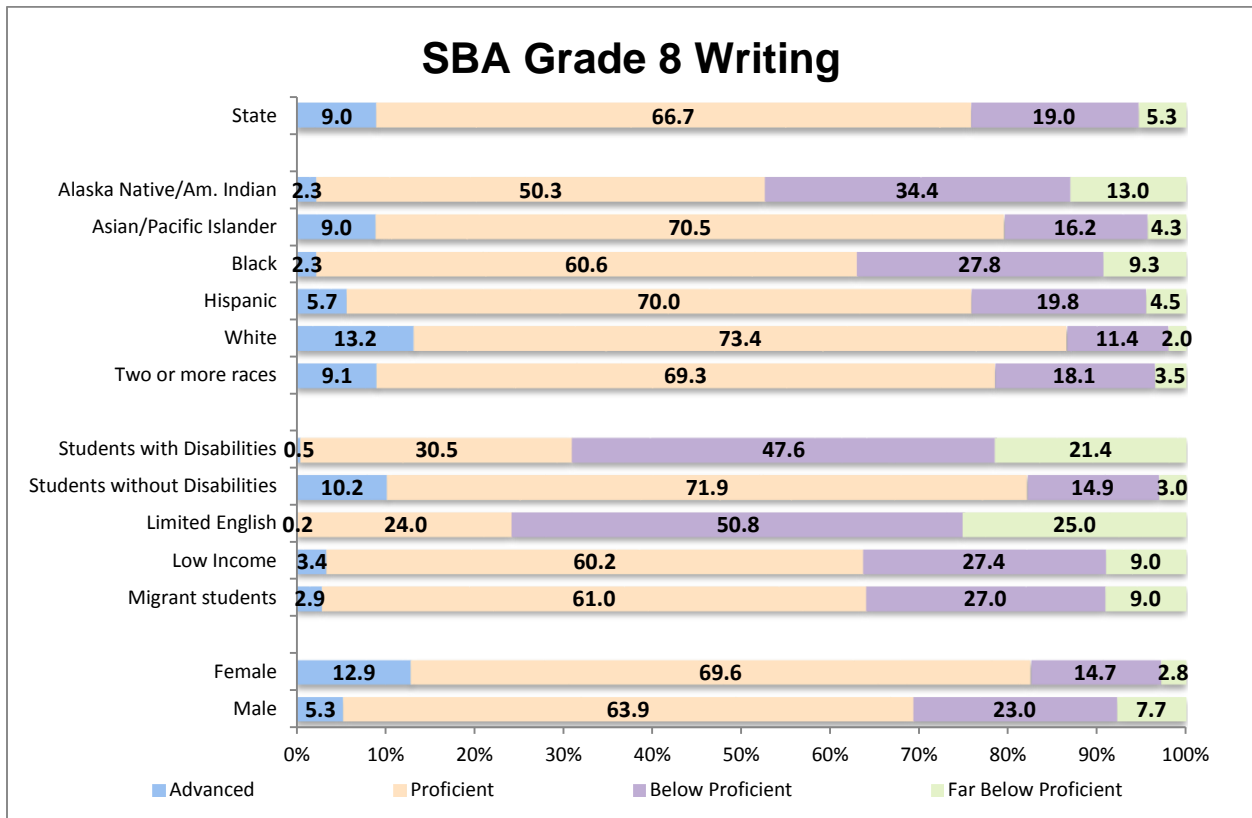
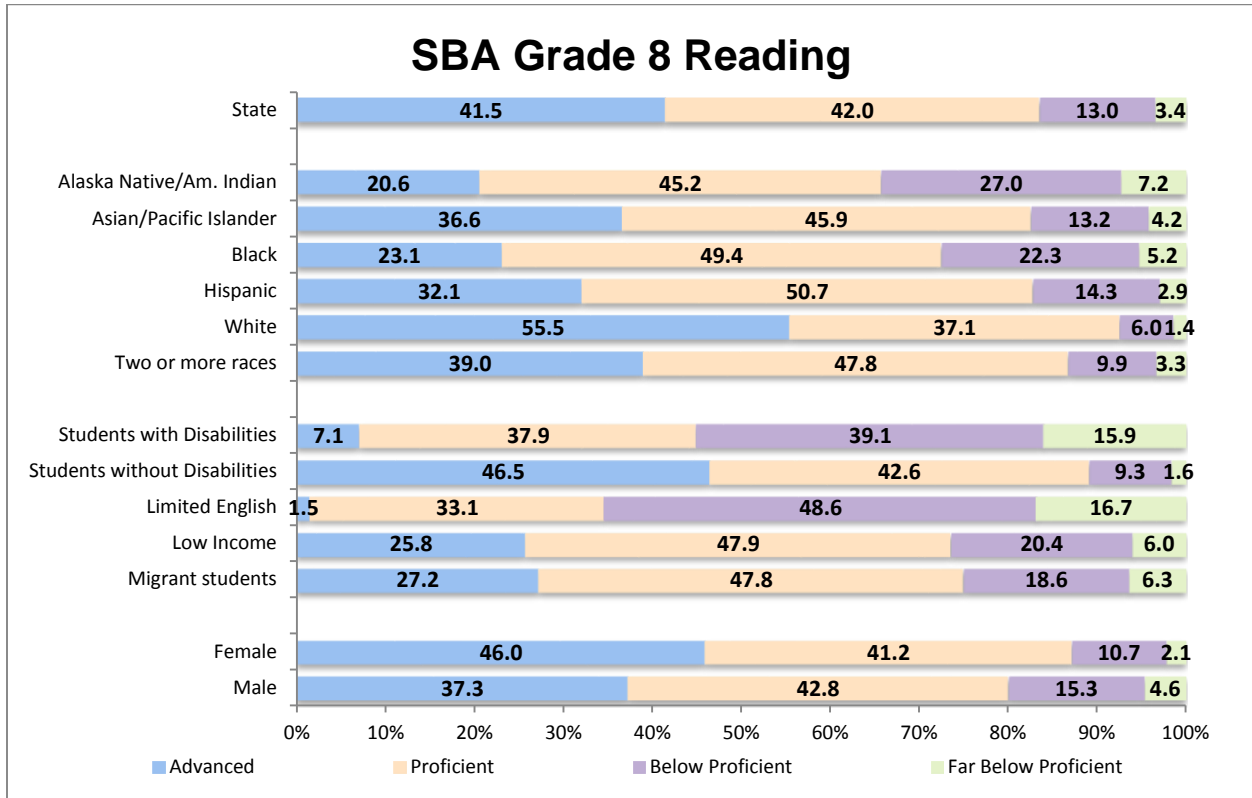
SBA Statewide Performance by Grade (Continued)



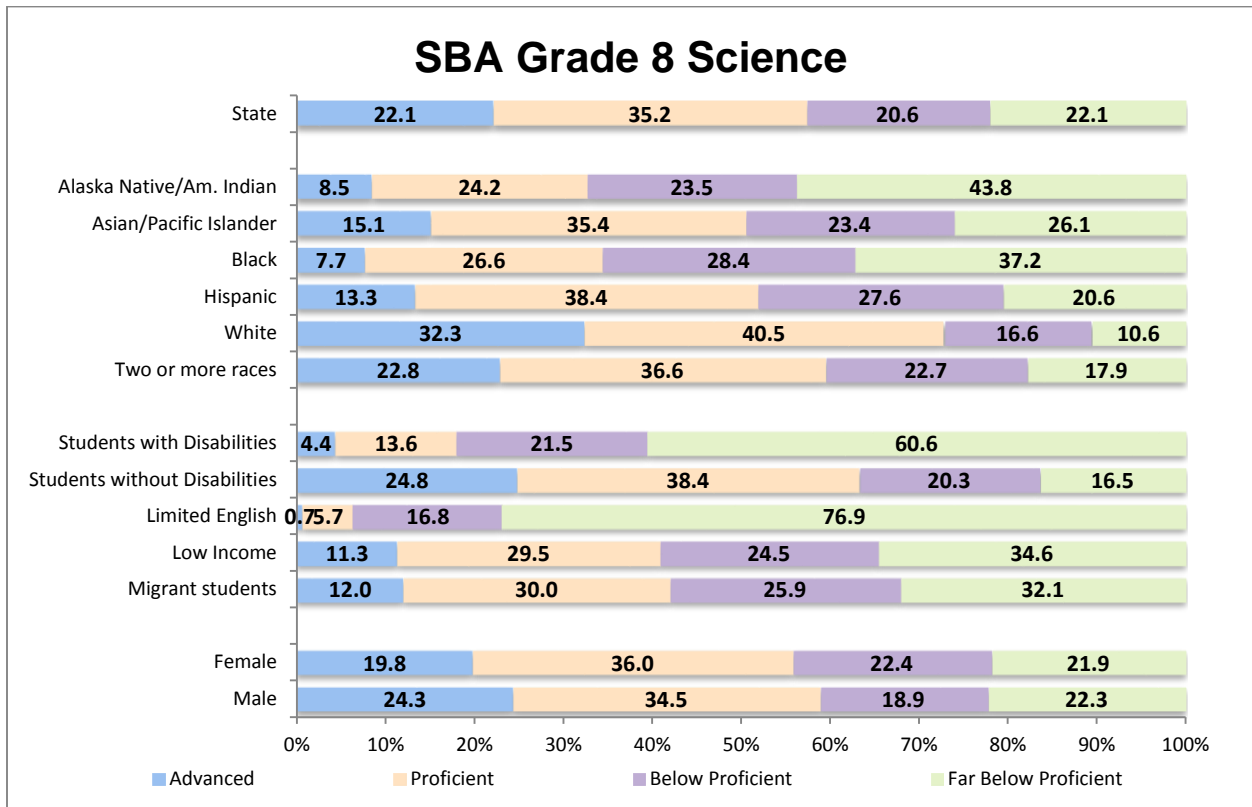
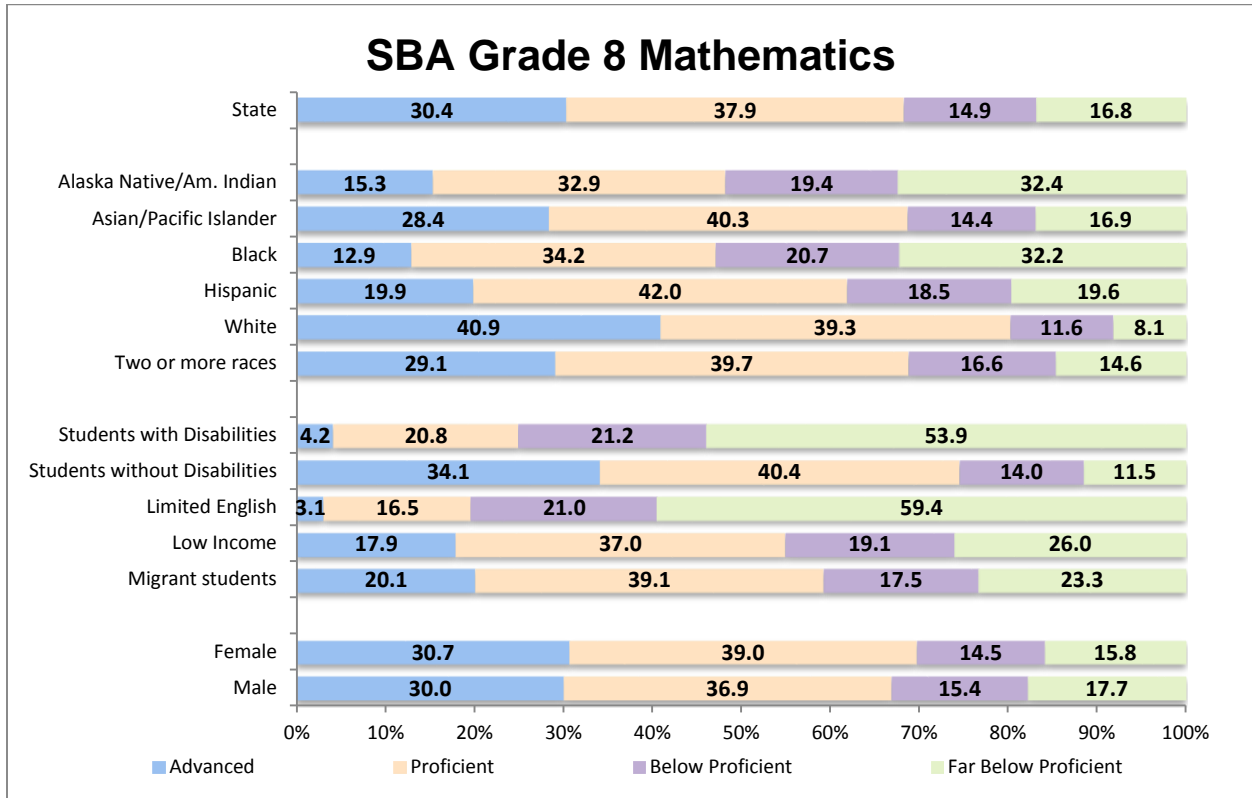
SBA Statewide Performance by Grade (Continued)



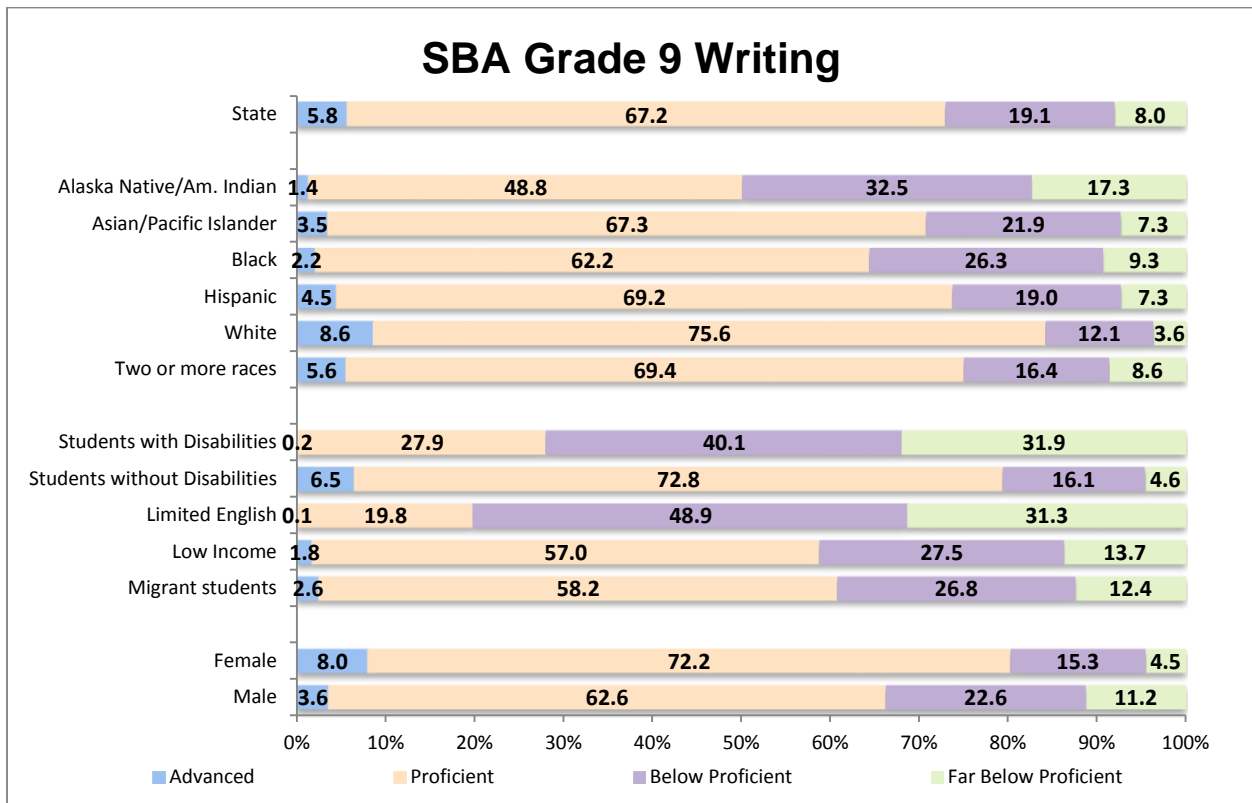
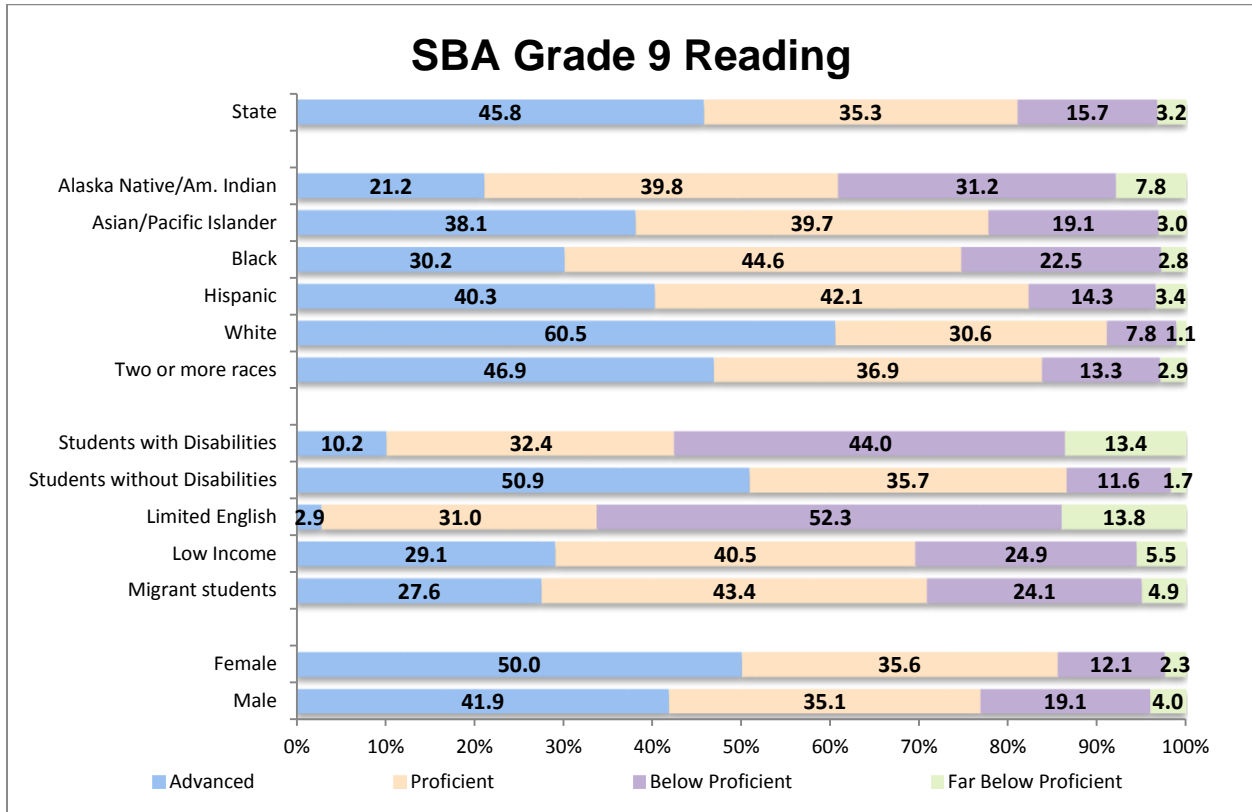
SBA Statewide Performance by Grade (Continued)



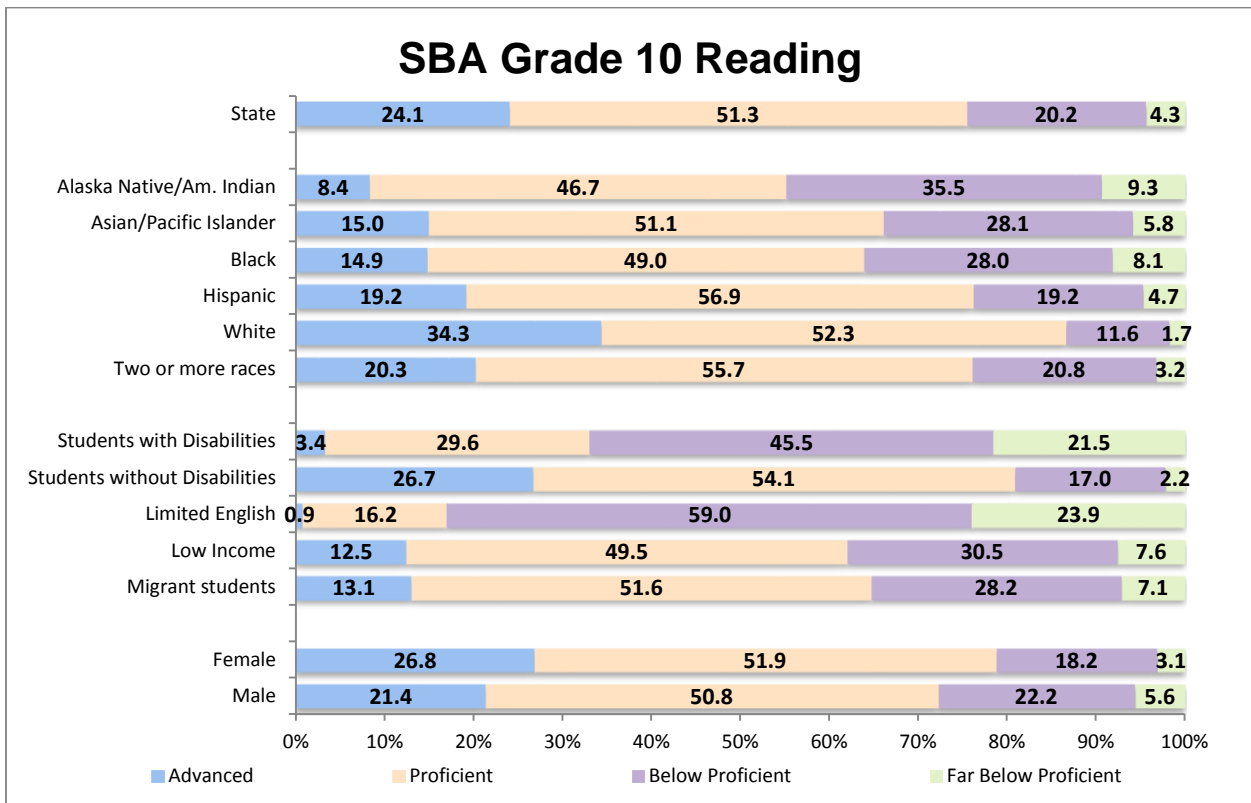
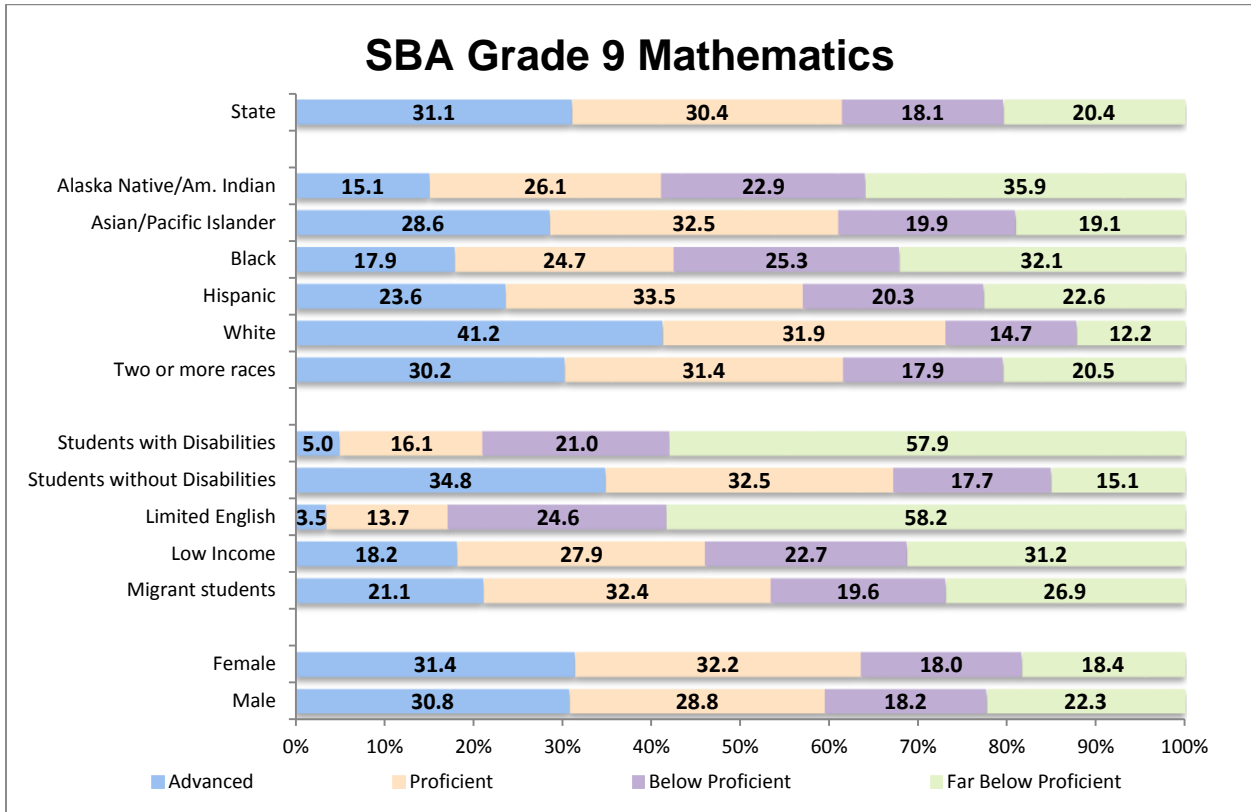
SBA Statewide Performance by Grade (Continued)



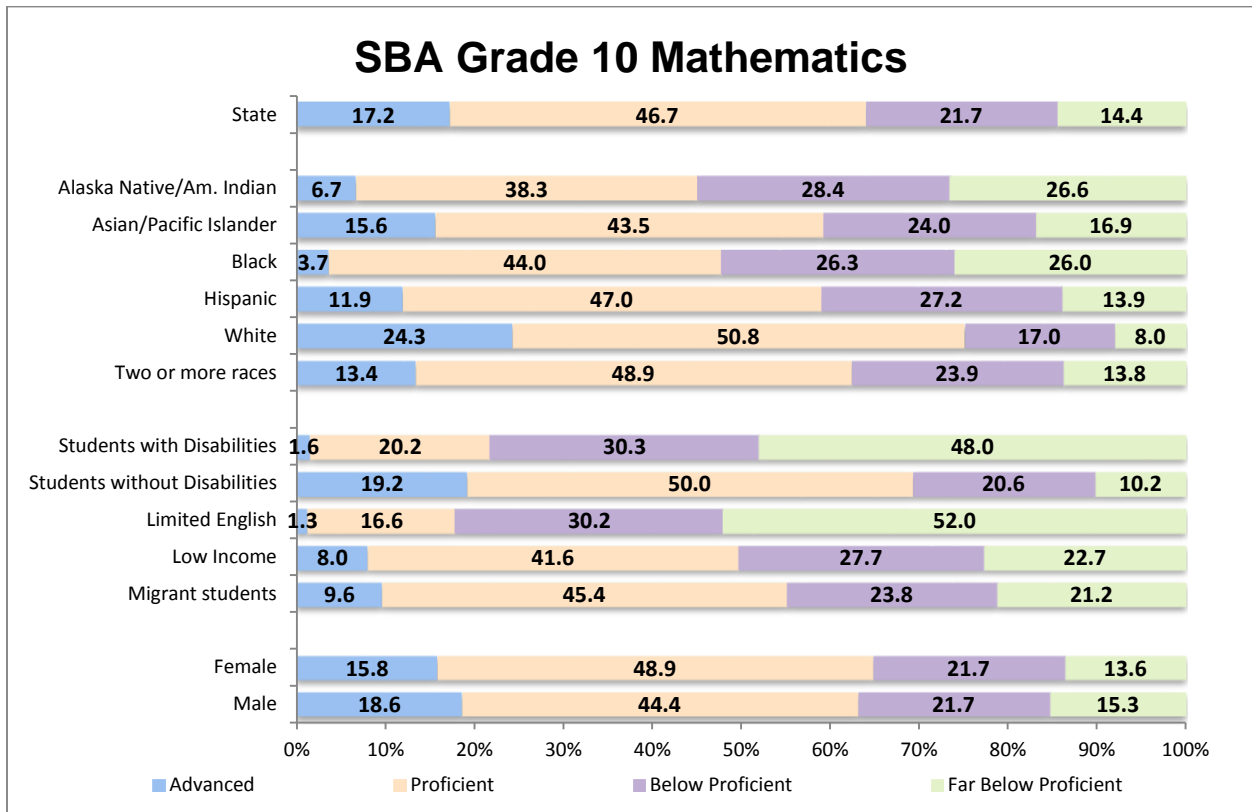
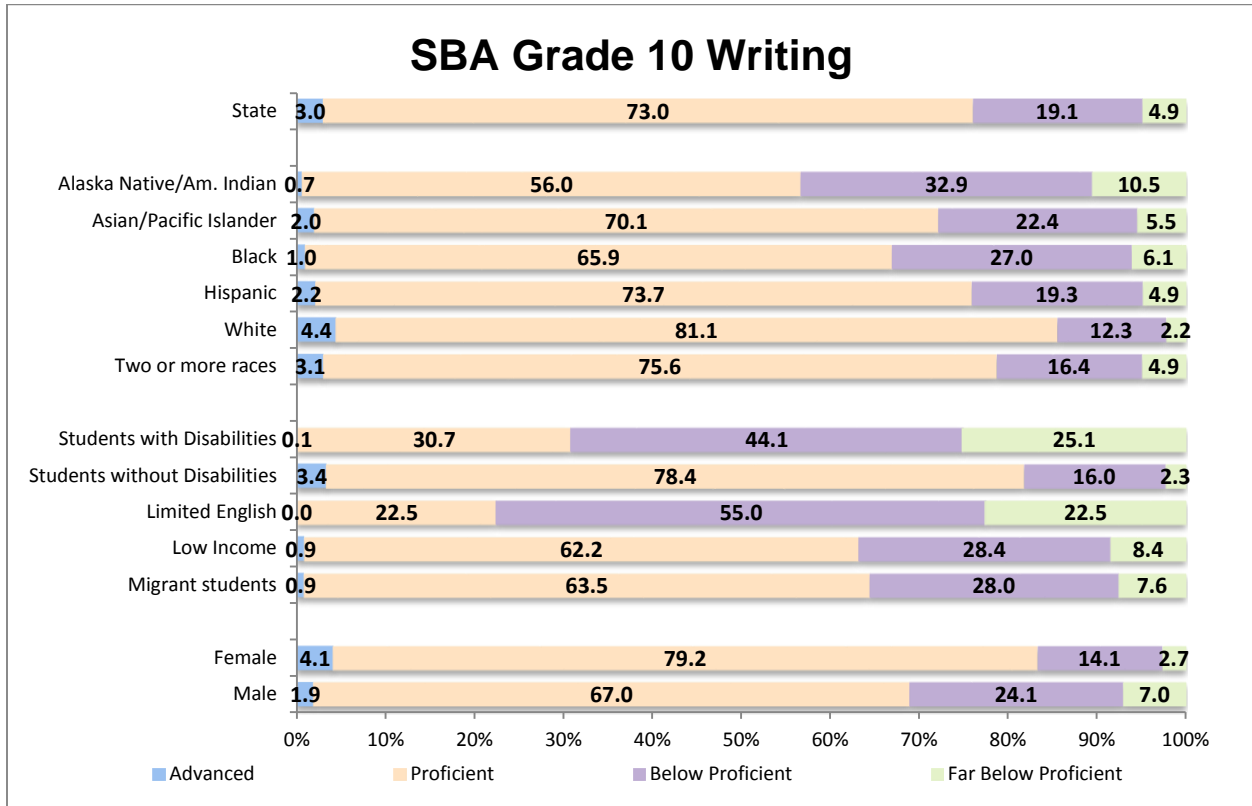
SBA Statewide Performance by Grade (Continued)



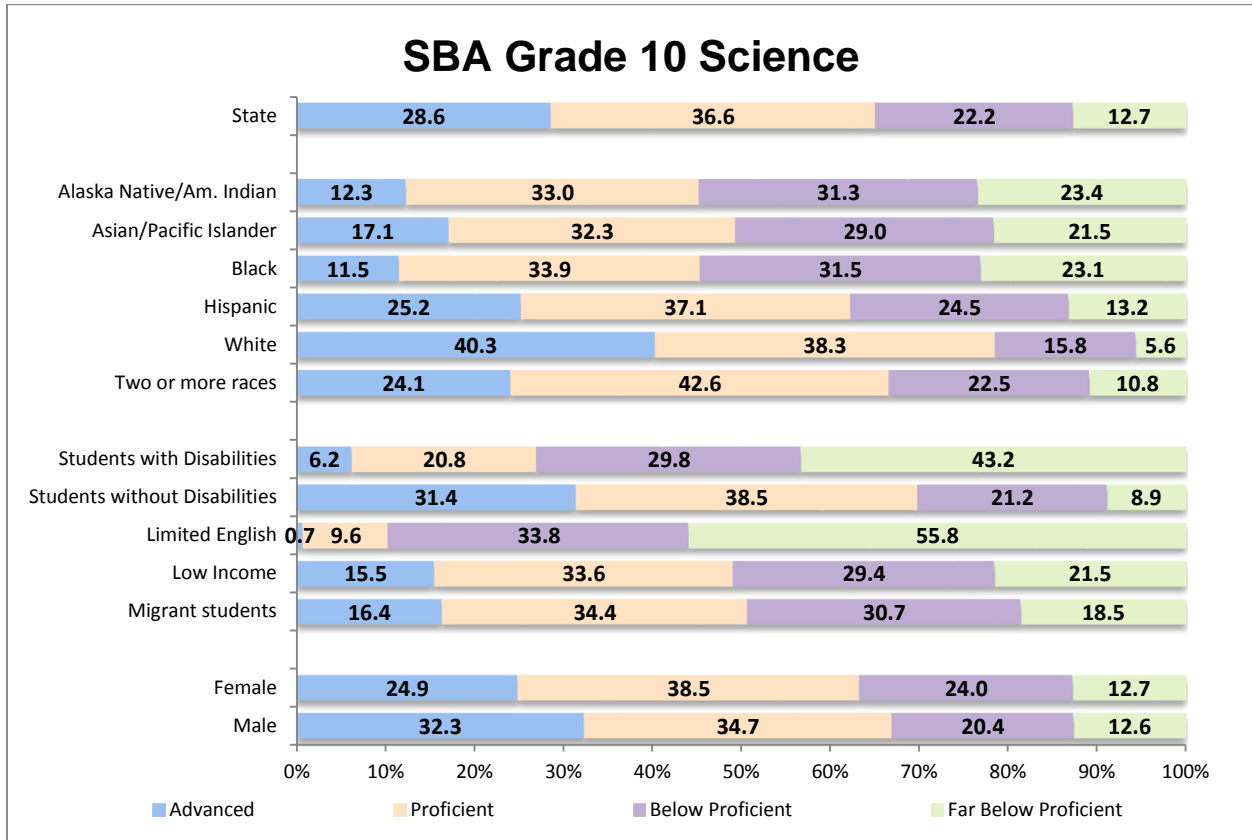
SBA Statewide Performance by Grade (Continued)



SBA Statewide Performance by Grade (Continued)



SBA's Statewide Performance by Grade (Continued)



SBAs Statewide Performance Trends

Subject	Year	Advanced		Proficient		Below Proficient		Far Below		Enrollment	Participation Rate ²
		Count	Percentage ¹	Count	Percentage ¹	Count	Percentage ¹	Count	Percentage ¹		
Grade 3											
Reading	2012	4,227	44.1%	3,460	36.1%	1,079	11.2%	826	8.6%	9,723	98.7%
	2013	3,814	40.0%	3,916	41.1%	1,160	12.2%	645	6.8%	9,689	98.4%
	2014	4,296	44.9%	3,514	36.7%	928	9.7%	837	8.7%	9,700	98.7%
Writing	2012	3,154	32.9%	4,054	42.2%	2,148	22.4%	243	2.5%	9,723	98.7%
	2013	2,970	31.1%	4,148	43.5%	2,176	22.8%	252	2.6%	9,689	98.5%
	2014	3,239	33.7%	4,131	43.0%	1,952	20.3%	281	2.9%	9,699	99.0%
Math	2012	3,514	36.6%	3,645	37.9%	1,132	11.8%	1,318	13.7%	9,723	98.8%
	2013	3,214	33.5%	4,061	42.4%	978	10.2%	1,330	13.9%	9,689	98.9%
	2014	3,685	38.4%	3,538	36.8%	1,027	10.7%	1,353	14.1%	9,721	98.8%
Grade 4											
Reading	2012	3,083	32.6%	4,209	44.5%	1,145	12.1%	1,015	10.7%	9,566	98.8%
	2013	3,099	32.8%	4,027	42.6%	1,102	11.7%	1,226	13.0%	9,585	98.6%
	2014	3,130	33.0%	4,289	45.3%	1,006	10.6%	1,051	11.1%	9,576	99.0%
Writing	2012	2,977	31.5%	4,266	45.1%	1,903	20.1%	310	3.3%	9,566	98.9%
	2013	2,799	29.6%	4,339	45.9%	2,084	22.0%	230	2.4%	9,585	98.6%
	2014	2,927	30.9%	4,354	46.0%	1,844	19.5%	344	3.6%	9,576	98.9%
Math	2012	3,625	38.3%	3,374	35.6%	1,224	12.9%	1,248	13.2%	9,566	99.0%
	2013	3,627	38.3%	3,449	36.4%	1,198	12.7%	1,191	12.6%	9,585	98.7%
	2014	3,701	39.1%	3,320	35.1%	1,152	12.2%	1,287	13.6%	9,587	98.7%
Science ³	2011	2,104	22.1%	2,599	27.3%	2,857	30.1%	1,946	20.5%	9,787	97.1%
	2012	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%
Grade 5											
Reading	2012	2,956	30.7%	4,777	49.7%	1,238	12.9%	649	6.7%	9,713	99.0%
	2013	2,543	27.1%	4,701	50.2%	1,514	16.2%	609	6.5%	9,479	98.8%
	2014	2,857	30.8%	4,661	50.3%	1,153	12.4%	596	6.4%	9,384	98.8%
Writing	2012	3,162	32.9%	4,082	42.5%	2,177	22.7%	176	1.8%	9,713	98.8%
	2013	2,492	26.6%	4,327	46.2%	2,449	26.1%	99	1.1%	9,479	98.8%
	2014	3,307	35.7%	3,803	41.1%	1,991	21.5%	152	1.6%	9,384	98.6%
Math	2012	3,515	36.5%	3,241	33.7%	1,669	17.3%	1,195	12.4%	9,713	99.0%
	2013	3,667	39.1%	2,907	31.0%	1,555	16.6%	1,253	13.4%	9,479	99.0%
	2014	3,391	36.5%	3,155	34.0%	1,606	17.3%	1,128	12.2%	9,399	98.7%
Grade 6											
Reading	2012	3,322	34.5%	4,152	43.2%	1,696	17.6%	451	4.7%	9,737	98.8%
	2013	3,184	33.4%	4,009	42.1%	1,675	17.6%	661	6.9%	9,652	98.7%
	2014	3,327	36.2%	3,866	42.0%	1,566	17.0%	442	4.8%	9,294	99.0%
Writing	2012	3,109	32.3%	3,703	38.5%	2,096	21.8%	706	7.3%	9,737	98.7%
	2013	2,972	31.1%	3,721	39.0%	2,280	23.9%	568	6.0%	9,652	98.8%
	2014	3,090	33.6%	3,382	36.8%	1,976	21.5%	744	8.1%	9,294	98.9%
Math	2012	3,533	36.8%	3,147	32.7%	1,388	14.4%	1,542	16.0%	9,737	98.7%
	2013	3,326	34.8%	3,375	35.3%	1,477	15.4%	1,383	14.5%	9,652	99.1%
	2014	3,294	35.8%	2,909	31.6%	1,403	15.2%	1,606	17.4%	9,310	98.9%

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

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

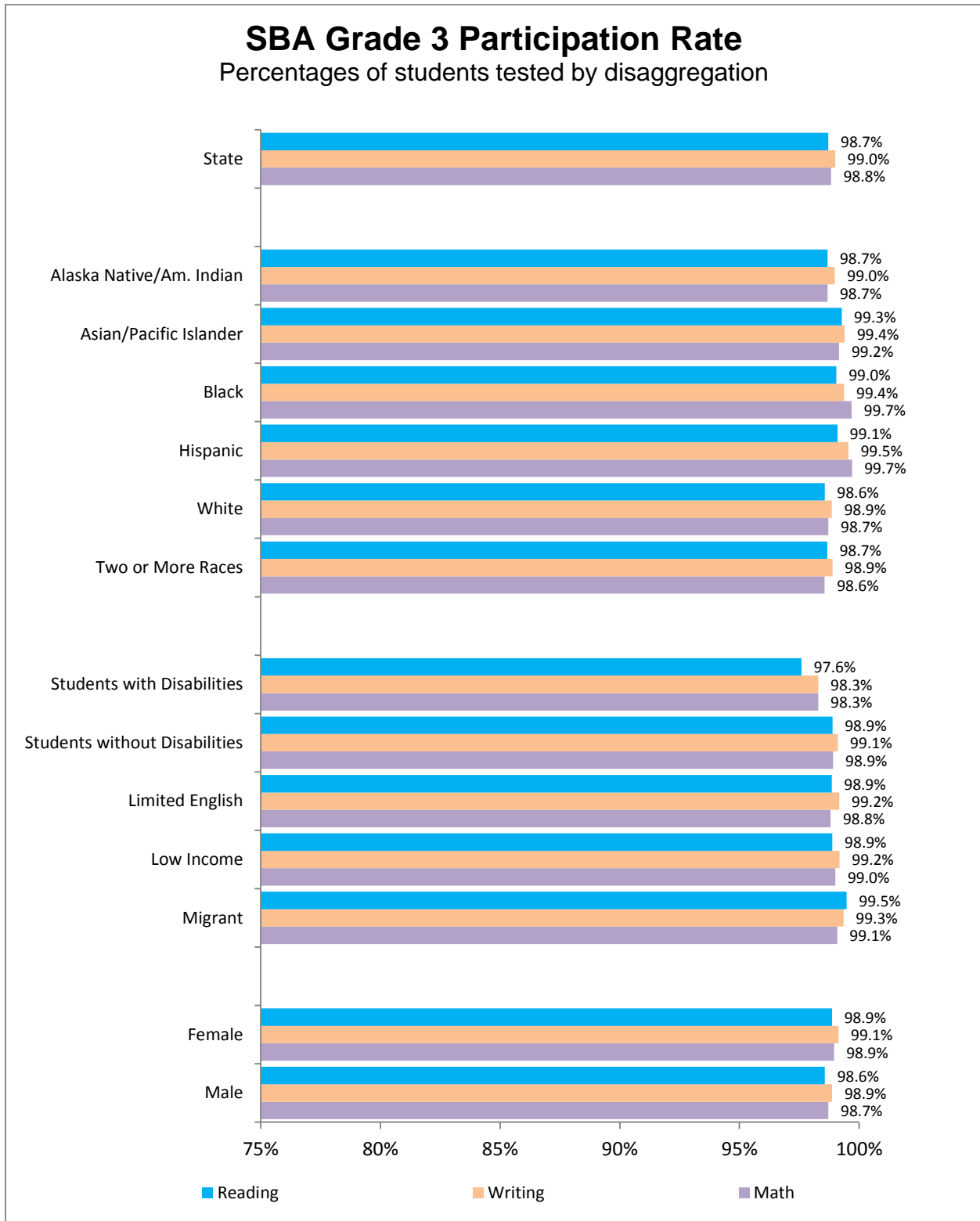
³ Science section of SBAs administered only to grades 4, 8, and 10.

⁴ Grade 10 SBAs test takers do not necessarily reflect the same population as the Grade 10 HSGQE test takers.

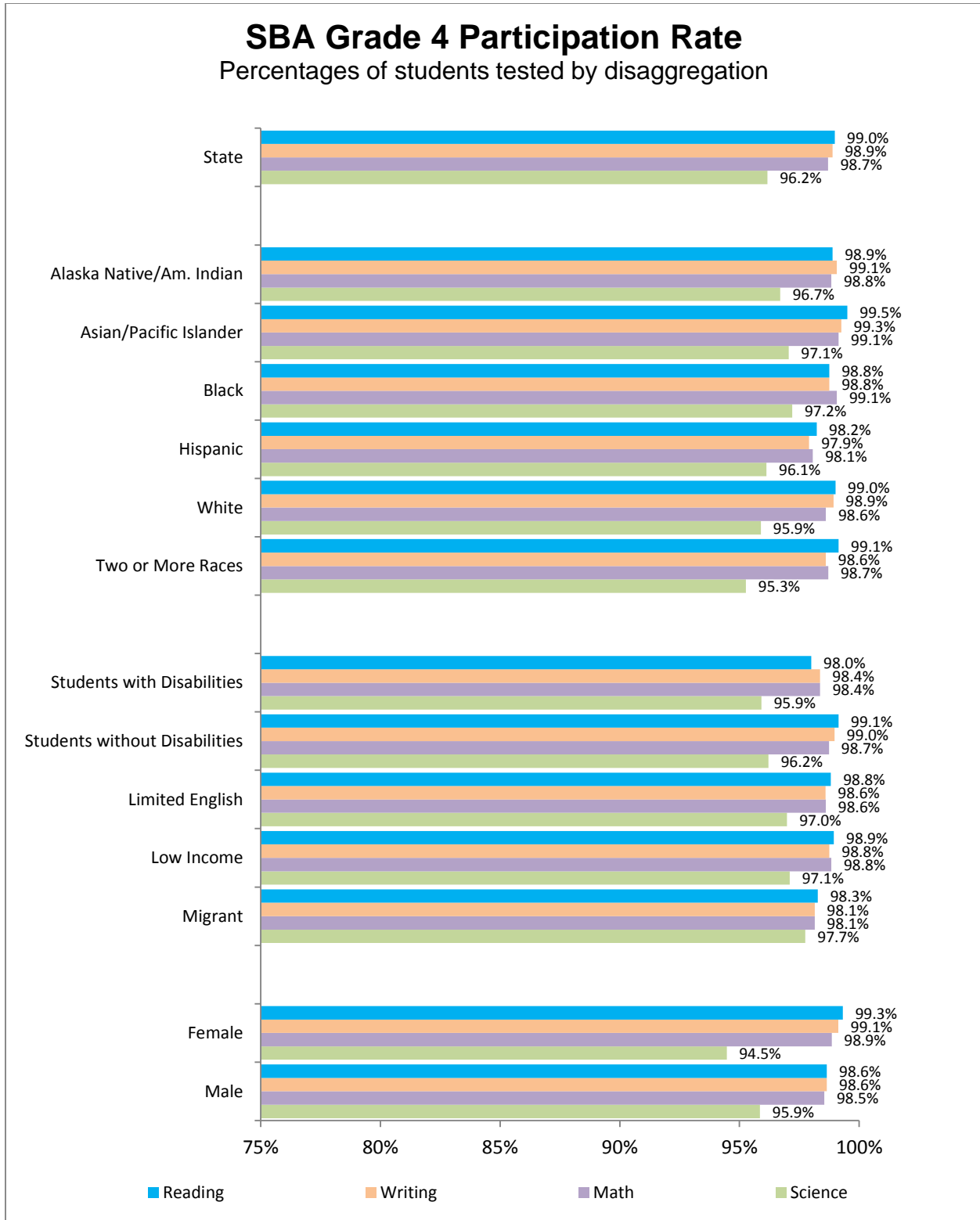
SBAs Statewide Performance Trends (Continued)

Subject	Year	Advanced		Proficient		Below Proficient		Far Below		Enrollment	Participation Rate ²
		Count	Percentage ¹	Count	Percentage ¹	Count	Percentage ¹	Count	Percentage ¹		
Grade 7											
Reading	2012	3,517	36.7%	4,103	42.8%	1,382	14.4%	594	6.2%	9,723	98.7%
	2013	3,619	38.0%	3,796	39.8%	1,412	14.8%	704	7.4%	9,627	99.0%
	2014	3,745	39.8%	3,907	41.5%	1,227	13.0%	528	5.6%	9,534	98.7%
Writing	2012	1,536	16.0%	5,592	58.3%	1,874	19.6%	582	6.1%	9,723	98.6%
	2013	1,448	15.2%	5,546	58.4%	2,008	21.1%	495	5.2%	9,627	98.6%
	2014	1,545	16.4%	5,315	56.5%	1,948	20.7%	596	6.3%	9,534	98.6%
Math	2012	3,125	32.6%	3,227	33.6%	1,838	19.2%	1,402	14.6%	9,723	98.7%
	2013	3,079	32.4%	3,496	36.8%	1,826	19.2%	1,104	11.6%	9,627	98.7%
	2014	2,986	31.7%	3,224	34.2%	1,824	19.3%	1,393	14.8%	9,555	98.7%
Grade 8											
Reading	2012	3,807	41.5%	3,792	41.3%	1,270	13.8%	303	3.3%	9,332	98.3%
	2013	3,765	39.8%	3,945	41.7%	1,423	15.1%	320	3.4%	9,604	98.4%
	2014	3,863	41.5%	3,914	42.0%	1,214	13.0%	318	3.4%	9,448	98.5%
Writing	2012	801	8.7%	6,075	66.3%	1,833	20.0%	456	5.0%	9,332	98.2%
	2013	793	8.4%	6,239	66.0%	1,844	19.5%	579	6.1%	9,604	98.4%
	2014	836	9.0%	6,193	66.7%	1,761	19.0%	494	5.3%	9,448	98.3%
Math	2012	2,920	31.8%	3,405	37.1%	1,320	14.4%	1,535	16.7%	9,332	98.4%
	2013	2,945	31.1%	3,340	35.3%	1,535	16.2%	1,639	17.3%	9,604	98.5%
	2014	2,831	30.4%	3,536	37.9%	1,393	14.9%	1,566	16.8%	9,472	98.5%
Science ³	2012	2,000	22.4%	3,062	34.3%	1,866	20.9%	2,011	22.5%	9,332	95.8%
	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%
Grade 9											
Reading	2012	4,300	46.5%	3,433	37.1%	1,277	13.8%	244	2.6%	9,463	97.8%
	2013	4,340	47.3%	3,128	34.1%	1,561	17.0%	141	1.5%	9,376	97.8%
	2014	4,257	45.8%	3,284	35.3%	1,460	15.7%	297	3.2%	9,517	97.7%
Writing	2012	556	6.0%	6,296	68.1%	1,764	19.1%	632	6.8%	9,463	97.7%
	2013	742	8.1%	6,147	67.2%	1,561	17.1%	703	7.7%	9,376	97.6%
	2014	533	5.8%	6,227	67.2%	1,768	19.1%	740	8.0%	9,517	97.4%
Math	2012	2,886	31.2%	2,966	32.1%	1,662	18.0%	1,722	18.6%	9,463	97.6%
	2013	2,886	31.5%	3,030	33.1%	1,519	16.6%	1,715	18.7%	9,376	97.6%
	2014	2,887	31.1%	2,827	30.4%	1,682	18.1%	1,899	20.4%	9,533	97.5%
Grade 10⁴											
Reading	2012	2,370	27.2%	4,544	52.1%	1,423	16.3%	386	4.4%	9,094	95.9%
	2013	2,227	25.5%	4,384	50.2%	1,678	19.2%	444	5.1%	9,076	96.2%
	2014	2,062	24.1%	4,398	51.3%	1,733	20.2%	372	4.3%	8,932	95.9%
Writing	2012	326	3.7%	5,997	68.6%	1,911	21.9%	504	5.8%	9,094	96.1%
	2013	321	3.7%	6,143	70.4%	1,785	20.5%	478	5.5%	9,076	96.2%
	2014	257	3.0%	6,246	73.0%	1,637	19.1%	417	4.9%	8,932	95.8%
Math	2012	1,454	16.7%	3,861	44.3%	1,947	22.4%	1,448	16.6%	9,094	95.8%
	2013	1,561	17.9%	3,971	45.6%	1,831	21.0%	1,342	15.4%	9,076	95.9%
	2014	1,474	17.2%	3,994	46.7%	1,858	21.7%	1,235	14.4%	8,949	95.7%
Science ³	2012	2,216	26.3%	3,080	36.5%	2,000	23.7%	1,139	13.5%	9,094	92.8%
	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%

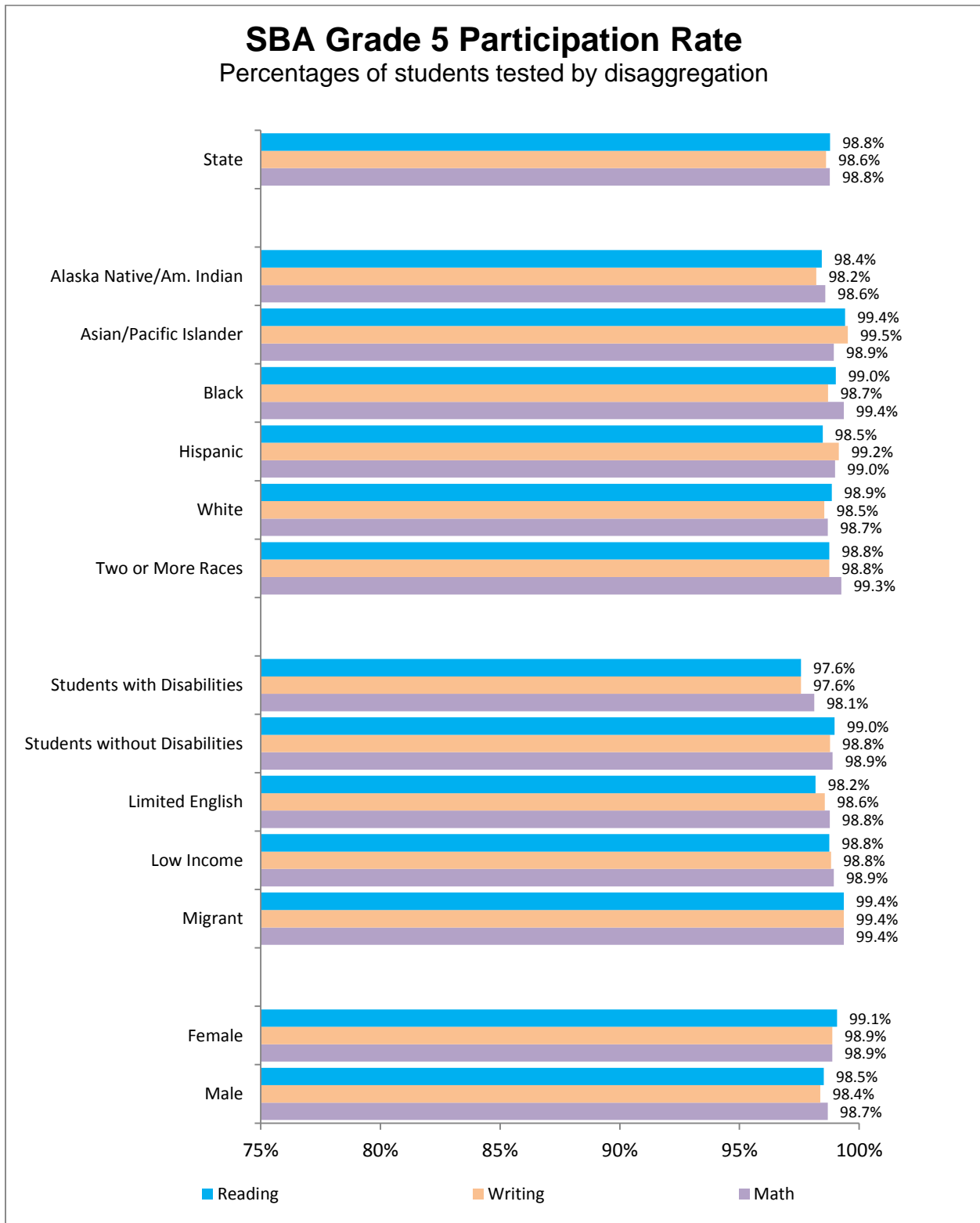
SBA's Statewide Participation Rate by Grade



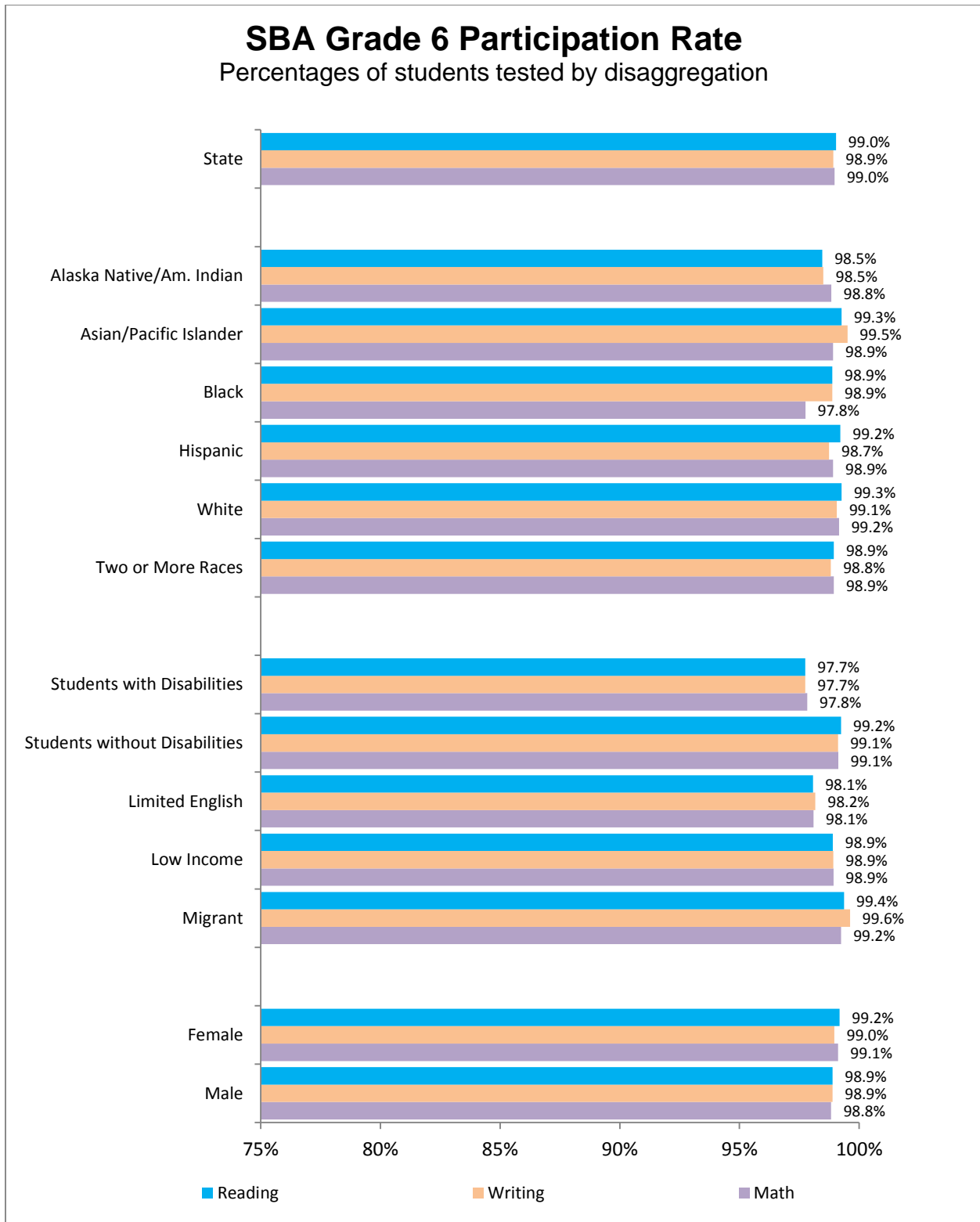
SBA Statewide Participation Rate by Grade (Continued)



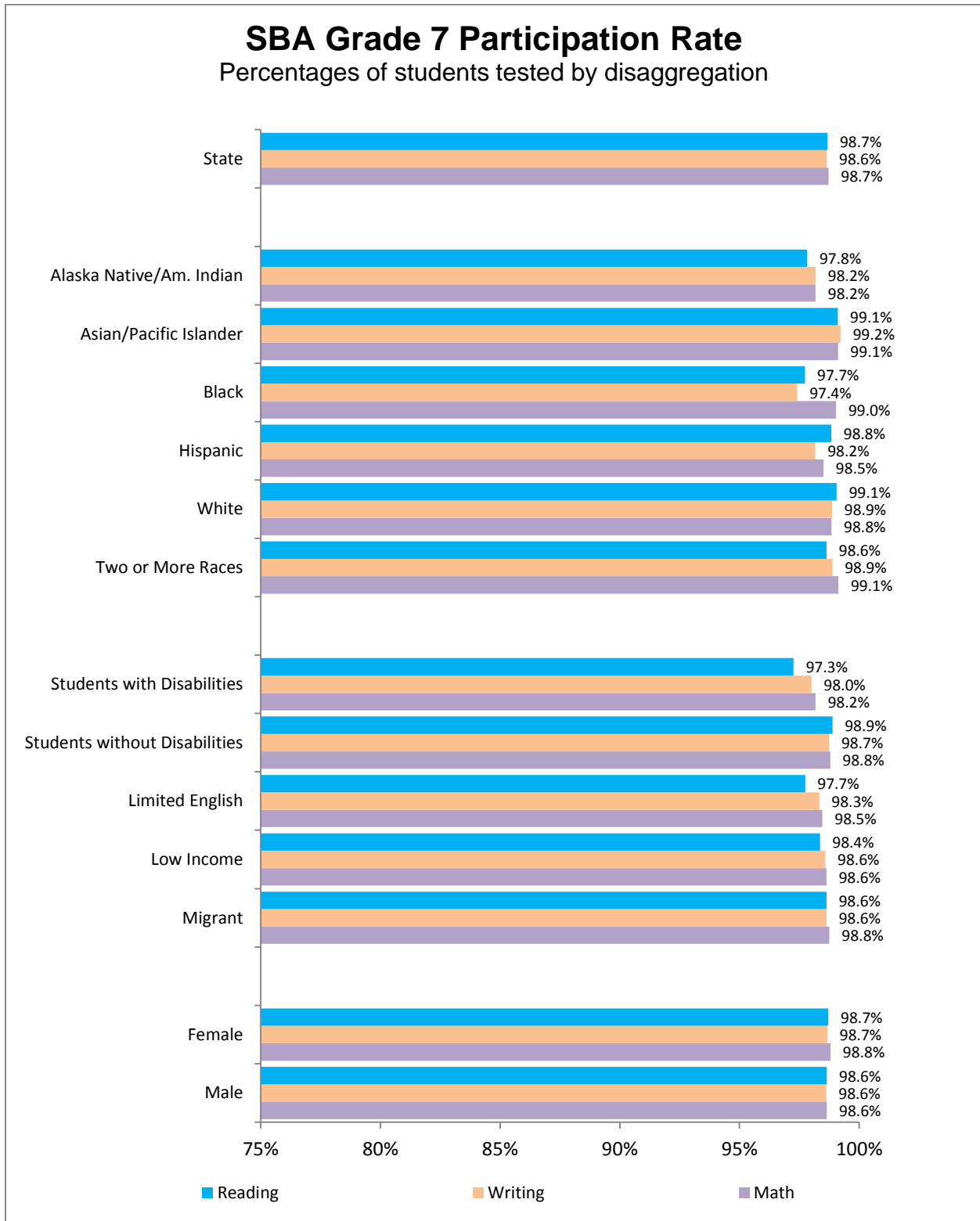
SBA Statewide Participation Rate by Grade (Continued)



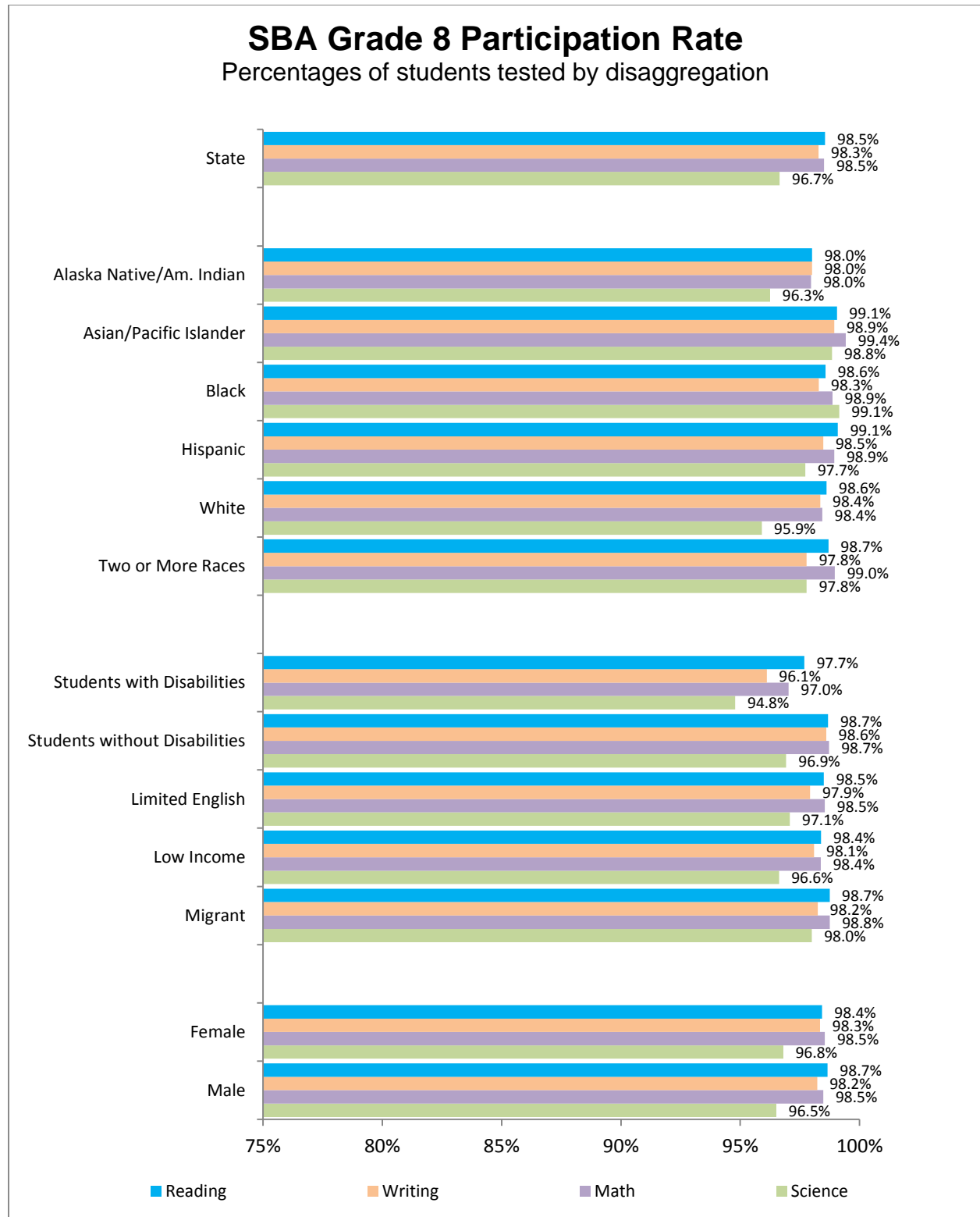
SBA Statewide Participation Rate by Grade (Continued)



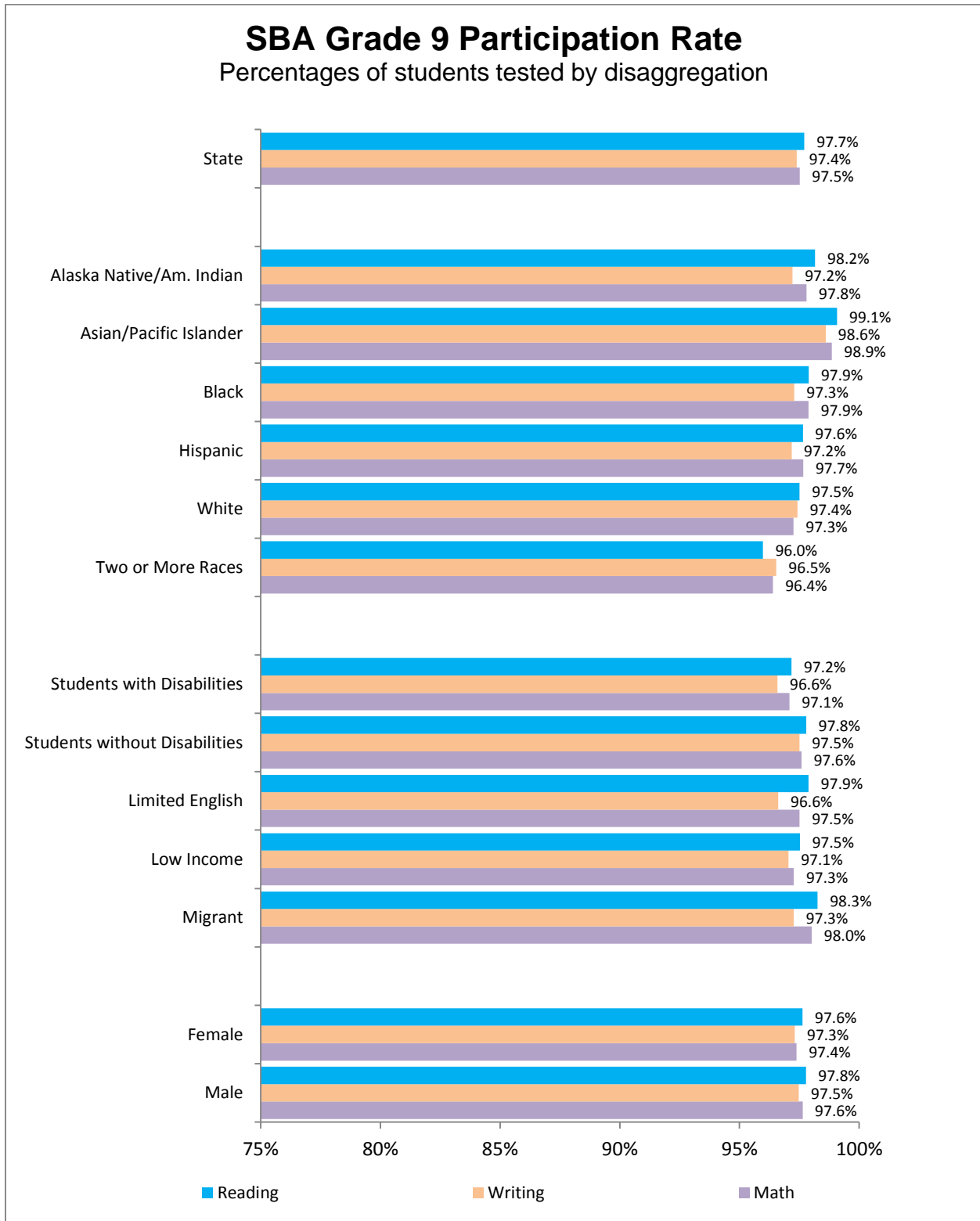
SBA Statewide Participation Rate by Grade (Continued)



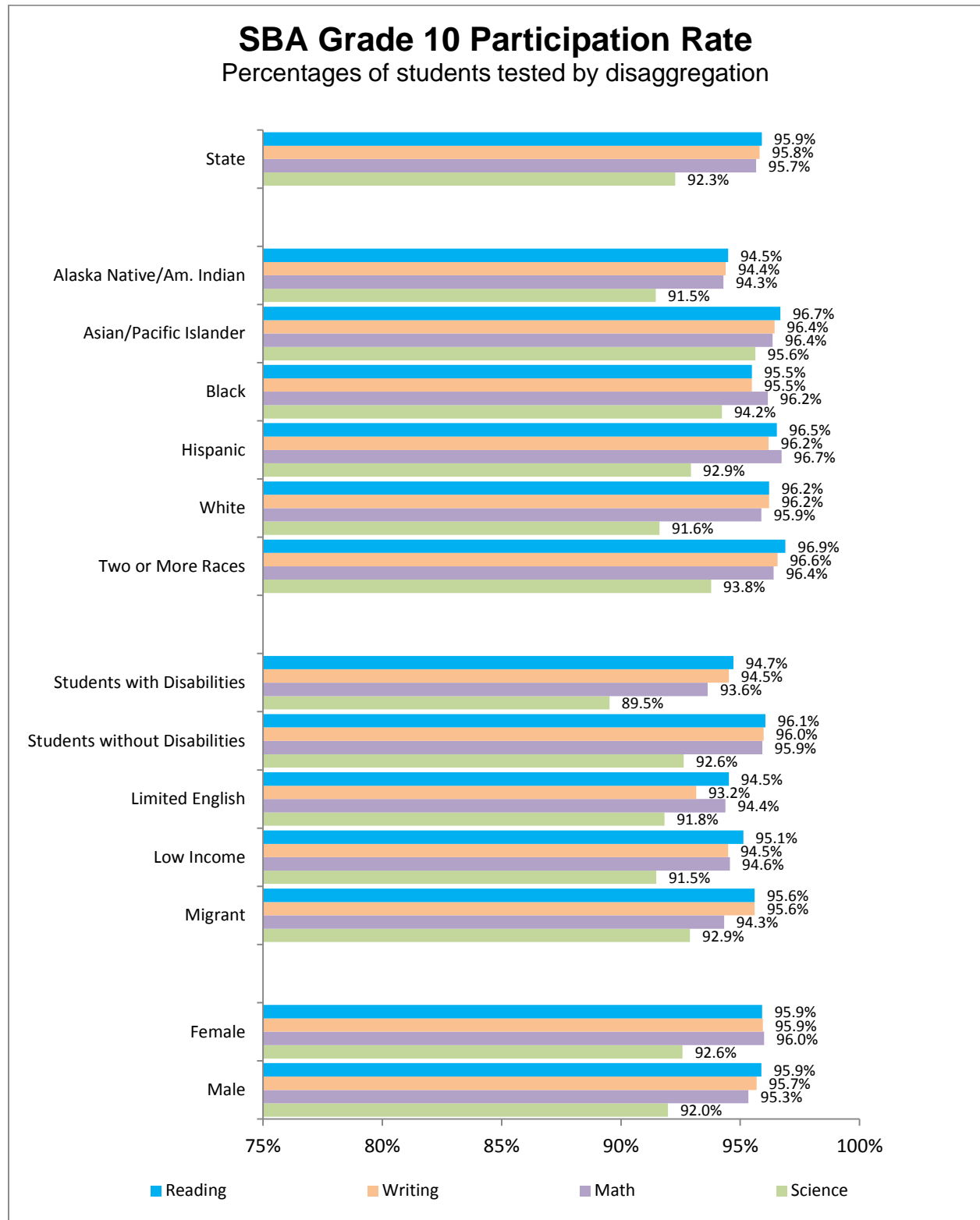
SBA Statewide Participation Rate by Grade (Continued)



SBA Statewide Participation Rate by Grade (Continued)

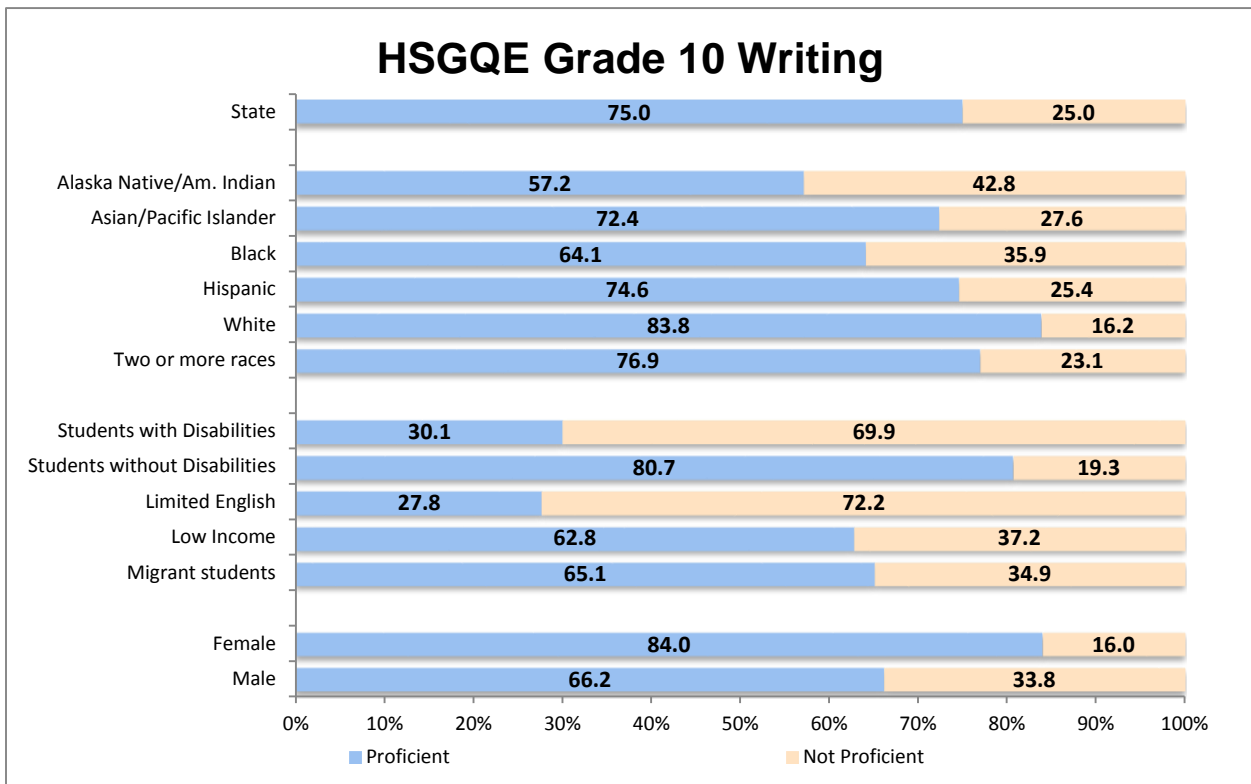
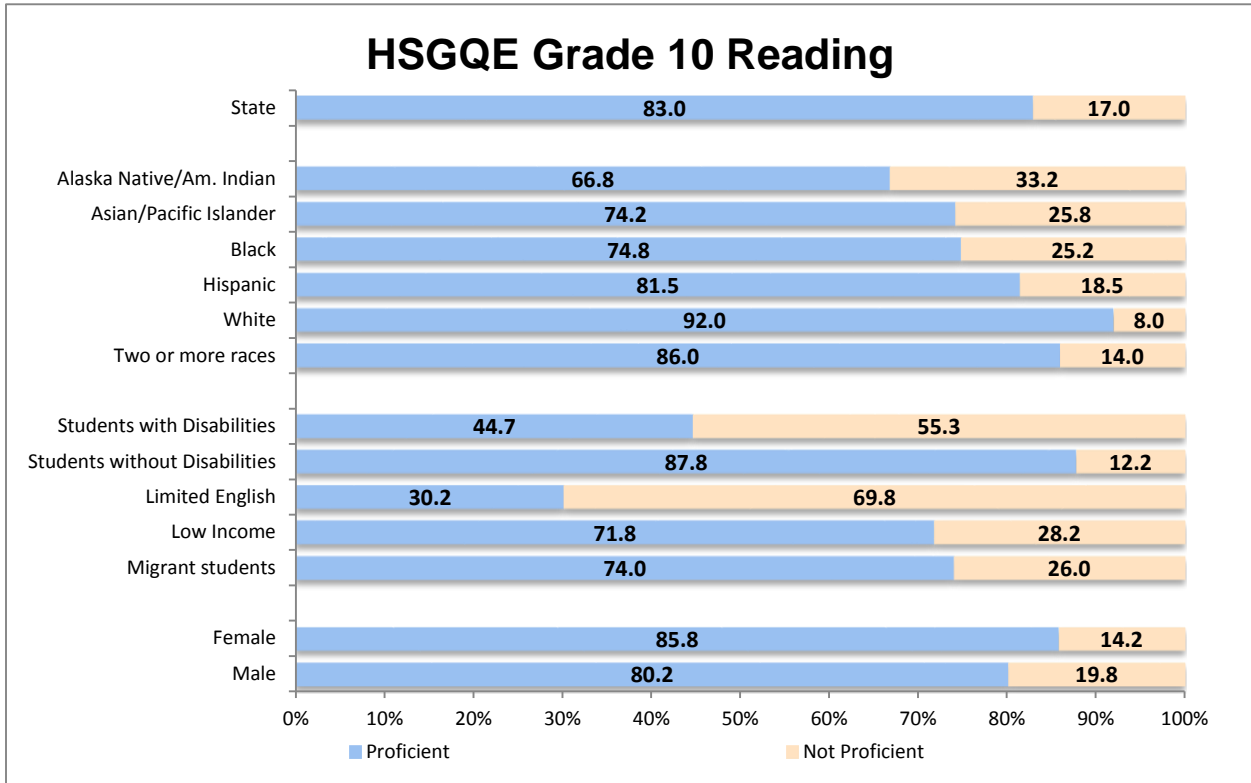


SBA Statewide Participation Rate by Grade (Continued)

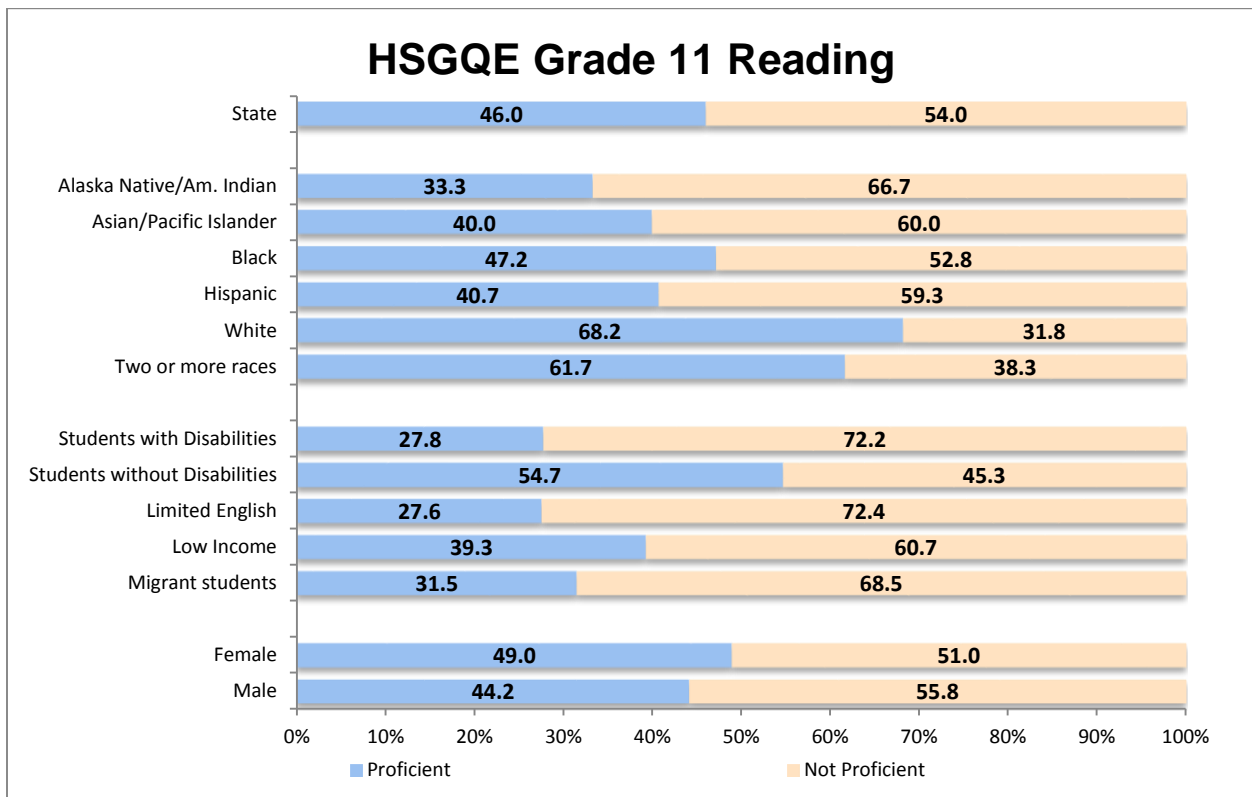
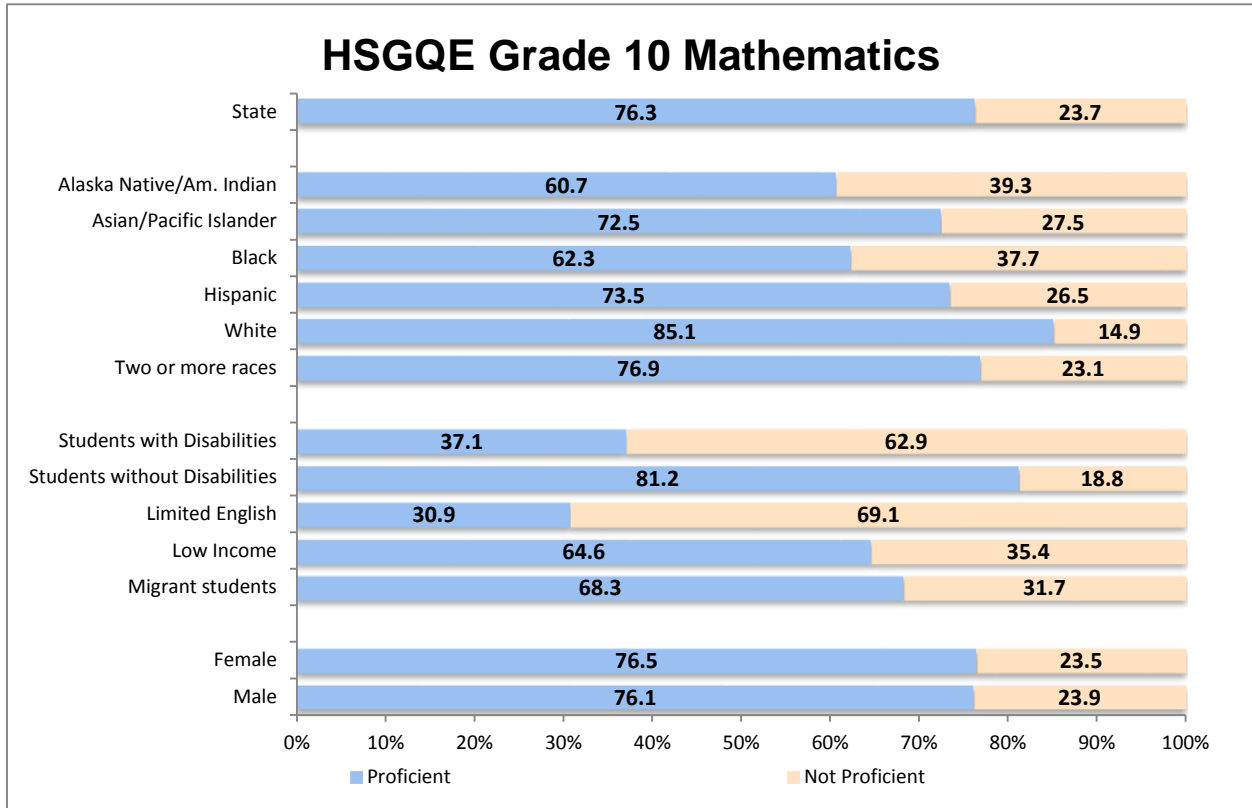


HIGH SCHOOL GRADUATION QUALIFYING EXAMINATION (HSGQE)

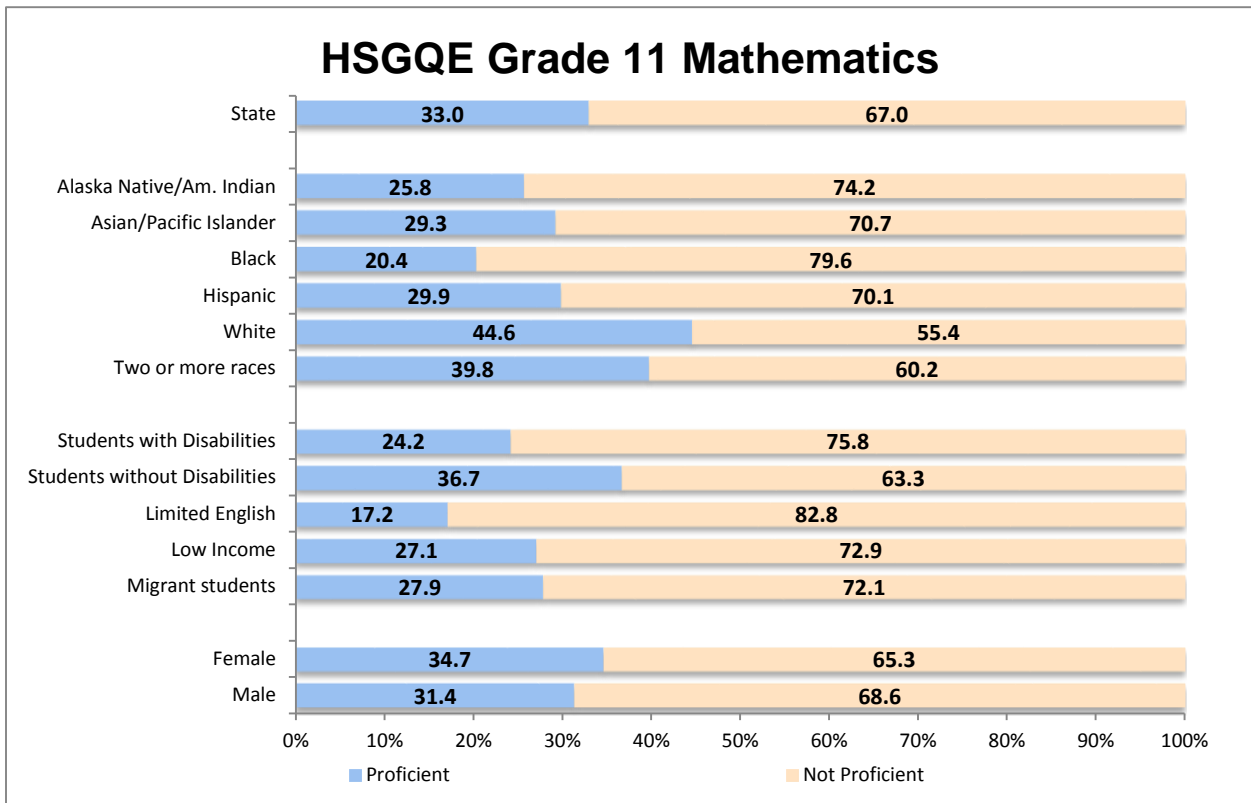
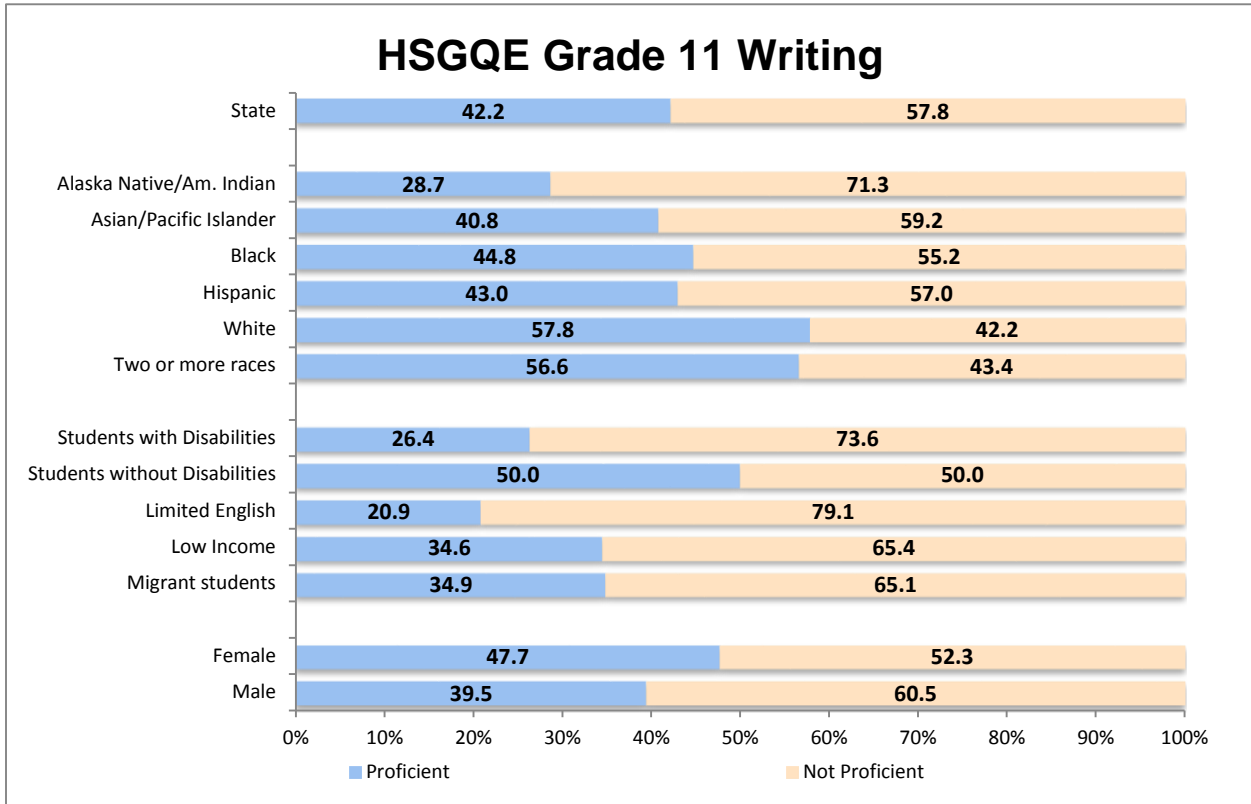
HSGQE Statewide Performance by Grade



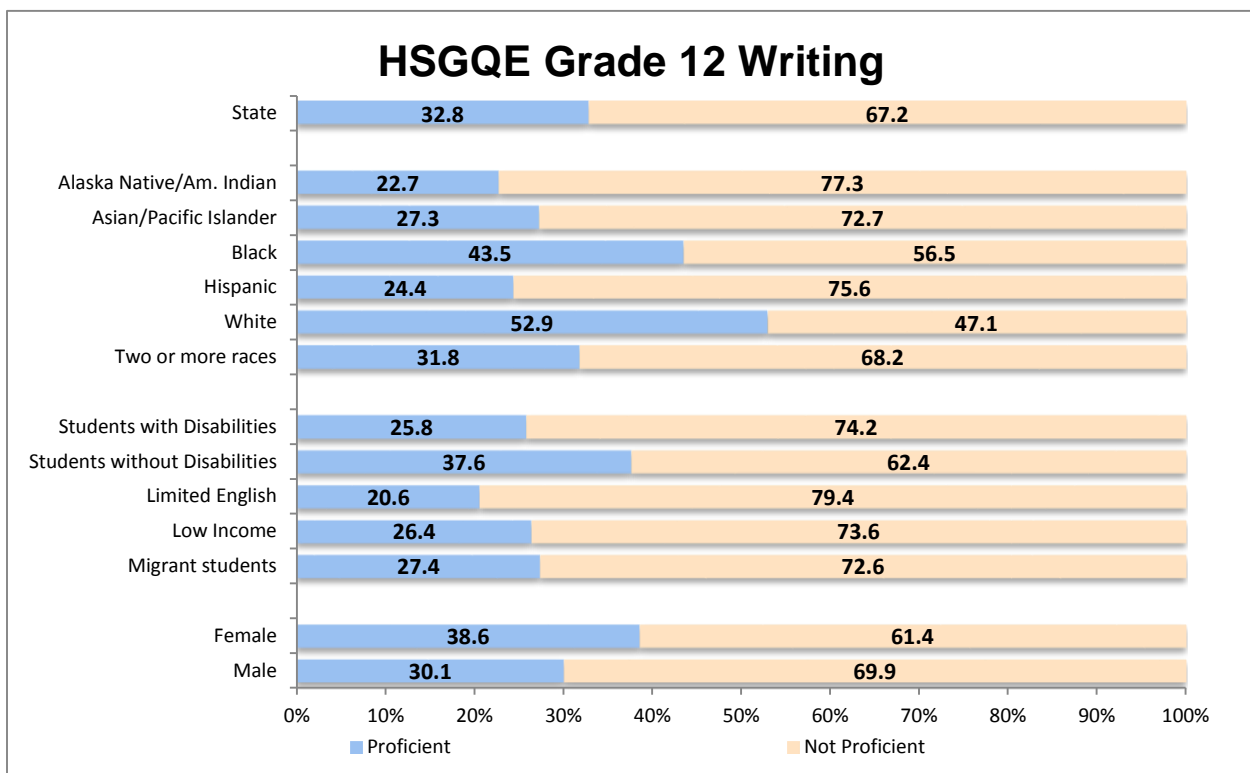
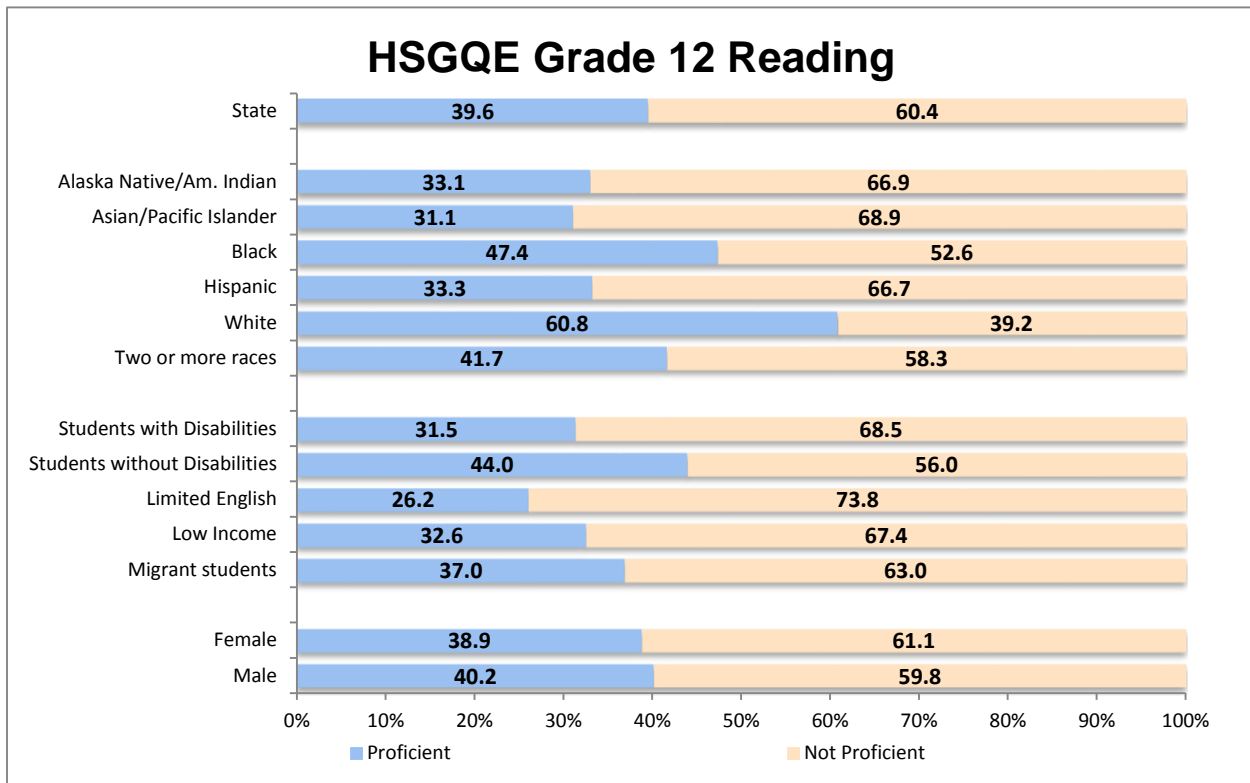
HSGQE Statewide Performance by Grade (Continued)



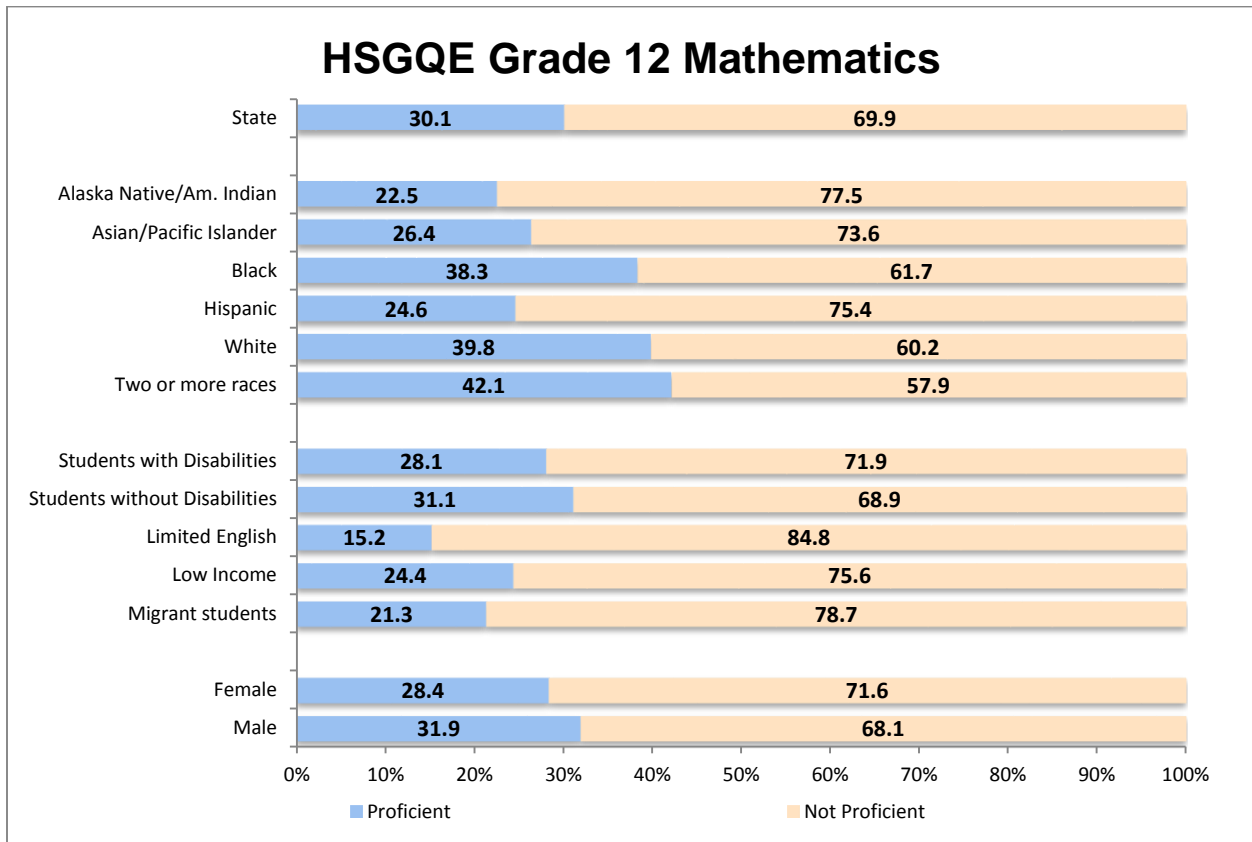
HSGQE Statewide Performance by Grade (Continued)



HSGQE Statewide Performance by Grade (Continued)



HSGQE Statewide Performance by Grade (Continued)



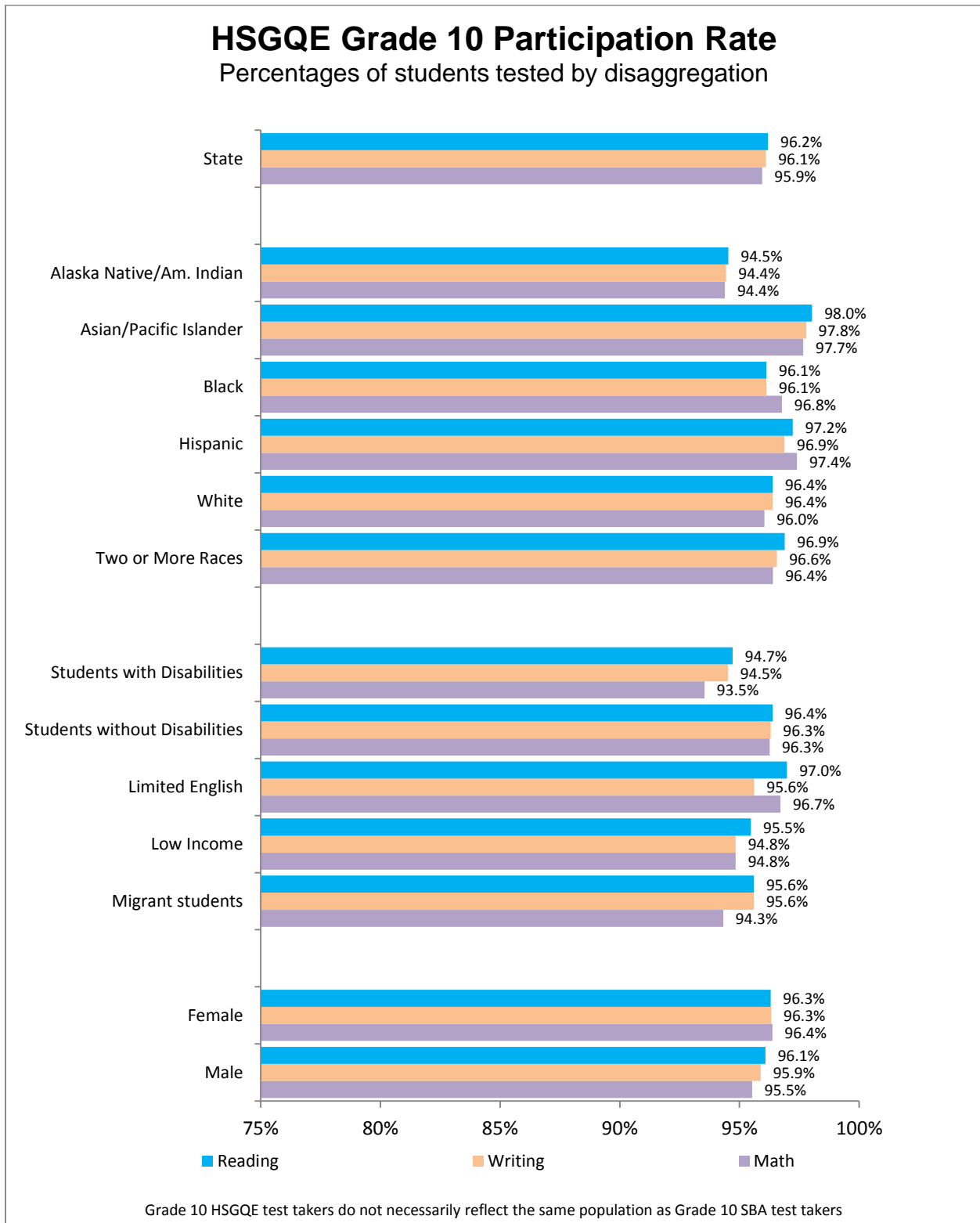
HSGQE Statewide Performance Trends

Subject	Year	Proficient		Not Proficient		Enrollment	Participation Rate ²
		Count	Percentage ¹	Count	Percentage ¹		
Grade 10							
Reading	2012	7,340	84.2%	1,373	15.8%	9,094	95.8%
	2013	7,282	83.5%	1,437	16.5%	9,076	96.1%
	2014	7,128	83.0%	1,464	17.0%	8,932	96.2%
Writing	2012	6,494	74.4%	2,237	25.6%	9,094	96.0%
	2013	6,262	71.8%	2,456	28.2%	9,076	96.1%
	2014	6,437	75.0%	2,147	25.0%	8,932	96.1%
Math	2012	6,749	77.5%	1,954	22.5%	9,094	95.7%
	2013	6,658	76.5%	2,041	23.5%	9,076	95.8%
	2014	6,538	76.3%	2,032	23.7%	8,949	95.8%
Grade 11							
Reading	2012	481	48.4%	512	51.6%	N/A	N/A
	2013	455	56.2%	355	43.8%	N/A	N/A
	2014	448	46.0%	525	54.0%	N/A	N/A
Writing	2012	547	42.5%	741	57.5%	N/A	N/A
	2013	620	49.1%	644	50.9%	N/A	N/A
	2014	524	42.2%	717	57.8%	N/A	N/A
Math	2012	504	39.2%	782	60.8%	N/A	N/A
	2013	438	34.5%	833	65.5%	N/A	N/A
	2014	436	33.0%	885	67.0%	N/A	N/A
Grade 12							
Reading	2012	172	42.5%	233	57.5%	N/A	N/A
	2013	189	51.9%	175	48.1%	N/A	N/A
	2014	141	39.6%	215	60.4%	N/A	N/A
Writing	2012	193	37.1%	327	62.9%	N/A	N/A
	2013	292	49.6%	297	50.4%	N/A	N/A
	2014	168	32.8%	344	67.2%	N/A	N/A
Math	2012	219	34.7%	412	65.3%	N/A	N/A
	2013	221	36.4%	386	63.6%	N/A	N/A
	2014	207	30.1%	481	69.9%	N/A	N/A
Adult							
Reading	2012	11	35.5%	20	64.5%	N/A	N/A
	2013	11	22.9%	37	77.1%	N/A	N/A
	2014	15	31.9%	32	68.1%	N/A	N/A
Writing	2012	11	26.2%	31	73.8%	N/A	N/A
	2013	21	30.9%	47	69.1%	N/A	N/A
	2014	12	21.1%	45	69.1%	N/A	N/A
Math	2012	17	19.1%	72	80.9%	N/A	N/A
	2013	20	19.2%	84	80.8%	N/A	N/A
	2014	21	24.4%	65	75.6%	N/A	N/A

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the number of enrolled students eligible to test. Participation rates are not calculated for students in grades 11 and 12, as students in these grades who have previously passed are not eligible to take the HSGQE.

HSGQE Statewide Participation Rate (Grade 10)



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:

Achievement-Level Policy Definitions	
Basic	Partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
Proficient	Solid academic performance 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.
Advanced	Superior performance.

The most recent data available for NAEP reading and mathematics is from the 2013 administration. The charts on the following pages show Alaska students' scores on the 2013 NAEP assessments compared to the public school students' scores nationally:

NAEP 2013 Grade 4 Reading	% Advanced		% Proficient		% Basic		% Below Basic	
	National	Alaska	National	Alaska	National	Alaska	National	Alaska
Student Subgroup								
All students	8	6	26	22	33	30	33	42
White	11	10	33	31	34	34	21	25
Black	2	3	15	16	32	30	50	52
Hispanic	3	4	17	22	33	35	48	38
Asian/Pacific Islander	18	3	33	15	28	31	21	51
American Indian/Alaska Native	4	1	18	6	30	19	48	74
Two or more races	10	4	28	21	32	38	29	38
Eligible for National School Lunch Program	3	2	17	13	34	27	47	57
Students with Disabilities	2	1	9	6	20	16	69	78
English Language Learners	1	*	6	1	24	9	69	90

NAEP 2013 Grade 8 Reading	% Advanced		% Proficient		% Basic		% Below Basic	
	National	Alaska	National	Alaska	National	Alaska	National	Alaska
Student Subgroup								
All students	4	3	31	28	42	40	23	29
White	5	5	39	39	41	40	15	16
Black	1	1	15	15	44	53	40	31
Hispanic	1	2	20	28	46	42	33	27
Asian/Pacific Islander	9	2	41	21	35	43	15	34
American Indian/Alaska Native	1	1	18	11	44	35	37	53
Two or more races	5	3	33	31	41	47	21	20
Eligible for National School Lunch Program	1	1	19	16	46	41	34	42
Students with Disabilities	*	*	8	5	30	26	62	69
English Language Learners	*	*	3	1	26	16	70	84

NAEP 2013 Grade 4 Reading Participation Rate Percentages	National	Alaska
Students with Disabilities	83	92
English Language Learners	92	97

NAEP 2013 Grade 8 Reading Participation Rate Percentages	National	Alaska
Students with Disabilities	84	93
English Language Learners	90	96

* - Statistic rounds to zero percent

NAEP 2013 Grade 4 Math	% Advanced		% Proficient		% Basic		% Below Basic	
	National	Alaska	National	Alaska	National	Alaska	National	Alaska
	Student Subgroup							
All students	8	6	34	30	41	40	18	23
White	10	11	43	41	37	38	9	10
Black	1	2	17	20	48	50	34	28
Hispanic	2	3	24	30	47	44	27	23
Asian/Pacific Islander	23	4	41	28	27	43	9	25
American Indian/Alaska Native	2	1	22	12	46	37	30	50
Two or more races	9	4	36	30	41	46	14	19
Eligible for National School Lunch Program	2	2	23	20	47	43	27	35
Students with Disabilities	2	1	16	13	38	36	45	50
English Language Learners	1	*	13	8	45	27	41	65

NAEP 2013 Grade 8 Math	% Advanced		% Proficient		% Basic		% Below Basic	
	National	Alaska	National	Alaska	National	Alaska	National	Alaska
	Student Subgroup							
All students	8	7	26	26	39	39	27	28
White	11	11	33	35	39	39	17	15
Black	2	4	12	17	38	38	49	42
Hispanic	3	4	18	20	41	46	38	30
Asian/Pacific Islander	25	3	34	21	27	42	13	34
American Indian/Alaska Native	3	2	18	13	38	35	40	49
Two or more races	10	6	27	29	38	41	24	24
Eligible for National School Lunch Program	3	2	17	17	41	38	39	43
Students with Disabilities	1	1	7	6	26	27	66	66
English Language Learners	1	*	4	2	25	21	69	78

NAEP 2013 Grade 4 Math Participation Rate Percentages	National	Alaska
Students with Disabilities	90	94
English Language Learners	96	98

NAEP 2013 Grade 8 Math Participation Rate Percentages	National	Alaska
Students with Disabilities	89	93
English Language Learners	93	98

* - 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 public school seniors scored higher than the national public school average score in critical reading and mathematics, and lower in writing. Alaska test takers in the "all schools" category 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	507	497
	Mathematics	503	513
	Writing	475	487
Public School Graduating Seniors	Critical Reading	506	492
	Mathematics	503	501
	Writing	475	478

American College Test (ACT)

The American College Test (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 public school seniors earned a higher average composite ACT score than the national public school average and higher average subsection scores in mathematics, reading, and science in 2013-2014, while scoring slightly lower in English.

Alaska test takers in the "all schools" category earned the same average composite ACT score as the national average and higher than the national average in mathematics, reading, and science, but below the national average in English.

Test Population	Test Subsection	ALASKA	NATIONAL
		Average Score	Average Score
All Graduating Seniors	English	19.9	20.3
	Mathematics	21.1	20.9
	Reading	21.6	21.3
	Science	20.8	20.8
	Composite	21.0	21.0
Public School Graduating Seniors	English	19.8	19.9
	Mathematics	21.1	20.7
	Reading	21.6	21.0
	Science	20.7	20.6
	Composite*	20.9	20.6

* 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 has been in place since 2002. AYP reporting was established following implementation of the No Child Left Behind Act (NCLB). Schools are scored on a 100-point scale, based on student growth as well as proficiency in state assessments, attendance, high school graduation, and student performance on work-ready and college entrance exams. The overall ASPI score will determine the category, or star rating, of each school. The top performing schools in the state will be rated as 5-star schools, while the lowest performing schools will be 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. The targets are ambitious but achievable. The targets increase by annual increments toward the goal of reducing by half the percentage of students that are not proficient within six years for each assessment area. Progress toward AMO targets are reported annually for the all-students group 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).

**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 1
Schools by ASPI Rating**

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

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.

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

2014-2015 Reward Schools – Highest Performing (Continued)

Southeast Island School District

- Port Alexander School

Wrangell Public School District

- Stikine Middle School

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

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

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

Yukon-Koyukuk School District

- Allakaket School
- Kaltag School

Yupit 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 who are precluded from taking regular course offerings are issued a certificate of achievement upon completion.

As of the end of the 2013-2014 school year, Alaska public school students must have passed the High School Graduation Qualifying Examination (HSGQE), passed an alternative assessment program, or received an HSGQE waiver in addition to earning 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
- 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 2014, a total of 7,668 graduates were awarded a regular high school diploma. Additionally, 466 students received a certificate of achievement.

2013-2014 Graduates by Ethnicity

Ethnicity	% of 12th Grade Enrollment	% of Graduates in 2013-2014
Alaska Native or American Indian	22.4%	18.5%
Asian or Pacific Islander	9.0%	9.3%
Black	3.6%	3.3%
Hispanic	6.7%	6.5%
White	51.9%	56.3%
Two or more races	6.5%	6.2%

Percentage of 12th grade enrollment represents the October 1, 2013 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 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. In 2013-2014, there were 7,022 graduates among the 9,871 students in the statewide four-year cohort group – a 71.1% graduation rate. This compares to a 71.8% graduation rate in 2012-2013.

2013-2014 Cohort Graduation Rate by Subgroup

Subgroup	Graduates in Cohort	Graduation Rate
Alaska Native or American Indian	1,234	54.9%
Asian or Pacific Islander	656	74.0%
Black	222	66.1%
Hispanic	463	70.4%
White	4,004	78.5%
Two or more races	443	68.8%
Female	3,586	74.7%
Male	3,436	67.7%
Students with disabilities	468	41.9%
Limited English Proficient (LEP)	250	32.6%
Economically disadvantaged	2,307	59.6%
Statewide	7,022	71.1%

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 2013-2014, a total of 58,099 students were enrolled in grades 7 through 12¹. A total of 2,303 students in grades 7 through 12 dropped out of school before the end of the school year². This equates to a 2013-2014 dropout rate of 4.0 percent, which reflects no change from the 2012-2013 dropout rate of 4.0 percent.

2013-2014 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	13,515	23.3%	870	6.4%	870	37.8%
Asian/Pacific Islander	5,350	9.2%	138	2.6%	138	6.0%
Black	2,063	3.6%	95	4.6%	95	4.1%
Hispanic	3,765	6.5%	139	3.7%	139	6.0%
White	29,187	50.2%	862	3.0%	862	37.4%
Two or more races	4,219	7.3%	199	4.7%	199	8.6%
Statewide Totals	58,099	n/a	2,303	4.0%	2,303	n/a

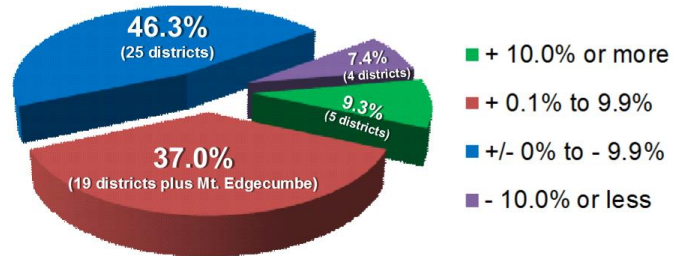
¹ Based on October 1, 2013 enrollment counts

² The dropout count reflects any student who was enrolled at any point of the school year (July 1, 2013 to June 30, 2014) whose enrollment was terminated for any reason other than those specifically exempted

CHANGE IN AVERAGE DAILY MEMBERSHIP

The average daily membership (ADM) for 2013-2014 increased by 0.4 percent compared to 2012-2013. Twenty-four districts and Mount Edgecumbe High School experienced an increase in ADM compared to the previous year. The most significant percentage increases were in Skagway School District (31.6 percent), Aleutian Region School District (30.4 percent), Hydaburg City School District (21.8%), and Iditarod Area School District (17.4 percent).

Annual Change in Average Daily Membership



Twenty-nine districts experienced a decrease in ADM in 2013-2014 compared to 2012-2013. The most significant percentage decreases were in Pelican School District (-24.1 percent), Tanana City School District (-16.3 percent), Hoonah School District (-10.9%), and Wrangell City School District (-10.9 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 2013-2014 school year, the attendance rates of 12 districts and Mt. Edgecumbe High School exceeded 95 percent, 32 districts reported attendance rates of between 90 percent and 95 percent, and 9 districts did not achieve a 90 percent attendance rate.

2013-2014 Attendance Rate by Subgroup

Subgroup	Attendance Rate
Alaska Native or American Indian	91.3%
Asian or Pacific Islander	94.3%
Black	94.2%
Hispanic	93.6%
White	94.5%
Two or more races	93.4%
Female	93.6%
Male	93.5%
Students with disabilities	92.2%
Limited English Proficient (LEP)	92.2%
Economically disadvantaged	92.5%
Migrant students	92.0%
Statewide	93.6%

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 AdvanceED certified Lead Evaluator and trained volunteer peer review team.

2013-2014 Summary of Schools Accredited by Northwest Association of Accredited

Total Accredited Schools in Alaska	147
Public	127
Private	20

Breakout of Public Schools	
Public Elementary Schools	5
Public Middle Schools	2
Public High Schools	56
Public K-12 Schools	63
Public Special Purpose Schools	1

Voluntary school accreditation has resulted in one out of every four public schools in Alaska (127 of 507, or 25 percent) earning accreditation status. The largest category of accredited schools serves the K-12 grade span. 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. Thirty-one school districts have at least one accredited school.

Information on school accreditation is available through the Northwest Accreditation AdvancED Alaska Office and may be obtained from the Alaska Director, Mary Johnstone, toll-free 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."

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 2013-2014 school year, there were 23,680 total core classes taught in Alaska's public school system. Statewide, eight out of every nine core classes (89%, 21,069 classes) were taught by HQTs in 2013-2014.

2013-2014 Percentage of Classes Not Taught by Highly Qualified Teachers

School Type	Total Core Classes	HQ Classes	NHQ Classes	% Not HQ Classes
Elementary School*				
High-Poverty Schools	1,128	1,093	35	3.10%
Low-Poverty Schools	1,346	1,300	46	3.42%
Mid-Poverty Schools	3,169	3,131	38	1.20%
All Elementary Schools	5,643	5,524	119	2.11%
Secondary Schools**				
High-Poverty Schools	1,670	1,256	414	24.79%
Low-Poverty Schools	7,866	6,797	1,069	13.59%
Mid-Poverty Schools	8,501	7,492	1,009	11.87%
All Secondary Schools	18,037	15,545	2,492	13.82%
Grand Total	23,680	21,069	2,611	11.03%

* 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.

In January 2005 the 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 includes 10-12 coaches working with 65-80 new principals, and 15-20 UAA administrative interns.

The program beliefs include:

- 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 includes 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 Alaska Administrator Coaching Project (AACP) continues to serve Alaska's new principals and superintendents. Data collected indicates that early-career principals overwhelmingly report the knowledge and skills necessary for effective school leadership are 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.

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 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 FTE status. [membership / (days in session * FTE)] This is reported as a count at the school, district, and state level.

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 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).

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.

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.

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 2013-2014, 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 either passed all three sections of the High School Graduation Qualifying Examination (HSGQE), passed an equivalent competency examination in a state from which the student transferred, or was a student with a disability who failed to pass the HSGQE but has successfully completed a department-approved alternative assessment program. Beginning in 2014-2015, *Alaska's Education Opportunity Act* (HB 278) will require graduates to take a college- or career-ready assessment while repealing the requirement to pass the HSGQE or its equivalent.

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 2010-2011 is part of the 2014 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 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).

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

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 is the main federal law affecting education from kindergarten through high school. The law is 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 is also referred to as the Elementary and Secondary Education Act (ESEA).

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.

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 SBAs will be replaced in 2014-2015 by Alaska Measures of Progress (AMP) based upon *Alaska English Language Arts and Mathematics Standards*, as adopted in June 2012.

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.

Alaska's Public Schools: A Report Card to the Public is a product of the Alaska Department of Education & Early Development, Division of Teaching and Learning Support. If you have any questions or comments regarding this report, please contact:

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