

Regulations to Adopt

1:10 PM 9. Alaska Supplement for WorkKeys Assessment.....Commissioner Hanley
.....Erik McCormick, Director

Business Meeting

Regulations to Promulgate

1:20 PM 10. Assessment/Plan of Service Commissioner Hanley
.....Erik McCormick, Director

Regulations to Adopt

1:25 PM 11. Alaska Supplement for WorkKeys Assessment.....Commissioner Hanley
.....Erik McCormick, Director

1:30 PM 12. Consent Agenda

12-1. Approve Department Budget.....Commissioner Hanley

1:15 PM Board Comments

1:30 PM Adjourn

**To: Members of the State Board of
Education & Early Development**

January 23, 2012

From: Michael Hanley, Commissioner

Agenda Item: 5

◆ **ISSUE**

This is a discussion regarding proposed legislation and committee assignments for the Second Session of the 27th Alaska State Legislature that would impact the department and the board.

◆ **BACKGROUND**

- This agenda item will review pre-filed legislation pertaining to education in the 27th Alaska State Legislature.
- Behind this cover memo is a list of pre-filed legislation for the upcoming session.
- Also, behind this cover memo is the final draft of the first Annual Legislative Report as required by Senate Bill 1 (SB 1). The report is due to the legislature no later than the 30th legislative day of each regular session and must be presented in person. Chair Cox will make the presentation.
- Commissioner Hanley and Marcy Herman, Legislative Liaison, will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is required.

2012 PREFILED BILLS
 PRE-RELEASED
 HOUSE AND SENATE BILLS

<u>BILL NO.</u>	<u>SPONSOR</u>	<u>TITLE</u>
HB 256	DICK	<p>Repeal State Intervention in Schools HB 256 deletes AS 14.07.020(a)(16). That section of statute allows the Dept. of Education & Early Development to establish regulation, based on low student performance, under which the department may intervene in school districts to improve instructional practices. By deleting that section of statutes, the department would no longer be able to intervene in low-performing school districts.</p>
SB 137	DAVIS	<p>Suicide Awareness & Prevention Training SB 137 requires school districts, REAA's, and DEED to provide annual youth suicide awareness and prevention training to every teacher, administrator, counselor, and specialist who serves students in grades seven through 12 in public schools.</p>
SB 139	DAVIS	<p>Increase Base Student Allocation SB 139 increases the base student allocation in the next three fiscal years from the current \$5,680 to: FY13 - \$5,805 FY14 - \$5,930 FY15 - \$6,055</p>

**Alaska State Board of Education & Early Development
Annual Report to the Legislature for 2011**

January 2012



Alaska State Board of Education & Early Development

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Janel Keplinger, Second Vice Chair

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Patrick Shier

Lt. Col. Grant Sullivan, Military Advisor

Tiarna Fischler, Student Advisor

Note: Donald Handeland was the student advisor during 2011 from January through June.

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Alaska State Constitution Education Clause

Section 7.1 - Public Education.

The legislature shall by general law establish and maintain a system of public schools open to all children of the State, and may provide for other public educational institutions. Schools and institutions so established shall be free from sectarian control. No money shall be paid from public funds for the direct benefit of any religious or other private educational institution.

Mission of the State Board of Education & Early Development

To ensure quality standards-based instruction to improve academic achievement for all students.

Regulations adopted/revised/repealed in 2011

Alaska Performance Scholarship

The Board adopted amendments to 4 AAC 43 regarding the Alaska Performance Scholarship. The Board allowed eligible students to receive an Alaska Performance Scholarship during a one-year grace period in which they complete the scholarship's curricular requirements. The Board also allowed school districts to receive state funding for courses taken by students who have a grace period. This provision will be in effect only in the scholarship program's first two years of existence. The rationale is that students in these first graduating classes could not know – and therefore fully prepare for -- the scholarship's credit requirements until the law had passed and regulations were adopted.

The Board adopted amendments to 4 AAC 43.030 regarding course requirements for the Alaska Performance Scholarship. The Board set the allowable courses for scholarship eligibility, and created a process for school districts to submit other courses for eligibility. The regulation would first take effect for the high school graduating class of 2015. The rationale is to maintain the intended rigor of the Alaska Performance Scholarship.

Standards and Assessment

The Board adopted amendments to 4 AAC 06.707 regarding the WorkKeys assessments, which are career-ready tests given to all 11th-graders each year. Students with qualifying scores receive national career-readiness certificates. The tests may be used to qualify for an Alaska Performance Scholarship if the student is going to attend a postsecondary certificate program. In the amendments, the Board required WorkKeys to be administered between August 1 and December 30 of each year, so that the scores will be available in time for scholarship determinations and the state's data-collection deadlines. Additionally, the Board will allow 12th-graders to take or retake the test once at no cost to the student or district. The rationale is that

12th-graders should be encouraged to improve their scores and possibly qualify for a career-readiness certificate or Alaska Performance Scholarship. The Board also allowed districts to determine whether students with significant cognitive disabilities should be required to take WorkKeys assessments. The rationale is that such students' individualized education program teams know best whether WorkKeys meets the students' needs.

The Board adopted amendments to 4 AAC 04.155 regarding standards for English language proficiency for students who are English language learners. The Board adopted the WIDA English Language Proficiency Standards, 2007 Edition, Pre-Kindergarten through Grade 12. The rationale is that Alaska has joined WIDA -- World Class Instructional Design and Assessment -- a consortium of 27 states. WIDA standards are research-based and known for their high quality.

The Board amended 4 AAC 06.710 regarding the statewide student assessment system. The Board added the new English language proficiency assessment and WorkKeys to the list of assessments. House-keeping.

The Board amended 4 AAC 06.738 and 06.758 regarding state assessments. The Board extended the amount of time districts may take to distribute to classroom teachers results from the state's Standards Based Assessment and the High School Graduation Qualifying Examination. The rationale is that the previous deadline of 20 days was too burdensome to districts.

The Board amended 4 AAC 06.750 regarding state assessments. The Board changed the required grade levels to reflect the current grade levels assessed on the TerraNova assessment. House-keeping.

The Board amended 4 AAC 06.755 regarding state assessments. The Board designated the hours in which the High School Graduation Qualifying Examination would begin, and added clarifying language about test security. School districts asked the state to set the starting time.

The Board amended 4 AAC 06.761 regarding state assessments. The Board added a new section to consolidate multiple references to test security. House-keeping.

The Board amended 4 AAC 06.765 regarding state assessments. The Board added WorkKeys to the list of assessments whose contents are confidential. It also required districts to train relevant staff in test procedures. The rationale is to maintain high standards in test security.

The Board amended 4 AAC 06.771 regarding state assessments. The Board required re-tests of the High School Graduation Qualifying Examination to be administered under the same conditions as the original test. The rationale is to maintain high standards for test security and reliability.

The Board amended 4 AAC 06.775 and AAC 06.776 regarding state assessments. The Board adopted revised participation guidelines for students with disabilities. The rationale is to respond to suggestions from stakeholders, identify new resources, and keep up-to-date on practices in accommodations. Additionally, when districts determine testing accommodations for students

with limited English proficiency, they are required to include a teacher with experience in teaching students with limited English proficiency, when practicable. The rationale is to use the most qualified sources when serving students.

The Board amended 4 AAC 06.805 regarding state assessments. The Board clarified that the state Standards Based Assessment is the assessment used for calculating students' participation rate in reporting Adequate Yearly Progress under the No Child Left Behind Act. House-keeping.

Adequate Yearly Progress

The Board amended 4 AAC 06.830 regarding state assessments. The Board allowed districts, for the purposes of reporting Adequate Yearly Progress, to include in the limited-English-proficiency subgroup those students who exited the program in the prior two years. The rationale is to give credit to districts for successfully transitioning students out of the program.

School Finance

The Board adopted amendments to 4 AAC 09.160 regarding school districts' fund balances. The Board redefined the exceptions to the type of funds that may be in a district's year-end fund balance. The rationale was to align the state's regulation with the nationwide Governmental Accounting Standards Board's new criteria for classifying fund balances into specifically defined categories.

Teacher Certification

The Board adopted amendments to 4 AAC 12.305 regarding renewal of teacher certificates. The Board required teachers moving from an initial (three-year) certificate to a professional (five-year renewable) certificate to have been employed as a teacher for at least two years. Those who have not taught for two years may apply for another initial certificate. The rationale is that no one should hold the state's professional teacher certificate without having worked as a teacher for at least two years.

The Board adopted amendments to 4 AAC 12.345 regarding provisional certificates. The Board will no longer require educators seeking provisional (two-year) administrative, special education administrative and special services certificates to complete six semester hours of credit before receiving the certificate. Such educators still must complete the credits to receive the next stage of certification, which is a five-year certificate. The rationale is that the state similarly gives teachers an initial period to complete credits before receiving a professional certificate.

The Board adopted amendments to 4 AAC 12.405 regarding teacher certification. The Board mandated that teachers fulfill the college credits required for renewal of their certificates in subjects related to their employment, endorsement area, or program leading to an endorsement.

The rationale is that the credits should relate to subjects that the teacher teaches or intends to teach.

The Board adopted amendments to 4 AAC 12.370 regarding limited teacher certificates in specialty subjects, known as Type M. Such certificates may be granted when no teacher with a bachelor's degree in the specialty is available. The Board created new requirements for Career and Technical Education Type M certificates. The Board required CTE-endorsed Type M teachers to demonstrate competency in reading, writing and math within one year of obtaining the certificate and to demonstrate instructional skills. The rationale is that many students use career and technical courses for credit in core academic subjects.

Alaska State Museums

The Board amended 4 AAC 58.010 regarding fees at the Alaska State Museums. The Board increased the summer fee from \$5 to \$7 at the Alaska State Museum in Juneau, and from \$4 to \$5 at the Sheldon Jackson Museum in Sitka. However, the Board added a \$1 discount to visitors age 65 and older. The rationale was to raise revenues to offset labor and operating costs.

Other

The Board repealed 4 AAC 05.070, which required districts to submit an Education Plan under an obsolete state accountability system. House-keeping.

Resolutions in 2011

There were none.

State Standards

The State Board of Education & Early Development has set the direction for developing and implementing student standards for nearly 20 years. Student standards currently include content standards, which are broad, and Grade Level Expectations, which are more detailed; English language proficiency standards; alternate performance standards for students with significant cognitive disabilities; and cultural standards.

The standards for English language arts and mathematics were last revised in 2005. The department's contract for assessments aligned to those standards expires in 2015. Since February 2010, the department, Alaska educators and industry representatives have engaged in a process to replace the current content standards and Grade Level Expectations in reading, writing and math with rigorous grade-level standards. The focus has been to ensure that the standards outline a path for students to graduate high school college-ready and career-ready. The new Alaska standards will be inclusive of all grades, K-12, unlike the current K-10 standards.

In developing the proposed new standards, the department has held the following meetings:

February 2010 – Met with the newly established Standards Review Committee to compare and contrast the current Grade Level Expectations with the national Common Core Standards (recently adopted by many states) for reading/literature, math and writing. The Standards Review Committee consisted of K-12 educators from across Alaska who have an in-depth knowledge of, and experience with, reading, writing and math standards.

October 2010 – Met with the Standards Review Committee and participants of the August 2010 Content Item Review Committee. Together, they reviewed in greater detail the Common Core Standards and identified considerations when transitioning to new standards, such as the need for professional development for teachers.

November 2010 – Met with personnel working in state universities and vocational programs, industry representatives, and high school staff to assist the department in defining what it would take for high school graduates to be prepared to go to college or enter the workforce.

January 2011 – Met with English/language arts teachers in grades 3-12, special education teachers, and English language learner teachers to determine how to refine Alaska's standards so that students are on track to be college-ready and career-ready as they move on to high school.

February 2011 - Met with math teachers in grades 3-12, special education teachers, and English language learner teachers to determine how to refine Alaska's standards so that students are on track to be college-ready and career-ready as they move on to high school.

June 2011 – Met with experienced educators and coaches from the State System of Support, which works with struggling districts, to review recommended revisions to the Alaska standards with a focus on coherence, alignment and clarity.

October 2011 – Met with K-12 English/language arts and math teachers, librarians, and high school career/technology instructors to further refine the new Alaska standards to be college-ready and career-ready.

November 2011 – Met with representatives working with students with disabilities, English language learner students, economically disadvantaged students, and students from ethnic subgroups to ensure that all learners will have equal access to the new Alaska standards.

The Board was briefed on the status of the standards-revision process at each of the quarterly meetings in 2011, culminating with a review of the draft career-ready and college-ready standards in English language arts and mathematics at the December 2011 meeting. The Board opened a period of public comment for the draft standards. The Board anticipates taking final action on the standards in June 2012. If the standards are adopted, students likely will not be assessed on them until spring 2016 at the earliest.

Graduation Rate

The state’s graduation rate methodology has recently changed to reflect a federal mandate requiring all 50 states to use a uniform graduation rate that is to be reported for all public high schools. This rate, known as the Four Year Adjusted Cohort Graduation Rate, was first implemented in Alaska with the 2010-2011 school year. All states are required to use the new adjusted cohort graduation rate for accountability purposes in the 2011-2012 school year. Specifically, the accountability measures would include Adequate Yearly Progress calculations at the school, district and state level as well as public reporting of school district report card data.

Under this new methodology, a cohort graduation year is assigned to each ninth-grade student in the fall of his or her initial entry. The expectation of the adjusted cohort graduation rate is that the student will graduate within four years. For example, a student who entered ninth grade in the 2009-2010 school year would be considered part of the 2013 graduation cohort group. Students are included in the cohort if they transfer into the public school system, and are removed from the cohort if they transfer to an education program with a secondary school diploma track.

A graduate is defined as a student who has received a regular diploma from a state-approved or district- approved education program as evidenced by receipt of a secondary school diploma from school authorities. Any student that receives a diploma under a waiver from the competency examination required under AS 14.03075(a), as specified by the state Board, is considered to be a graduate. This does not include a student who receives a Certificate of Achievement or a General Educational Development certificate.

The Adjusted Cohort Graduation Rate is reported as a fraction. The numerator is the sum of the number of graduates within the cohort who receive a regular diploma on or before June 30. The denominator is the sum of all students assigned to the cohort. The statewide count of high school graduates has increased significantly over the last seven years.

School Year	Graduation Rate*	Graduate Count
2005	61.4%	6,905
2006	61.6%	7,361
2007	63.0%	7,666
2008	62.6%	7,855
2009	67.5%	8,008
2010	67.4%	8,245
=====		
2011	68.0%	8,060**

*Note: Prior to the 2011 school year, the graduation calculation used the methodology below: *The Graduation Rate is reported as a fraction. The numerator is the sum of the number of graduates receiving a regular diploma before June 30. The denominator is the sum of the number of graduates, plus the number of dropouts in grade nine three school years prior, plus the number of unduplicated dropouts in grade ten two school years prior, plus the number of*

unduplicated dropouts in grade eleven in the prior school year, plus the number of unduplicated dropouts in grade 12 during the current year, plus the number of grade 12 continuing students.

****Graduate count represents any student who graduated with a regular diploma during the school year (July 1-June 30).**

There is often confusion between graduation rates and dropout rates. Dropout rates are event rates, meaning they are calculated across a single year. The graduation rates are measures of cohort groups across four years. Dropout rates are calculated by dividing the total number of students dropping out of public school in grades 7-12 by the October 1 enrollment count for all students in grades 7-12. Graduation rates and dropout rates are calculated independently from each other and are not the inverse of each other. Also, a student counted as a dropout in one reporting year may be counted as a dropout in another year.

Assessments

Public school students in Alaska are required to pass the High School Graduation Qualifying Examination -- in addition to meeting minimal state and local curriculum credit requirements -- in order to obtain a high school diploma. The Board discussed the relevancy of the HSGQE to Alaska's students, options for high-stakes testing, and the impact of the HSGQE on graduation rates across the state. In September 2011, the Board agreed to continue support of the HSGQE. The exam was supported both as a measure of student accountability and as an indicator that a student receiving a diploma has demonstrated minimum competencies in essential skills needed to function in our society.

The Board has engaged in multiple work sessions and conversations related to the relevancy and use of each assessment required by law in Alaska's Comprehensive State System of Assessment. In addition to the HSGQE, specific discussions were conducted regarding the Standards Based Assessments, the Development Profile, the TerraNova, WorkKeys, the alternate assessment for students with severe cognitive disabilities, the English language proficiency exam, and the federally required National Assessment of Educational Progress test.

The Board was briefed on preliminary 2011 HSGQE and Standards Based Assessment results at the June meeting. Passage of all three sections of the HSGQE is required in order for a student to receive a high school diploma. The Standards Based Assessment is required by federal law and is the primary assessment used to calculate Adequate Yearly Progress in the No Child Left Behind accountability system.

In the HSGQE, 83.4% of the grade 10 students passed reading, 71.1% passed writing, and 76.9% passed math. Students have two further opportunities each year to pass the exam in grades 11 and 12 and after leaving high school.

In the Standards Based Assessment in reading, grade-level scores ranged from 74.3% proficient in grade 4 to 83.3% proficient in grade 8.

In the Standards Based Assessment in writing, grade-level scores ranged from 70.4% proficient in grade 6 to 77.0% proficient in grade 8.

In the Standards Based Assessment in math, grade-level scores ranged from 60.1% proficient in grade 9 to 75.2% proficient in grade 4.

The Board was briefed on school and district Adequate Yearly Progress results at the September meeting. Three changes to the calculation of 2011 data significantly affected the results: The targets for the percentage of students who should be proficient increased from 77.18% to 82.88% in language arts and from 66.09% to 74.57% in math. Also, the newly adopted Four Year Adjusted Cohort Graduation Rate went into effect in 2011.

In 2011, 12 of 54 districts met Adequate Yearly Progress (22%), a reduction of eight districts from 2010. In 2011, 231 schools met Adequate Yearly Progress (45.7%) and 274 schools did not meet. This marked a decrease of 74 schools meeting Adequate Yearly Progress from 2010.

WorkKeys

WorkKeys is a career-ready assessment that measures fundamental skills employers have identified as critical to success in the workforce. WorkKeys is owned by the not-for-profit American College Testing (ACT) organization. For WorkKeys, ACT created thousands of job profiles, which analyze the level of skills needed for entry to specific jobs. Assessed students are able to compare their skill level with the skill level of those jobs.

The Board had previously approved the implementation of WorkKeys as a tool to measure the career-readiness of students preparing to transition from high school to higher education and employment. The Board held multiple work sessions to discuss the need for the assessment in our public school system. Students in Alaska are required to take this assessment in the 11th grade, and they have the option to re-take the assessment in the 12th grade. The assessment requirement first went into effect during the 2010-2011 school year. Additionally, in 2010 the Board approved the use of WorkKeys as a qualifying assessment for the Alaska Performance Scholarship for those students who are seeking a career or technical certificate in their postsecondary education.

In Alaska, students participate in three WorkKeys assessments: Applied Mathematics, Reading for Information, and Locating Information (in visual formats). Students who attain qualifying scores on the three assessments receive ACT's National Career Readiness Certificate. The certificate is a nationally recognized credential that indicates ACT's assurance that an individual has certain skills that are important across a range of jobs. The higher the level of skills attained, the more jobs for which the individual can expect to be considered. Dozens of employers in Alaska currently either require, request or recognize the certificate or WorkKeys assessments in their hiring or placement processes.

Of the 9,007 Alaska students who took WorkKeys in the 2010-2011 school year, 7,665 (85%) earned a National Career Readiness Certificate. Twenty-one percent of all test-takers received a bronze certificate; 42.6% received a silver certificate; 21% received a gold certificate; and 0.5% received a platinum certificate.

In September 2011, the Board approved the Alaska Supplement for WorkKeys Assessment, 2011 edition. The supplement clarifies the appropriate use of accommodations for students with disabilities and students with limited English proficiency. It is a supplement to the Participation Guidelines for Alaska Students in State Assessments.

Mentor Programs

In response to high teacher turnover in parts of the state, the department in 2004 created the Alaska Statewide Mentor Project in partnership with the University of Alaska and school districts. The Board continues to support the project's efforts to increase teacher retention and help ensure that teachers new to the profession are supported in becoming more effective in their instructional practices within their first two years in the classroom.

Similarly, the department's Administrative Coaching Program helps new school administrators in their first two years understand the context in which they work and become effective instructional leaders who support teachers and students as they work toward increasing achievement levels.

This school year, 12 administrator coaches are serving 76 principals and four superintendents. In the previous school year, 12 administrator coaches served 78 principals and 11 superintendents. Additionally, in each of these school years, 15 University of Alaska Anchorage interns receive services through the Rural Administrator Principal Preparation and Support grant in conjunction with the Alaska Staff Development Network.

In June, the Board discussed the Legislature's cuts to the mentor program. Discussion revolved around the program's impact on teacher and principal retention and the promising impact on student achievement. For example, in mathematics, Alaska students in classrooms of mentored teachers perform the same as those in classrooms of veteran teachers, according to a study published in 2010. Board members suggested the department present more program data to the Legislature. This school year, 24 mentors are working with 330 early-career teachers in 142 schools in 34 school districts. In the previous school year, 28 mentors served 401 teachers in 187 schools in 43 districts.

Teacher Quality

The Board has discussed teacher quality at length this year and considered recommendations from the Teacher Quality Working Group (convened by the department) regarding teacher

quality, certification, and preparation. Recognizing the impact that high-quality teachers have on student achievement, the Board acted on the recommendations of the working group to:

- Amend teacher certification regulations to clarify the requirements to renew teacher, administrator and special services certificates; change the name of the Vocational Education Endorsement to Career and Technical Education; require districts to make available to the public the blank forms used in teacher and administrator evaluation; and require district employment applications to require teachers to disclose any prior teaching experience in Alaska.
- Approve teacher preparation programs for Elementary K-5 Math at the University of Alaska Southeast and for an Elementary endorsement at Alaska Pacific University; and add an endorsement in the Career and Technical Education certificate program at the University of Alaska Anchorage.

Career and Technical Education

In December 2010, the Board adopted the Career and Technical Education Plan, created by the Department of Labor and Workforce Development, the University of Alaska Statewide, the Department of Education & Early Development, and other stakeholders. The plan outlines actions that can be taken to improve Career and Technical Education opportunities for students from kindergarten through postsecondary.

In June, the Board heard a report on agencies' progress implementing the Career and Technical Education Plan. The Board also discussed the Department of Labor and Workforce Development's Career and Technical Education grants to districts. Board members expressed concern that there would be accountability for the expenditures made and wanted to make sure that these grants benefitted students in Career and Technical Education.

The board continued its support of the plan through the following actions:

- Approving the Graduate Certificate program at the University of Alaska Anchorage for teachers wishing to add an endorsement in Career and Technical Education to their certificates;
- Adopting regulations regarding the qualifications for Type M teachers who obtain endorsements in Career and Technical Education.

Early Learning

In 2009, the Legislature provided \$2 million for a pilot pre-kindergarten program that would include six sites. The purpose was to allow varied school districts to create preschool programs that incorporate Alaska's Early Learning Guidelines in ways tailored to their local communities.

In 2011, the Board heard reports on the Alaska Pre-K Pilot Program, the progress being made with Head Start grantees using a common assessment across the state, and the increasing number of Head Start teachers who are certified. The Board also was informed about the work of the recently formed Alaska Early Childhood Coordinating Council.

Recognizing the importance of children coming to school ready to learn, the Board endorsed the department's Family Engagement Plan and its Early Literacy Plan. The Family Engagement Plan includes action steps for parents, teachers and community members that will ultimately impact student achievement. The Early Literacy Plan encourages early literacy activities in all settings where young children interact with adults. It provides actions that parents, caregivers, preschool teachers and community members can do that will help students come to school ready to learn. The Board also approved the Birth-Graduation Literacy Blueprint, the culmination of work done by literacy experts in Alaska to provide a roadmap for improving literacy outcomes for all Alaska students. The Blueprint included work previously done on the Early Literacy Plan.

State System of Support

The State System of Support assists districts as they build their capacity to implement sustainable school improvement strategies with fidelity. The State System of Support provides aligned resources, information, professional development, content coaches, and technical assistance within six domain areas that represent aspects of best practices that substantially influence school and student performance.

Throughout the year, the Board heard reports on State System of Support activities: the Third Leadership Institute and the Alaska Literacy Institute, which was sponsored for intervention districts and included representatives from pre-k programs and Head Start programs; the curriculum exposure analysis done by the state; and activities of the Yupiit School District trustee.

The Board received updates to the development of a rubric on Cultural Standards for Educators as a follow-up to their adoption of this section from the publication *Alaska Standards for Culturally Responsive Schools*.

Distance Education

The Board received updates on the progress of Alaska's Learning Network throughout the year. Alaska's Learning Network is an outgrowth of the department's Virtual School Working Group. Alaska's Learning Network enhances educational opportunities by providing: 1) distance courses taught by highly qualified Alaska teachers, 2) a network of support for educators and students to collaborate and share resources in a digital repository, and 3) professional development for teachers. Alaska's Learning Network provides rigorous courses that meet eligibility requirements of the Alaska performance Scholarship.

The Alaska Literacy Blueprint

In March, the Board endorsed the Alaska State Literacy Blueprint Birth to Graduation, created by Alaska educators. The blueprint provides guidance to policymakers, educators, community leaders, and families about ways to support all children in becoming literate and therefore prepared to fully participate in their chosen work and activities. The blueprint is organized into the key areas of instruction, assessment, leadership, professional development, and family and community engagement.

Mt. Edgecumbe High School

Mt. Edgecumbe High School is a state-operated boarding school in Sitka for approximately 400 students from around the state, 78 percent of whom self-identify as Alaska Native or American Indians and another 11 percent who self-identify as mixed race. The State Board, which serves as the Board of Education for Mt. Edgecumbe, approved a change to the credits required for Mt. Edgecumbe graduates. The Board reduced the required credits in social studies from four to three and added a required credit of either social studies or math or science beyond courses already required. The total number of required credits remains at 24. The rationale was to provide scheduling flexibility for students who want to meet the credit requirements of the Alaska Performance Scholarship.

The Board appointed an ad hoc committee to review the Mt. Edgecumbe Policy Manual. The rationale is to update the manual and remove outdated policies and procedures.

**To: Members of the State Board of
Education & Early Development**

January 23, 2012

From: Michael Hanley, Commissioner

Agenda Item: 6

◆ **ISSUE**

The board is being asked to approve the department's FY2013 operating and capital budgets.

◆ **BACKGROUND**

- AS 14.07.150 gives the Commissioner of Education & Early Development the responsibility and authority for preparing and executing the budget, subject to the approval of the State Board. The development of the education budget is part of the annual executive budget process. A copy of AS 14.07.150 follows this cover memo.
- The Governor's Office of Management and Budget prepares annual budget requests, issues instructions to all state agencies for budget development and worked with the department on the FY2013 operating and capital budgets.
- The budgets were released during the board's December 2011 meeting.
- The 2013 operating and capital budgets can be found behind this cover memo.
- Mark Lewis, Acting Administrative Services Director, will be present to brief the board.

◆ **OPTIONS**

This is an information item. Action will be taken during the business meeting under Agenda Item 12-1.

Alaska Statute 14.07.150

Sec. ~~14.07.150~~. Budget and fiscal authority.

The commissioner has responsibility and authority for the preparation and execution of a budget and for the other fiscal affairs of the department, subject to the approval of the board.



FY2013 Operating & Capital Budget

December 15, 2011 – Agency Budget

Department of Education & Early Development
FY2013 Operating Budget - Governor's December 15*

**includes school debt reimbursement, foundation program, pupil transportation & ARRA*

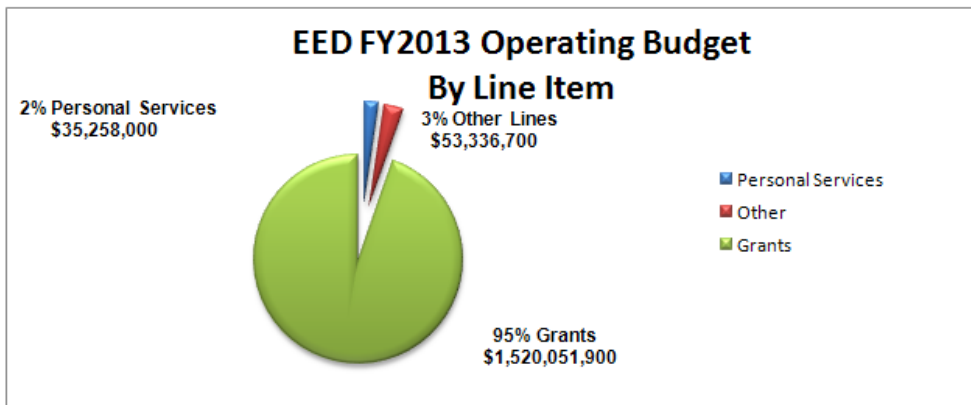
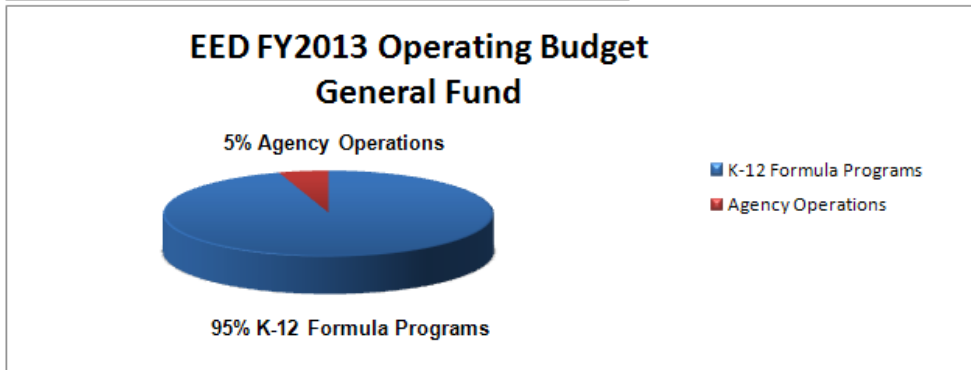
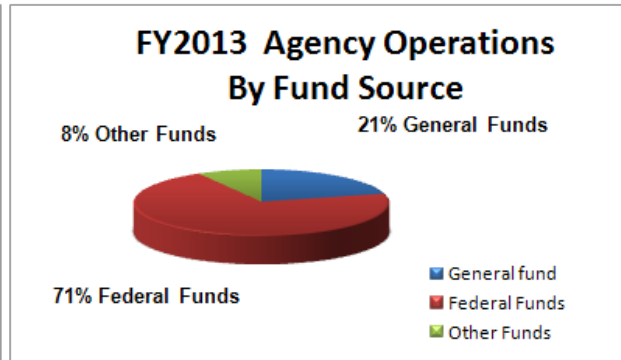
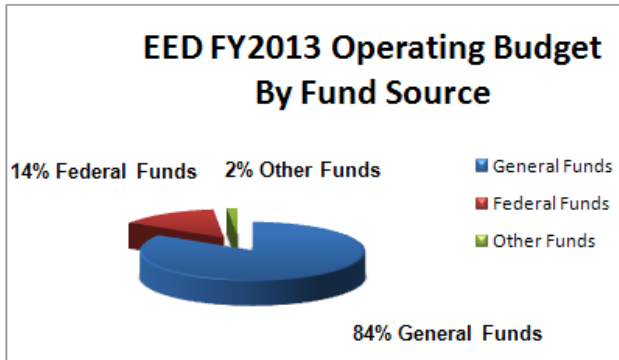
	Designated General Funds	Unrestricted General Funds	Federal Funds	Other Funds	Total
K-12 Formula Programs	35,050.0	1,251,404.2	20,791.0	0.0	1,307,245.2
Agency Operations	1,814.3	61,500.1	212,999.2	25,087.8	301,401.4
Total	36,864.3	1,312,904.3	233,790.2	25,087.8	1,608,646.6

Position Count:

Full-time 332

Part-time 14

Non-perm 8



**Department of Education & Early Development
FY2013 Governor's December 15 Budget**

	Designated General Funds	Unrestricted General Funds	Federal Funds	Other Funds	Total
K-12 Formula Programs:					
Foundation Program	13,250,000	1,077,513,300	20,791,000	0	1,111,554,300
Boarding Home Grants	0	3,728,800	0	0	3,728,800
Youth in Detention	0	1,100,000	0	0	1,100,000
Special Schools	0	3,314,700	0	0	3,314,700
Pupil Transportation	0	62,202,700	0	0	62,202,700
Alaska Challenge Youth Academy	0	4,958,400	0	0	4,958,400
School Debt Reimbursement	21,800,000	98,586,300	0	0	120,386,300
Subtotal K- 12 Formula Programs	35,050,000	1,251,404,200	20,791,000	0	1,307,245,200

	Positions			Designated General Funds	Unrestricted General Funds	Federal Funds	Other Funds	Total
	PFT	PPT	NP					
Agency Operations:								
Executive Administration	5			0	850,200	0	22,400	872,600
Administrative Services	9			0	638,600	145,000	725,300	1,508,900
Information Services	7			0	301,600	0	1,061,400	1,363,000
School Finance & Facilities	13			0	1,687,500	0	797,600	2,485,100
Student and School Achievement	68			435,900	13,263,100	155,940,200	700,300	170,339,500
State System of Support	7			0	2,100,000	0	0	2,100,000
Statewide Mentoring Program	0			0	3,150,000	0	0	3,150,000
Teacher Certification	5			886,300	10,200	0	16,400	912,900
Child Nutrition	9			0	100,000	50,588,300	0	50,688,300
Early Learning Coordination	3			0	10,425,200	273,200	0	10,698,400
Professional Teaching Practices Commission	2			0	295,800	0	0	295,800
Alaska State Council on the Arts	6			10,900	798,100	793,900	217,800	1,820,700
Mt. Edgecumbe Boarding School	36	10		57,400	4,204,300	0	6,004,000	10,265,700
State Facilities Maintenance	8			0	0	0	1,152,800	1,152,800
State Facilities Rent	0			0	2,115,800	0	26,000	2,141,800
Library Operations	35		3	63,000	4,820,200	3,201,800	1,068,300	9,153,300
Archives	10		1	0	1,106,800	70,000	155,600	1,332,400
Museum Operations	14	4		360,800	1,667,900	60,000	0	2,088,700
ACPE - Program Admin & Operations	95		4	0	3,000,000	1,926,800	13,139,900	18,066,700
WWAMI Medical Education	0			0	2,964,800	0	0	2,964,800
Alaska Performance Scholarship Awards				0	8,000,000	0	0	8,000,000
Subtotal Agency Operations	332	14	8	1,814,300	61,500,100	212,999,200	25,087,800	301,401,400
Total	332	14	8	36,864,300	1,312,904,300	233,790,200	25,087,800	1,608,646,600

Department of Education & Early Development
Operating Budget Comparison - General Funds (Designated & Unrestricted)
FY2012 Management Plan to FY2013 Governor's December 15 Budget

	FY2012 Management Plan	FY2013 Governor's	Management Plan to Governor's	% Change
K-12 Formula Programs:				
Foundation Program	1,107,190.1	1,090,763.3	-16,426.8	-1.5%
Boarding Home Grants	3,330.8	3,728.8	398.0	11.9%
Youth in Detention	1,100.0	1,100.0	0.0	0.0%
Special Schools	3,318.4	3,314.7	-3.7	-0.1%
Pupil Transportation	62,665.8	62,202.7	-463.1	-0.7%
Alaska Challenge Youth Academy	5,826.8	4,958.4	-868.4	-14.9%
School Debt Reimbursement	108,145.5	120,386.3	12,240.8	0.0%
Subtotal Formula Programs	1,291,577.4	1,286,454.2	-5,123.2	-0.4%
	FY2012 Management Plan	FY2013 Governor's	Management Plan to Governor's	% Change
Agency Operations:				
Executive Administration	832.9	850.2	17.3	2.1%
Administrative Services	616.5	638.6	22.1	3.6%
Information Services	287.5	301.6	14.1	4.9%
School Finance & Facilities	1,647.9	1,687.5	39.6	2.4%
Student and School Achievement	11,173.4	13,699.0	2,525.6	22.6%
State System of Support	2,061.9	2,100.0	38.1	1.8%
Statewide Mentoring Program	3,150.0	3,150.0	0.0	0.0%
Teacher Certification	724.2	896.5	172.3	23.8%
Child Nutrition	95.0	100.0	5.0	5.3%
Early Learning Coordination	10,414.7	10,425.2	10.5	0.1%
Professional Teaching Practices Commission	290.0	295.8	5.8	2.0%
Alaska State Council on the Arts	801.3	809.0	7.7	1.0%
Mt. Edgecumbe Boarding School	4,293.1	4,261.7	-31.4	-0.7%
State Facilities Maintenance	0.0	0.0	0.0	0.0%
State Facilities Rent	2,115.8	2,115.8	0.0	0.0%
Library Operations	4,731.6	4,883.2	151.6	3.2%
Archives	1,059.6	1,106.8	47.2	4.5%
Museum Operations	1,957.2	2,028.7	71.5	3.7%
ACPE - Program Admin & Operations	3,000.0	3,000.0	0.0	0.0%
WWAMI Medical Education	2,964.8	2,964.8	0.0	0.0%
Alaska Performance Scholarship Awards	6,000.0	8,000.0	2,000.0	33.3%
Subtotal Agency Operations	58,217.4	63,314.4	5,097.0	8.8%
Total Education	1,349,794.8	1,349,768.6	-26.2	-0.002%

Department of Education & Early Development
Operating Budget Comparison - Total Funds
FY2012 Management Plan to FY2013 Governor's December 15 Budget

	FY2012 Management Plan	FY2012 Governor's	Management Plan to Governor's	% Change
K-12 Formula Programs:				
Foundation Program	1,127,981.1	1,111,554.3	-16,426.8	-1.5%
Boarding Home Grants	3,330.8	3,728.8	398.0	11.9%
Youth in Detention	1,100.0	1,100.0	0.0	0.0%
Special Schools	3,318.4	3,314.7	-3.7	-0.1%
Pupil Transportation	62,665.8	62,202.7	-463.1	-0.7%
Alaska Challenge Youth Academy	5,826.8	4,958.4	-868.4	-14.9%
School Debt Reimbursement	108,145.5	120,386.3	12,240.8	11.3%
Subtotal Formula Programs	1,312,368.4	1,307,245.2	-5,123.2	-0.39%

	FY2012 Management Plan	FY2012 Governor's	Management Plan to Governor's	% Change
Agency Operations:				
Executive Administration	855.3	872.6	17.3	2.0%
Administrative Services	1,464.5	1,508.9	44.4	3.0%
Information Services	1,325.6	1,363.0	37.4	2.8%
School Finance & Facilities	2,418.2	2,485.1	66.9	2.8%
Student & School Achievement	217,459.2	170,339.5	-47,119.7	-21.7%
State System of Support	2,061.9	2,100.0	38.1	1.8%
Statewide Mentoring Program	3,150.0	3,150.0	0.0	0.0%
Teacher Certification	740.6	912.9	172.3	23.3%
Child Nutrition	50,669.8	50,688.3	18.5	0.0%
Early Learning Coordination	10,681.8	10,698.4	16.6	0.2%
Professional Teaching Practices Commission	290.0	295.8	5.8	2.0%
Alaska State Council on the Arts	1,798.0	1,820.7	22.7	1.3%
Mt. Edgecumbe Boarding School	10,293.7	10,265.7	-28.0	-0.3%
State Facilities Maintenance	1,149.7	1,152.8	3.1	0.3%
State Facilities Rent	2,141.8	2,141.8	0.0	0.0%
Library Operations	11,145.7	9,153.3	-1,992.4	-17.9%
Archives	1,203.3	1,332.4	129.1	10.7%
Museum Operations	2,017.2	2,088.7	71.5	3.5%
ACPE - Program Admin & Operations	18,054.8	18,066.7	11.9	0.1%
WWAMI Medical Education	2,964.8	2,964.8	0.0	0.0%
Alaska Performance Scholarship Awards	6,000.0	8,000.0	2,000.0	33.3%
Subtotal Agency Operations	347,885.9	301,401.4	-46,484.5	-13.4%

Total Education	1,660,254.3	1,608,646.6	-51,607.7	-3.1%
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Positions:

Full-time	336.0	332.0	-4.0
Part-time	14.0	14.0	0.0
Non-Perm	7.0	8.0	1.0
Total	357.0	354.0	-4.0

Department of Education & Early Development
**Operating Budget - Changes from FY2012 Management Plan to
FY2013 Governor's December 15 Budget**

FY2012 Management Plan

336 14 7 1,349,794.8 285,400.9 25,058.7 1,660,254.4

Component	Description	PFT	PPT	NP	General Funds	Federal Funds	Other Funds	Total
Personal Services	Bargaining unit and health insurance adjustments				633.1	255.2	330.8	1,219.1
Foundation Program	Remove OTI additional state aid to school districts				-20,000.0		0.0	-20,000.0
Foundation Program	Remove FY12 Foundation Program_PEF tracking				-1,063,108.6			-1,063,108.6
Foundation Program	Remove FY12 Foundation Program_PEF tracking (SB84 fiscal note - Voc Ed factor adj.)				-11,731.5			-11,731.5
Foundation Program	FY13 Foundation Program need (BSA \$5,680)				1,077,513.3			1,077,513.3
Foundation Program	Public School Trust Fund increment				900.0			900.0
Pupil Transportation	Remove FY12 Pupil Transportation_PEF tracking				-62,665.8			-62,665.8
Pupil Transportation	FY13 Pupil Transportation entitlement				62,202.7			62,202.7
School Debt Reimbursement	Remove FY12 School Debt Reimbursement				-108,145.5			-108,145.5
School Debt Reimbursement	FY13 School Fund projection				120,386.3			120,386.3
Boarding Home Grants	FY13 increase to expand Galena from 175 to 210				398.0			398.0
Special Schools	FY13 SESA decrement				-3.7			-3.7
Alaska Challenge Youth Academy	FY13 decrement based on BSA @ \$5,680				-868.4			-868.4
Student & School Achievement	FY13 MH Trust Recommendations: Autism Resource Center (MHTAAR) and Rural Transition Services (GF/MH)				100.0		100.0	200.0
Student & School Achievement	Remove OTI FY12 MH Trust Recommendations						-212.0	-212.0
Student & School Achievement	Remove FY12 ARRA carryforward					-27,234.0		-27,234.0
Student & School Achievement	Remove FY12 EduJobs carryforward					-22,489.2		-22,489.2
Student & School Achievement	Delete vacant PCNs	-2						0.0
Student & School Achievement	Increase for Comprehensive System of Student Assessment contractual obligations				750.0			750.0
Student & School Achievement	FY13 Alaska Technical & Vocational Education Program Funding decrease (TVEP)				32.5		0.0	32.5
Student & School Achievement	Statewide Literacy Program				300.0		0.0	300.0
Student & School Achievement	Alaska Learning Network support				1,200.0		0.0	1,200.0
State System of Support	Remove FY12 OTI for content coaches & school district trustee				-400.0			-400.0
State System of Support	FY13 base funding for content coaches & school district trustee				400.0			400.0
Teacher Certification	FY13 increase to teacher certification receipt authorization (AKT2)				150.0			150.0
Child Nutrition Programs	Remove FY12 ARRA carryforward					-21.2		-21.2
Early Learning Programs	Remove FY12 OTI for Pre-K program				-700.0			-700.0
Early Learning Programs	FY13 base funding for Pre-K program				700.0			700.0
Alaska State Council on the Arts	Increase interagency receipts authorization to account for unbudgeted RSA (Governor's Awards)						7.0	7.0
Mt. Edgecumbe Boarding School	Remove Fuel/Utility funding distribution				-68.6			-68.6
Library Operations	Remove ARRA BTOP carryforward					-2,306.0		-2,306.0
Library Operations	Increase federal receipt authorization for continuation of federal grant projects					154.5		154.5
Archives	Increase federal receipt authorization for continuation of federal grant projects			1		30.0		30.0
Archives	Increase interagency receipts authorization to account for unbudgeted RSAs (micrographic services)						46.3	46.3
ACPE - Program Admin & Ops	Delete vacant PCNs	-2						0.0
ACPE - Program Admin & Ops	Postsecondary receipts authorization reduction to offset salary and health insurance adjustments						-243.0	-243.0
Alaska Performance Scholarship Awards	Fully fund year 2 of the APS program				2,000.0			2,000.0
Total Proposed Operating Changes		-4.0	0.0	1.0	-26.2	-51,610.7	29.1	-51,607.8
<i>Total FY2012 Operating</i>		332	14	8	1,349,768.6	233,790.2	25,087.8	1,608,646.6

Alaska Department of Education & Early Development
 Public School Funding Program
 FY2012 Authorized vs FY2013 Projected
 Updated 11/15/2011

	FY2012 <i>Authorized</i>	FY2013 <i>Projected</i>	Difference
Regular ADM	118,907.90	118,462.23	(445.67)
Correspondence ADM	10,564.00	10,559.25	(4.75)
Total ADM	129,471.90	129,021.48	(450.42)
Adjusted ADM	242,942.81	244,906.01	1,963.20
Basic Need *	\$1,379,915.2	\$1,391,066.1	\$11,150.9
Required Local Effort	(235,380.7)	(237,502.5)	(2,121.8)
Deductible Impact Aid	(66,651.5)	(72,136.5)	(5,485.0)
Supplemental Funding Floor	183.7	181.4	(2.3)
Quality Schools Grant	3,887.1	3,918.5	31.4
Military Flow Through and Other	26,027.3	26,027.3	0.0
Total	\$1,107,981.1	\$1,111,554.3	\$3,573.2
<u>Funding Sources</u>			
**1004 General fund	1,074,840.1	1,077,513.3	2,673.2
1043 P/L 81-874	20,791.0	20,791.0	-
1066 Public School	12,350.0	13,250.0	900.0
Total	\$1,107,981.1	\$1,111,554.3	\$3,573.2

<u>FY12</u>	<u>FY13</u>
* 87.5% ISER	* 100% ISER
* 1.01 Voc-Ed	* 1.01 Voc-Ed

**HB108, p75, operating budget appropriates \$20M, total Foundation Component \$1,094,840.1.

Alaska Department of Education & Early Development
FY2013 Projected State Program Allocations based on Legislative Appropriations.

Projected allocations are subject to adjustment based on individual program requirements.

PREPARED 12/15/11	FY2013 Projected ADM	Total Foundation @ \$5,680	Boarding Home	Residential Boarding Program	Youth in Detention	Special Schools	AK Challenge Youth Academy	Pupil Transportation	Debt Retirement	PROJECTED FY2013 TOTALS
ALASKA GATEWAY	391	7,518,561						568,694		8,087,255
ALEUTIAN REGION	30	1,372,112						0		1,372,112
ALEUTIANS EAST	228	5,037,573						63,840	641,928	5,743,341
ANCHORAGE	48,545	309,039,060			365,627	1,281,440		19,406,574	47,916,572	378,009,273
ANNETTE ISLANDS	252	2,226,281						16,406		2,242,687
BERING STRAIT	1,620	28,548,578						77,760		28,626,338
BRISTOL BAY	145	1,632,549						335,675		1,968,224
CHATHAM	156	3,266,821						12,012		3,278,833
CHUGACH	258	2,386,618						0		2,386,618
COPPER RIVER	489	6,948,692						632,341		7,581,033
CORDOVA	323	3,451,424						94,962	970,893	4,517,279
CRAIG	649	4,970,005						91,606		5,061,611
DELTA/GREELY	917	10,213,634						1,183,336		11,396,970
DENALI	725	5,523,504						406,800		5,930,304
DILLINGHAM	458	5,921,476	34,310					486,000	822,009	7,263,795
FAIRBANKS	14,364	114,311,573			110,419			9,920,064	10,090,400	134,432,456
GALENA	3,704	19,393,725		2,372,800				77,520		21,844,045
HAINES	288	3,131,795						177,158	911,249	4,220,202
HOONAH	114	1,990,884						33,972	69,898	2,094,754
HYDABURG	47	1,040,803						0		1,040,803
IDITAROD	333	5,743,823	21,300					38,164		5,803,287
JUNEAU	4,978	37,802,832			87,839			2,728,848	14,333,513	54,953,032
KAKE	97	1,454,646						19,706		1,474,352
KASHUNAMIUT	316	3,739,418						1,578		3,740,996
KENAI	8,926	73,036,420	26,960		226,715			5,462,775	2,055,727	80,808,597
KETCHIKAN	2,126	17,727,852			67,632			1,485,261	2,135,246	21,415,991
KLAWOCK	126	1,824,675						28,098		1,852,773
KODIAK	2,512	23,834,773						1,423,793	3,677,661	28,936,227
KUSPUK	339	6,466,247	7,540					221,706		6,695,493
LAKE AND PENINSUL ¹	325	8,801,092						118,205	900,360	9,819,657
LOWER KUSKOKWIM	3,972	57,866,164		325,444	96,112			830,148		59,117,868
LOWER YUKON	2,022	29,465,260						2,022		29,467,282
MAT-SU	17,225	137,199,356	4,920		61,851			11,952,384	21,397,602	170,616,113
NENANA	931	6,207,471		844,656				112,761		7,164,888
NOME	727	8,409,216			83,805			278,850	233,272	9,005,143
NORTH SLOPE	1,577	14,245,494						1,494,996	6,059,568	21,800,058
NORTHWEST ARCTIC	1,921	33,831,731	17,120					42,262	3,168,611	37,059,724
PELICAN	11	436,559						792		437,351
PETERSBURG	435	5,633,620						120,060	499,417	6,253,097
PRIBILOF	81	1,250,493						0		1,250,493
SAINT MARY'S	175	3,167,806						13,125		3,180,931
SITKA	1,310	12,034,653						547,840	2,563,509	15,146,002
SKAGWAY	63	504,598						2,268		506,866
SOUTHEAST	165	4,728,563						180,399		4,908,962
SOUTHWEST	635	9,593,193	68,630					379,461		10,041,284
TANANA	35	928,100						16,730		944,830
UNALASKA	420	4,050,521						272,160	834,585	5,157,266
VALDEZ	665	4,504,451						442,890	99,165	5,046,506
WRANGELL	412	4,034,094						185,952	207,480	4,427,526
YAKUTAT	94	1,416,435						67,962		1,484,397
YUKON FLATS	266	7,208,546						66,013		7,274,559
YUKON/KOYUKUK	1,247	10,965,128	5,120					79,833		11,050,081
YUPIIT	452	6,504,293						904		6,505,197
Mt. EDGE CUMBE	400	2,983,812								2,983,812
OTHER	¹	26,027,300				2,033,260	4,958,360		797,600	33,816,520
Sub Totals	129,021	1,111,554,303	185,900	3,542,900	1,100,000	3,314,700	4,958,360	62,202,666	120,386,265	1,307,245,094
TOTALS	129,021	¹ \$1,111,554,303	\$185,900	\$3,542,900	\$1,100,000	² \$3,314,700	³ \$4,958,360	⁴ \$62,202,666	\$120,386,265	\$1,307,245,094

¹ OTHER INCLUDES OTHER ADJUSTMENTS.
² OTHER INCLUDES ALLOCATION TO SPECIAL EDUCATION SERVICE AGENCY (SESA).
³ OTHER INCLUDES ESTIMATED ALASKA CHALLENGE YOUTH ACADEMY.
⁴ OTHER INCLUDES ESTIMATED DEBT REIMBURSEMENT PROGRAM OVERHEAD.

SCHOOL CONSTRUCTION DEBT RETIREMENT AS 14.11.100 - FY2013 ESTIMATED STATE AID

For October 15/ updated 11/21/2011

SCHOOL DIST.	90% BOND SALES 7/1/77 TO 1/1/82 2YR LAG	80% ESTIMATED CASH PAYMENTS 2YR LAG	80% BOND SALES 7/1/83 TO 3/31/90 CURRENT PAY	70% BOND SALES 4/1/90 TO PRESENT CURRENT PAY	60% BOND SALES 6/30/99 TO PRESENT CURRENT PAY	90% BOND SALES 6/30/99 TO 10/31/2006 CURRENT PAY	60%-70% & 90% ESTIMATED NEW BONDS CURRENT PAY	SCHOOL DIST.	ESTIMATED TOTAL DEBT RETIREMENT BY DISTRICT FOR FY2013
ALEUTIANS EAST				\$133,774	508,153			ALEUTIANS EAST	641,928
ANCHORAGE			\$599,065	31,349,519	13,204,066		2,763,921	ANCHORAGE	47,916,572
CORDOVA				576,228	356,357		38,308	CORDOVA	970,893
DILLINGHAM				822,009				DILLINGHAM	822,009
FAIRBANKS		\$150,158		9,217,323			722,918	FAIRBANKS	10,090,400
HAINES				911,249				HAINES	911,249
HOONAH				69,898				HOONAH	69,898
JUNEAU				11,885,600	678,453		1,769,460	JUNEAU	14,333,513
KENAI				1,009,391			1,046,336	KENAI	2,055,727
KETCHIKAN				1,894,301	240,945			KETCHIKAN	2,135,246
KODIAK				1,386,744	927,597		1,363,320	KODIAK	3,677,661
LAKE & PEN						900,360		LAKE & PEN	900,360
MAT-SU				11,072,734	3,039,047		7,285,820	MAT-SU	21,397,602
NOME				143,573	89,699			NOME	233,272
NORTH SLOPE				2,597,979	3,461,589			NORTH SLOPE	6,059,568
NORTHWEST ARCTIC				2,635,286	98,460	434,866		NORTHWEST ARCTIC	3,168,611
PETERSBURG				185,990	313,427			PETERSBURG	499,417
SITKA				2,043,367	520,142			SITKA	2,563,509
UNALASKA	146,363			688,223				UNALASKA	834,585
VALDEZ				67,229	31,936			VALDEZ	99,165
WRANGELL				207,480				WRANGELL	207,480
TOTALS	146,363	150,158	599,065	78,897,899	\$23,469,871	\$1,335,226	14,990,083		119,588,666

THESE ENTITLEMENTS ARE SUBJECT TO ADJUSTMENTS BASED ON ACTUAL BOND PAYMENTS.

BOND ENTITLEMENT	\$104,448,423
CASH ENTITLEMENT	150,158
SUB TOTAL	104,598,581
ESTIMATED NEW DEBT	14,990,083
EST. STATE AID-FY2012	119,588,664
EED OVERHEAD	797,600
TOTAL FY2013 STATE AID	120,386,264

FY2013 Division of Teaching & Learning Support Component / Program Funding

Component / Program	Federal	Federal NCLB	General Fund	GF / Mental Health	GF/ Match	GF/PR	Inter Agency Receipts	MHTAAR	Statutory Designated	TVEP	Receipt Supported Services	Donated Commodities	Total	Positions by Program	
														PFT	PPT
Student and School Achievement															
ESEA Title 1 Grants to LEAs		35,500.0											35,500.0	7	
Title I-Part C Migrant Education		7,400.0											7,400.0	5	
Title I-Part D Neglected & Delinquent		560.0											560.0		
Title I-Part 1003(g) School & District Improvement		1,500.0											1,500.0		
Special Education	36,900.0												36,900.0	9	
Special Education - Preschool	1,300.0												1,300.0	1	
Improving Teacher Quality		14,000.0											14,000.0	2	
Math and Science Partnerships		900.0											900.0	1	
Title IV 21st Century Community Learning		5,714.0											5,714.0	2	
State Assessments		3,600.0	8,126.9										11,726.9	16	
Language Acquisition		1,162.0											1,162.0	1	
Education for Homeless Children & Youth		164.0											164.0	1	
Vocational Education Career & Tech	4,500.0				254.2								4,754.2	5	
Charter/Correspondence Schools			119.5										119.5	1	
Counseling (suicide prevention & at risk)				39.8									39.8	1	
School Health and Safety			160.0				40.0						200.0	1	
Alaska Longitudinal Data System (Unity Project)			610.7										610.7	2	
Guiding and Investing in New Special Educators for Alaska (GAINS)	700.0												700.0	0	
Rural Transition Services				250.0									250.0		
Autism Resource Center				188.0				100.0					288.0		
Senate Youth									1.0				1.0		
Accountability and Oversight			1,500.0										1,500.0	9	
Galena TVEP Grant										435.9			435.9		
School Leadership (RAPPS)									134.0				134.0		
Alaska Mineral & Energy Resources Education Fund-Operating			100.0										100.0		
WorkKeys			414.0										414.0	1	
Alaska Transition to Teaching (AKT2)		650.0											650.0	3	
Statewide Literacy Program			300.0										300.0		
Alaska Learning Network			1,200.0										1,200.0		
ARRA Carryforward													0.0		
Unallocated/Carryforward	14,637.1	26,753.1					307.5		117.8				41,815.5		
Total	58,037.1	97,903.1	12,531.1	477.8	254.2	0.0	347.5	100.0	252.8	435.9	0.0	0.0	170,339.5	68.0	0.0

Division of Teaching & Learning Support (continued)

Component / Program	Federal	Federal NCLB	General Fund	GF / Mental Health	GF/ Match	GF/PR	Inter Agency Receipts	MHTAAR	Statutory Designated	TVEP	Receipt Supported Services	Donated Commodities	Total	Positions by Program		
														PFT	PPT	
State System of Support																
State System of Support			2,100.0										2,100.0			
Total	0.0	0.0	2,100.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	2,100.0	7	0	
Statewide Mentoring Program																
Statewide Mentoring Program			3,150.0				0.0						3,150.0			
Total	0.0	0.0	3,150.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	3,150.0	0	0	
Teacher Certification																
Teacher Certification			10.2			886.3	16.4						912.9	5		
Total	0.0	0.0	10.2	0.0	0.0	886.3	16.4	0.0	0.0	0.0	0.0	0.0	912.9	5	0	
Child Nutrition																
Child Nutrition	50,214.3		31.9		68.1							374.0	50,688.3	9		
Total	50,214.3		31.9	0.0	68.1		0.0	0.0	0.0	0.0	0.0	374.0	50,688.3	9	0	
Early Learning Coordination																
Early Learning Coordination	273.2		10,425.2										10,698.4	3		
Total	273.2	0.0	10,425.2	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	10,698.4	3	0	
RDU Totals																
Student & School Achievement	58,037.1	97,903.1	12,531.1	477.8	254.2	0.0	347.5	100.0	252.8	435.9		0.0	170,339.5	68	0	
State System of Support	0.0	0.0	2,100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2,100.0	7		
Statewide Mentoring Program	0.0	0.0	3,150.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3,150.0	0	0	
Teacher Certification	0.0	0.0	10.2	0.0	0.0	886.3	16.4	0.0	0.0	0.0	0.0	0.0	912.9	5	0	
Child Nutrition	50,214.3	0.0	31.9	0.0	68.1	0.0	0.0	0.0	0.0	0.0		374.0	50,688.3	9	0	
Early Learning Coordination	273.2	0.0	10,425.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	10,698.4	3	0	
Total	108,524.6	97,903.1	28,248.4	477.8	322.3	886.3	363.9	100.0	252.8	435.9	0.0	374.0	237,889.1	92	0	

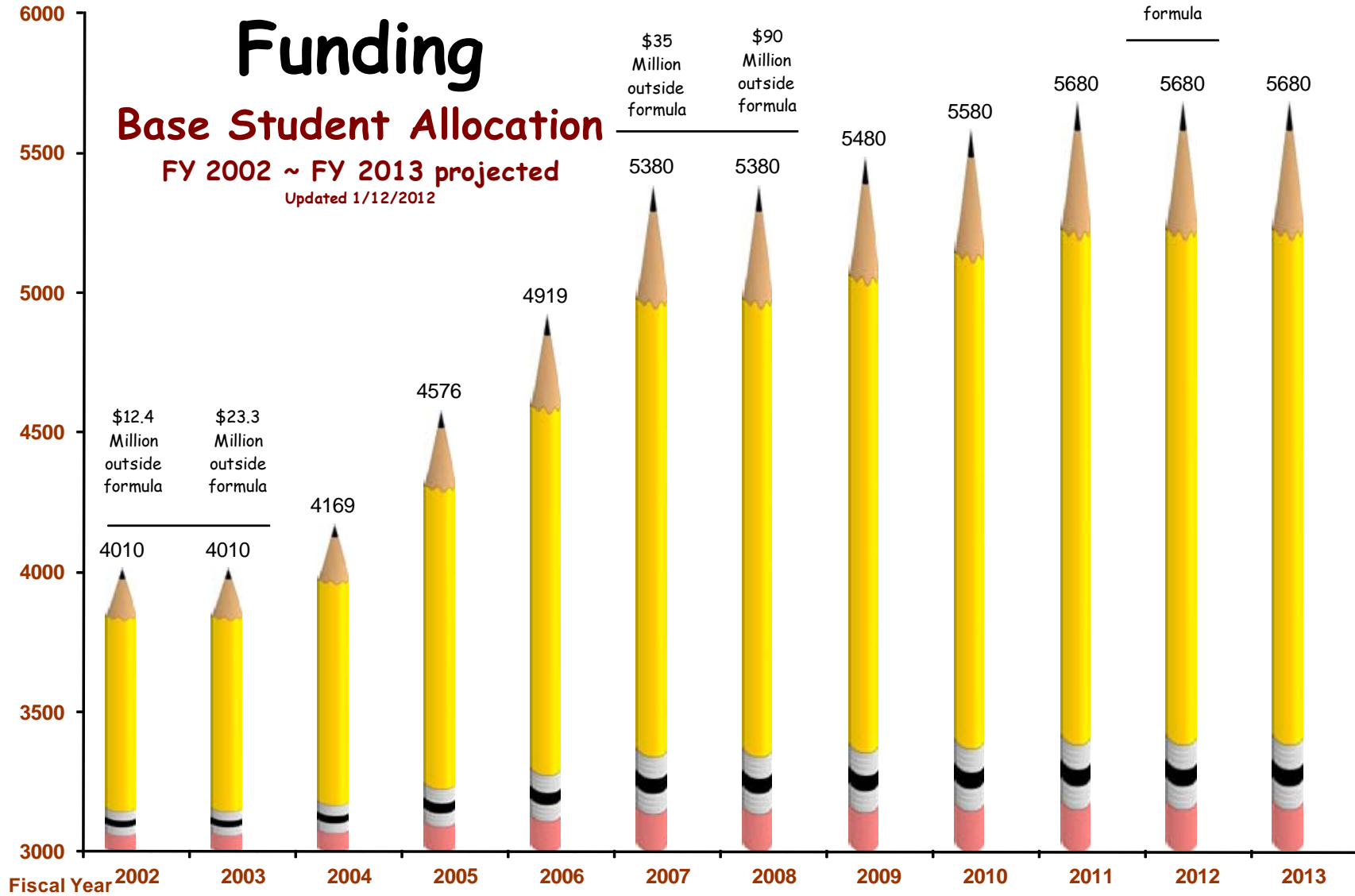
Alaska K-12

Funding

Base Student Allocation

FY 2002 ~ FY 2013 projected

Updated 1/12/2012



Capital Budget - FY2013 Governor's December 15

Deferred Maintenance	General Funds	Other Funds	Total
Mt. Edgecumbe High School Deferred Maintenance	1,700,000.0	-	1,700,000.0

Capital Projects	General Funds	Other Funds	Total
Alaska State Library, Archives and Museum new facility construction	20,000,000.0	-	20,000,000.0

School Construction Grants	General Funds	Other Funds	Total
Lower Yukon - Emmonak K-12 School Addition / Renovation	36,056,700.0	-	36,056,700.0
Koliganek - K-12 School Replacement	24,916,815.0	-	24,916,815.0

Major Maintenance Grants	General Funds	Other Funds	Total
Whittier K-12 School heating system upgrade	815,725.0	-	815,725.0
Kaltag K-12 School mechanical and electrical upgrades	783,193.0	-	783,193.0
Kake High School kitchen renovation	25,121.0	-	25,121.0
Metlakatla High School annex roof replacement	41,345.0	-	41,345.0
Angoon High School mechanical upgrades	47,818.0	-	47,818.0
Merrelaine A Kangas K-12 School renovation, Ruby	5,078,282.0	-	5,078,282.0
Kake High School shower repairs	43,205.0	-	43,205.0
Kake Elementary School mechanical ventilation completion	59,200.0	-	59,200.0
Shaktoolik K-12 School renovation	9,176,358.0	-	9,176,358.0
Bristol Bay School vocational education wing renovation	1,538,395.0	-	1,538,395.0
Craig Elementary and Middle School alternative wood heat installation	161,172.0	-	161,172.0
Bethel Campus water and sewer line and utilidor repairs	5,994,455.0	-	5,994,455.0
Akutan K-12 School siding replacement	66,625.0	-	66,625.0
Sand Point K-12 School pool major maintenance	72,774.0	-	72,774.0
Total MM:	23,903,668.0	-	23,903,668.0

Total DM:	1,700,000.0	-	1,700,000.0
Total FY12 Capital	20,000,000.0	-	20,000,000.0
Total MM/SC:	59,960,368.0	-	23,903,668.0
Total All:	81,660,368.0	-	81,660,368.0

**To: Members of the State Board of
Education & Early Development**

January 23, 2012

From: Michael Hanley, Commissioner

Agenda Item: 7

◆ **ISSUE**

The board will be briefed on the two-year report (November 2011) for the Alaska Pilot Pre-Kindergarten Project (AP3).

◆ **BACKGROUND**

- In April of 2009, the Alaska Legislature provided EED with \$2,000,000.00 in General Funds for a pilot pre-kindergarten project. The department conducted a competitive process for the grant funding with twelve districts ultimately submitting full applications.
- The six top scoring districts that participated and provided services are: Anchorage, Bering Strait, Juneau, Lower Kuskokwim, Nome, and Yukon Koyukuk.
- During the pilot project, 248 children in 19 classrooms were served.
- While the report shows that children participating in the project are making large strides in their development and that a large number are closing the gap, there continues to be a high need for quality early childhood programs in Alaska.
- Behind this cover memo is the November 2011 two-year report.
- Cyndy Curran, Director of Teaching & Learning Support, will be present to brief the board.

◆ **OPTIONS**

This is a work session item. No action is necessary.

State of Alaska
Department of Education & Early Development

Alaska Pilot Pre-Kindergarten Project (AP3)
Year Two Report



November 2011

Introduction

In April of 2009, the Alaska Legislature provided EED with \$2,000,000.00 in General Funds for a pilot Pre-Kindergarten project (AP3). The application process was built on the lessons learned in the Alaska Community Preschool Project (ACPP was a federally funded model preschool project that served approximately 250 young children per year in seven communities around Alaska from FY 05 through FY 08). As in that project the AP3 offered bonus points in the Request for Application (RFA) for partnerships with other entities and for those willing to participate in Department-offered training. In the AP3 EED also required the use of certified teachers with an early childhood background along with specific pre- and post-assessments for outcomes for both the children and the program.

Selection of AP3 Grantees and Sites

Requests for Applications (RFAs) were sent to all Alaska school districts in late April of 2009. Twenty-four districts submitted letters of intent, and twelve of those districts submitted full applications. A five-person review team comprised of Department staff, University of Alaska staff, and Best Beginnings staff with early childhood backgrounds read, scored, deliberated and debated the merits of the applications. The department negotiated amounts with the top six scoring districts to enable the top half of the applicants to receive grant awards.

\$300,000.00 was set aside for use with intervention districts (as stated in the RFA), supporting early childhood work with two chronically underperforming districts; the Lower Yukon School District, and the Yupiit School District. The department provided each with \$150,000 for an early childhood specialist to implement coordination of existing early childhood programs and the districts to improve services and outcomes for 210 additional children.

All but two of the LYSD communities have Head Start programs providing center-based early care and education services for young children and families, so they also focused on providing materials, training and technical assistance to families in those two communities. Through their collaboration efforts more regular communication between the school district and the Head Start programs is occurring, and they have procured grant funds to develop and implement preschools in the two communities not served by Head Start.

In the Yupiit school district all three communities are served by multiple programs. Head start provides center-based early care and education services for children and families, the school district provides a language and literacy focused home visiting program, and a tribal entity provides cultural and native language supports by connecting staff and local elders to families in another home visiting model. The YSD early childhood specialist brings the three programs together for regularly scheduled meetings, trainings, and planning sessions to avoid duplication of services and to better support the needs of individual children and families. They have developed and implemented a summer transition program for the children coming to kindergarten in the fall. Both districts and their local early childhood partners participated in department provided trainings as well as the DEED Summer Literacy Institute.

As in year one the same six districts received the same level of funding through the second year of the competitive grant. The six districts provided services to 248 children and their families in the fall 2010 through spring 2011 school year. This represents an increase of 24% over the 200 children served in these districts in the first year of the grant.

Year Two Numbers of Children Served and Grant Amounts

District	Classrooms	Children	Grant Amount
Anchorage	2	36	\$167,684
Bering Strait	4	49	\$362,828
Juneau	2	40	\$201,073
Lower Kuskokwim	2	29	\$337,732
Nome	2	40	\$219,539
Yukon Koyukuk	7	54	\$325,445
Total	19	248	\$1,614,301

The remaining \$85,699 provided the majority of the costs for program evaluations.

This report presents information on the second year performance of the AP3 pilot project in both child outcomes and in program outcomes. It also includes data showing year two in comparison to year one. It is important to note that these are comparisons of different cadres or groupings of children and not a year to year comparison of the same children.

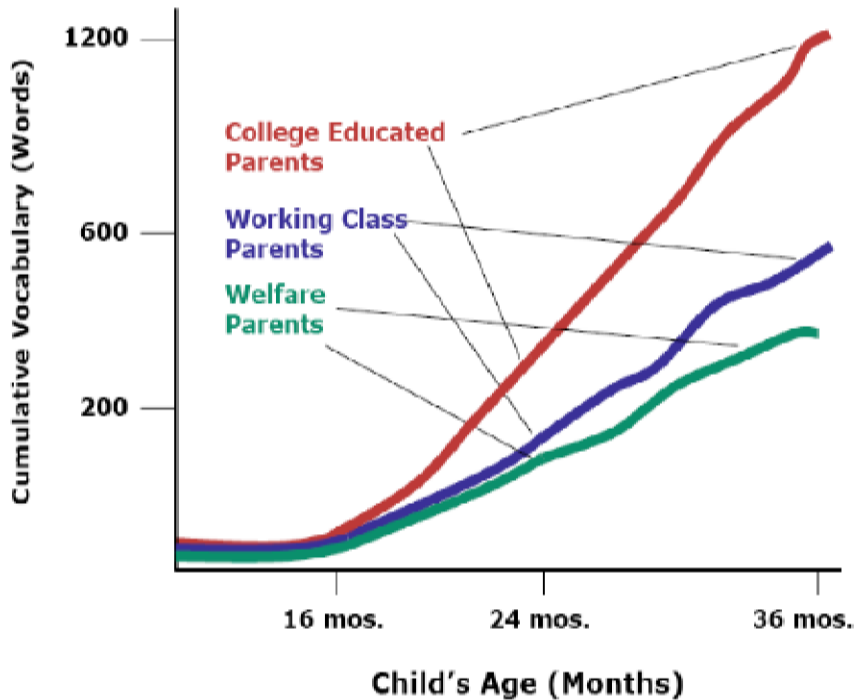
In year two, as in year one, child outcome data was gathered through the use of the Peabody Picture Vocabulary Test (PPVT) and the Developmental Indicators for the Assessment of Learning (DIAL – 3). Program outcomes were evaluated through the use of the Early Childhood Environmental Rating Scale (ECERS - R).

Determining Child Outcomes

Why is Vocabulary Important?

The following chart shows the vocabulary “gap” at three years of age between children living in poverty (approximately a 300 word vocabulary), those in working class families (approximately a 600 word vocabulary) , and those with college educated parents (approximately a 1200 word vocabulary). This gap at age three is similar to the gap we are seeing when children enter kindergarten. We can now see the gap beginning to form as early as 16 months.

Disparities in Early Vocabulary Growth



Source: Hart & Risley (1995)

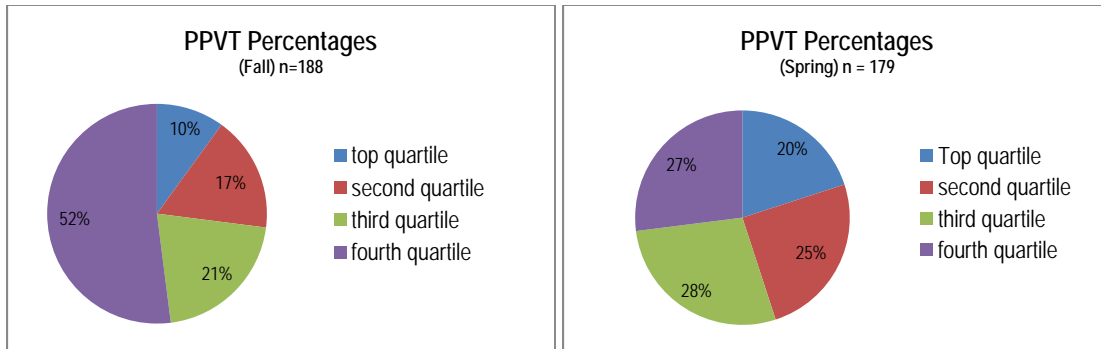
Today in America one in five children is living in poverty with rural areas showing an even higher percentage, and by percentage one third again as many of those rural children are living in deep poverty. Across our country four-year-old children from poor families are eighteen months behind other four-year-old children developmentally. These poverty statistics come from Mark Shriver M.P.A. Managing Director for U.S. Programs, Save the Children and from William O'Hare, Ph.D. President, O'Hare Data & Demographics Services LLC.

Peabody Picture Vocabulary Test (PPVT)

The PPVT provides information on vocabulary and receptive language development. It is a norm-referenced test designed to assess children's scholastic aptitude in terms of verbal ability from age 2 years 6 months, to age 7 years and 4 months. The PPVT is an English language assessment that has been in use with large numbers of early childhood settings for many years. It is known for its correlation to later school success. This assessment allows for national comparison and for growth model use in a pre and post methodology.

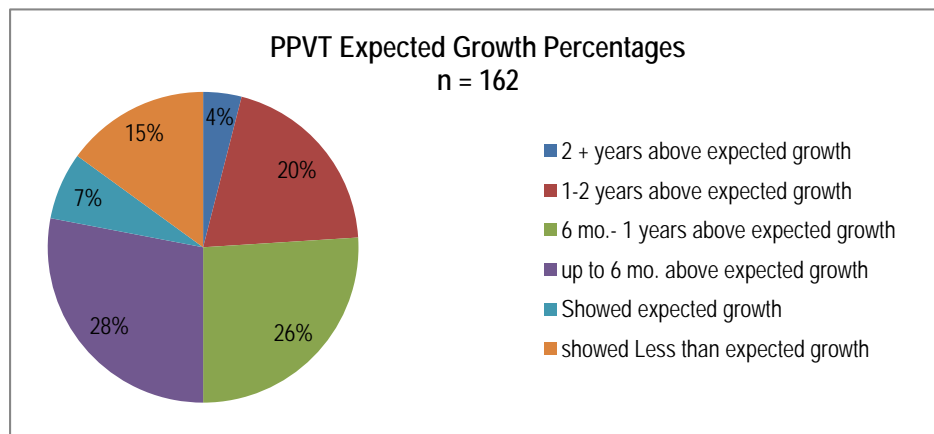
State Aggregate PPVT Child Outcomes

These two charts illustrate the significant improvement in percentile ranking from fall to spring compared to same age peers nationally.



**18% of the children have moved from the bottom 2 quartiles to the top two.
25% of the children have moved out of the bottom quartile.**

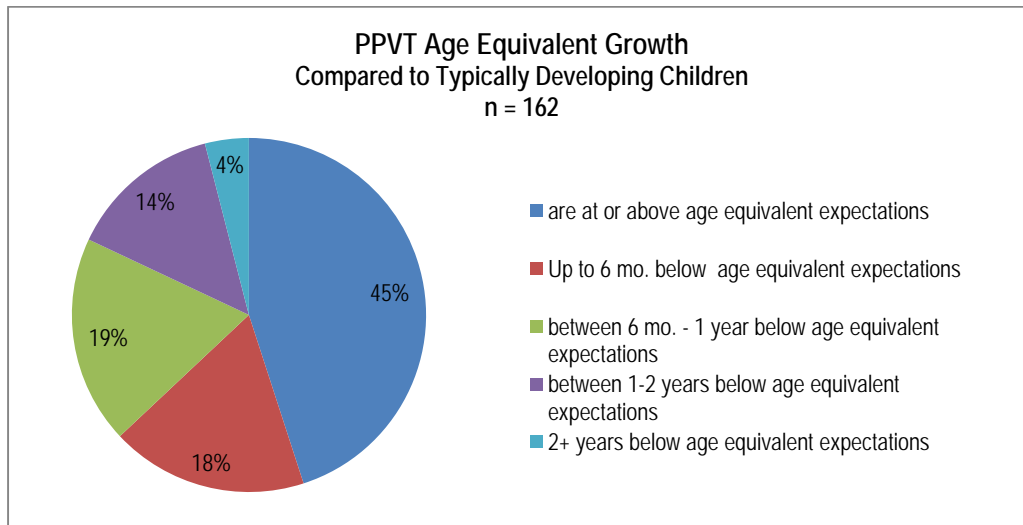
In terms of Age Equivalence, the PPVT data shows greater depth of growth of the students' vocabulary. The Age Equivalence data shows information on the children's (and the programs') success in closing gaps in vocabulary development.



The chart above illustrates children's actual growth in terms of months of growth, as compared to the expected growth for the time between assessments. As an example, 20% of children showed 19 to 31 months of growth in the seven months between the pre and post tests.

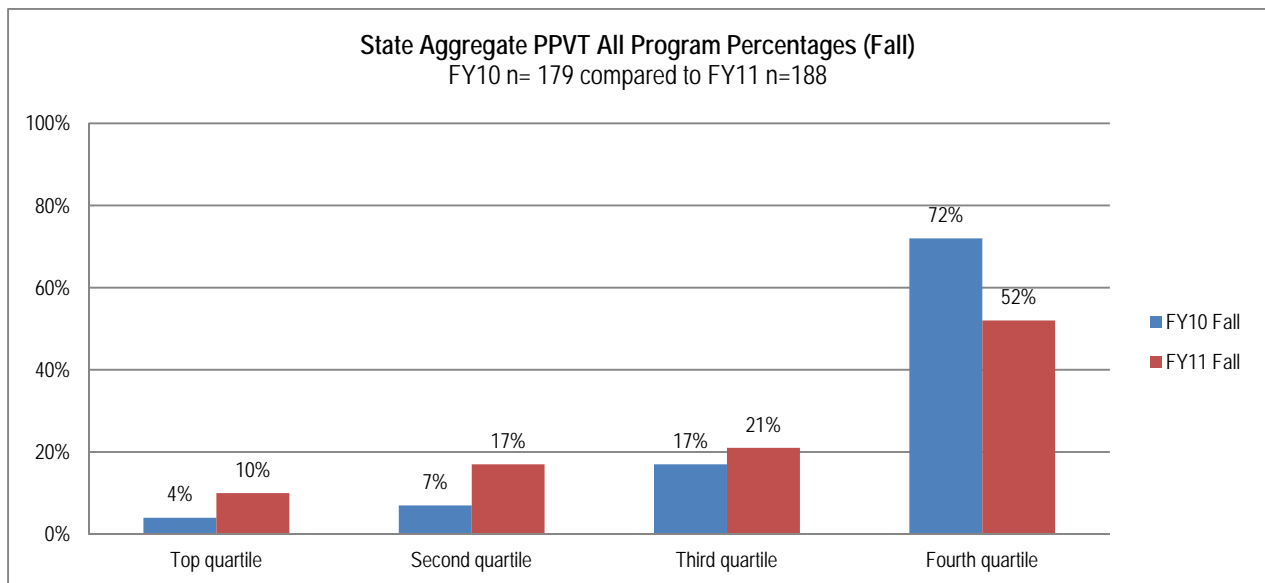
78% of students have shown above-expected growth.

A final analysis illustrates the students' growth in relation to an age-equivalent typically-developing child on a national level. As an example, at the end of the year 19% of the Pre-K children assessed scored six to twelve months below a typically developing child nationally.

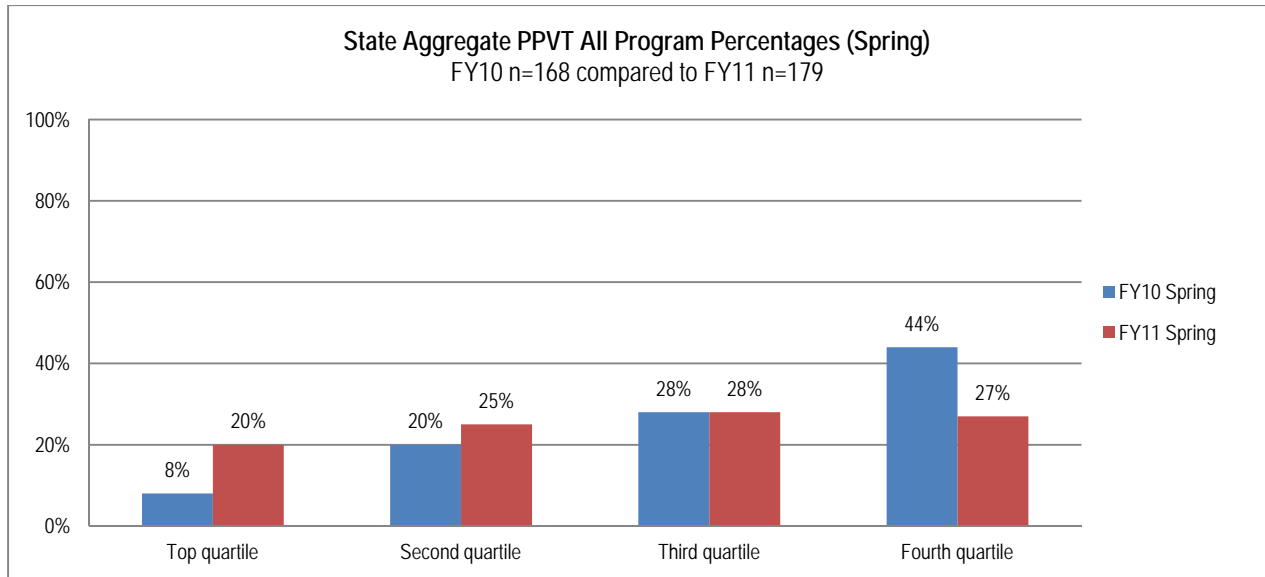


45% of students are at or above age equivalent expectations compared nationally.

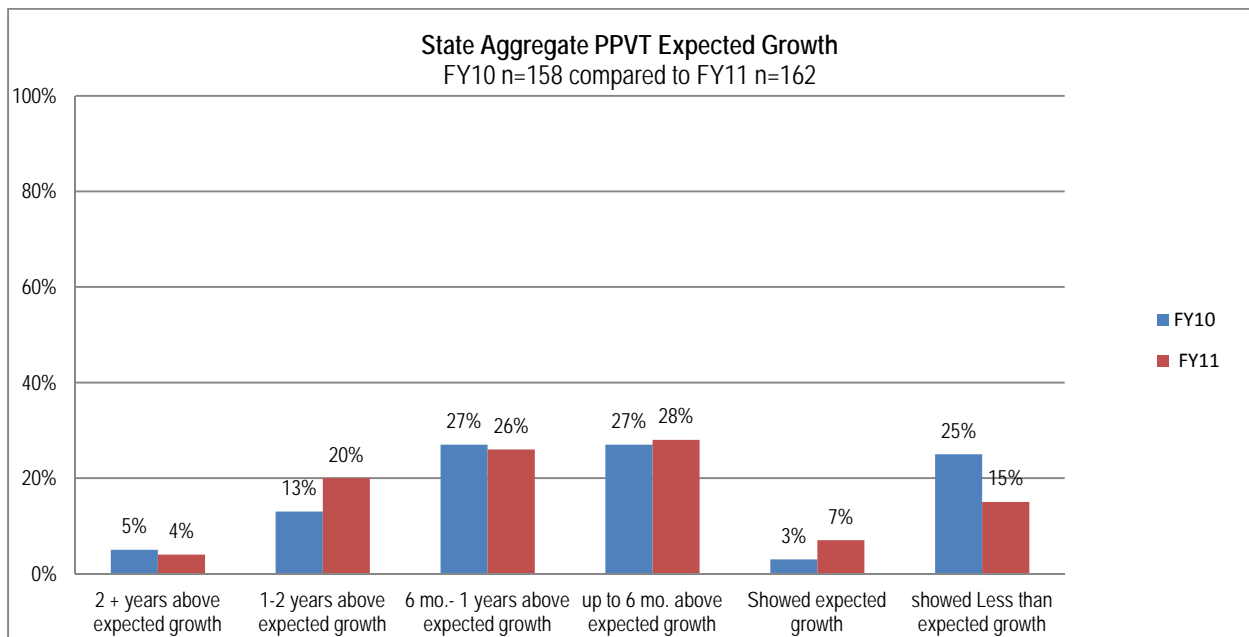
Year 1 & Year 2 Comparisons



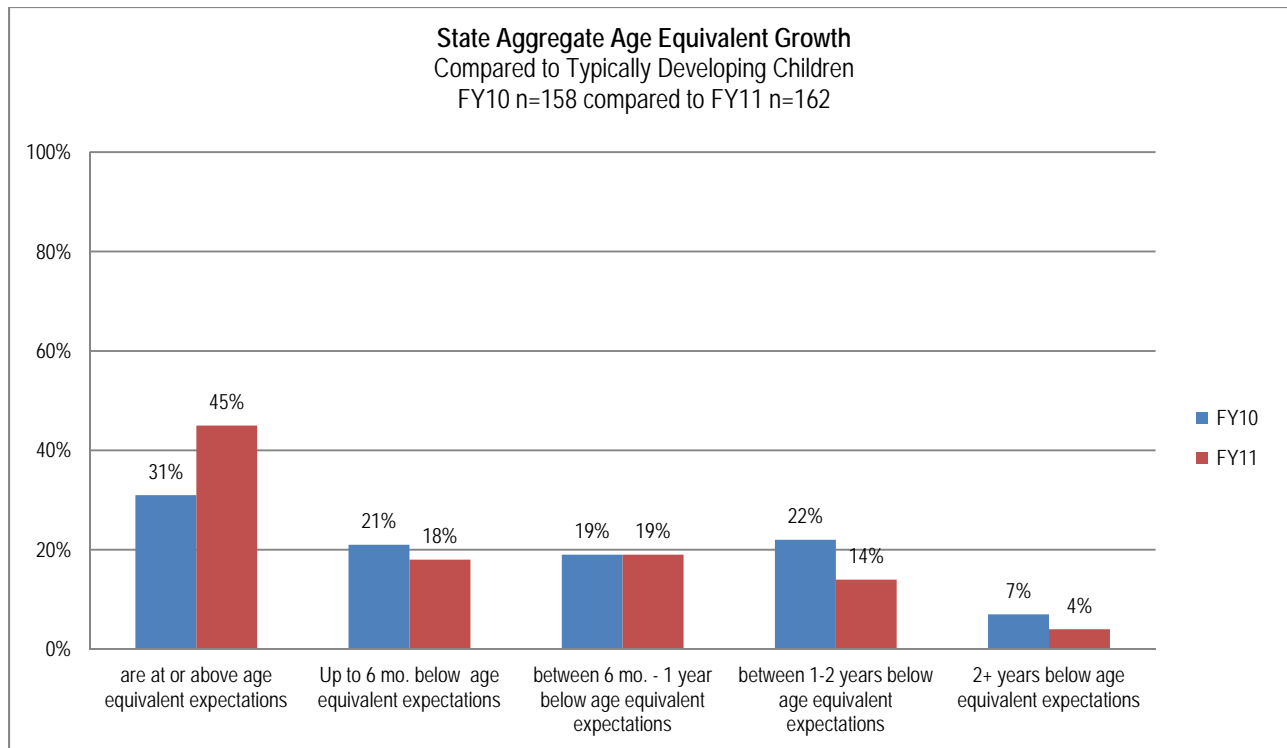
In year one a large majority of the children started in the bottom half on the English vocabulary assessment. While year two had a majority scoring in the bottom half as well, this group started with 16% more children in the top half.



Year one saw 17% of the Pre-K children tested advance from the bottom half to the top half, with 28% leaving the bottom quartile. In year two 18% moved into the top half, ending the year with 45% of the children in the top half and 20% in the top quartile.



In terms of growth 72% of year one's children showed more months of growth than the number of months between the pre & post assessments. In year two 78% of the children showed more than expected growth. This chart tells us approximately three quarters of the AP3 children are closing gaps in English language and vocabulary development.



When compared to typically developing children their own age 31% of the children, at the end of year one scored at or above their age equivalent. At the end of year two 45% of the children performed at or above their age equivalent. This shows that at the end of the year over half of our children score below a typically developing child nationally.

Developmental Indicators for the Assessment of Learning Third Edition (DIAL-3) State Aggregate Results

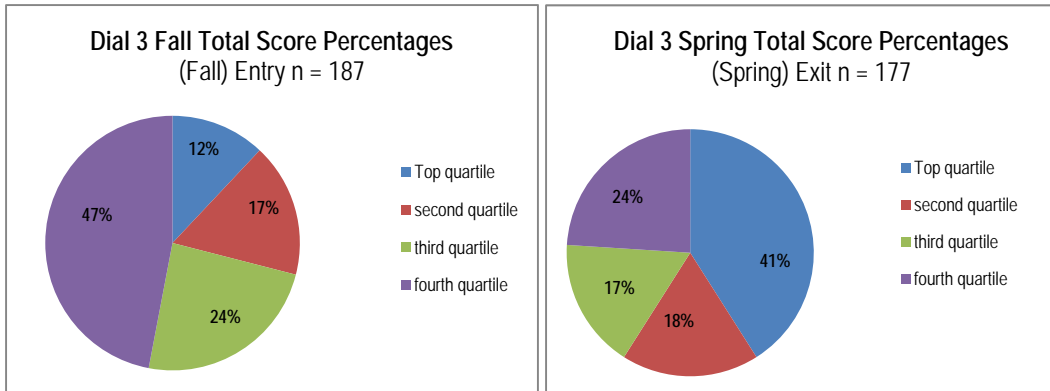
The DIAL-3 is a screening tool for cognitive developmental delays in children who are of ages 3 years, 0 months, to 6 years 11 months. Its three subtests are designed to assess developmental skills that are foundational for academic learning, including the following:

- the *Motor* skills subtest measures skills that are relevant for learning to write,
- the *Concepts* subtest measures skills that are relevant for learning arithmetic,
- the *Language* subtest measures skills that are relevant for learning to read.

This assessment in a pre- and post-methodology allows a focus on prerequisite skills needed for later successful academic achievement. A total score based on the scores in all three areas is also given. The Dial - 3 data in terms of percentile, shows how children compare to their peers nationally.

State Aggregate Results

Total Score Fall & Spring



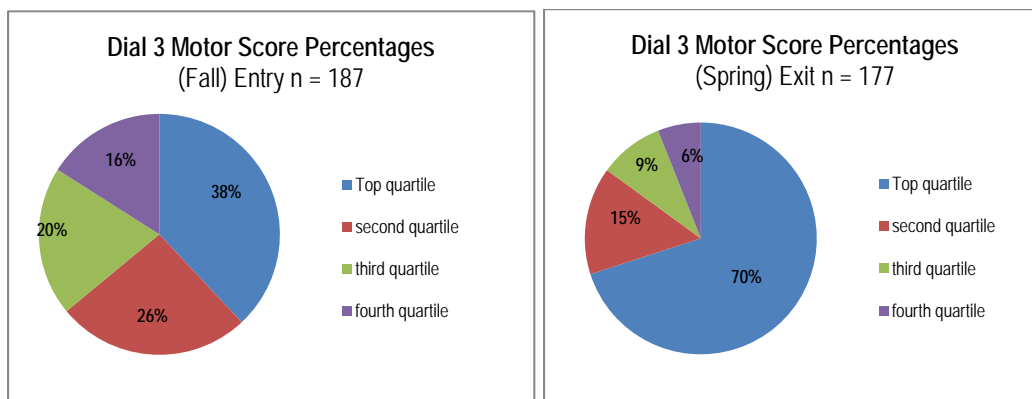
The charts above illustrate the large numbers of children entering the AP3 program significantly below their same age peers nationally, in the three areas tested, and the numbers of children showing significant improvement in percentile ranking compared to same age peers nationally.

41% of the children are now in the top quartile, more than tripling the percentage of children at or above the 76th percentile.

23% of the children have moved out of the bottom quartile (almost half of the children who started the program in the bottom quartile have moved up).

Motor Development, Concept & Language Development Scores Fall & Spring DIAL – 3

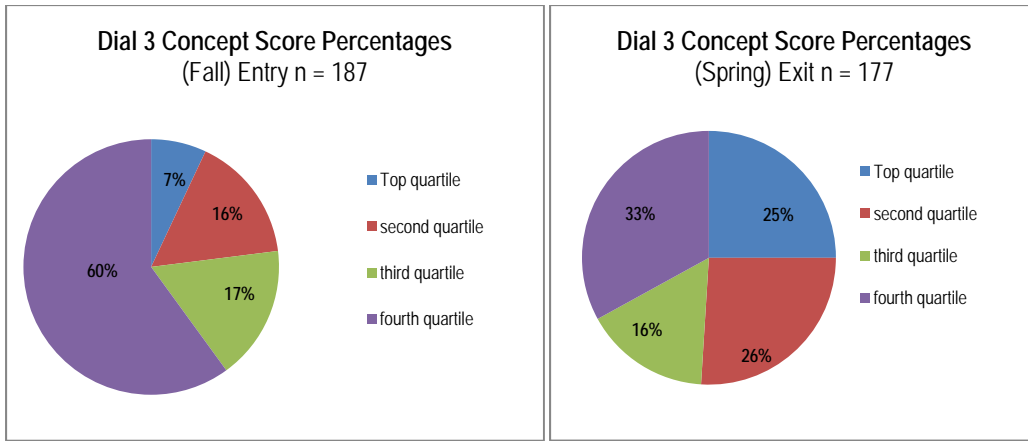
The following charts illustrate placement in the three measured areas of motor, concept, and language development for fall entry and spring exit.



The charts above show the large numbers of children entering the AP3 program significantly above their same age peers nationally in motor development and the improvement of children in the AP3 program.

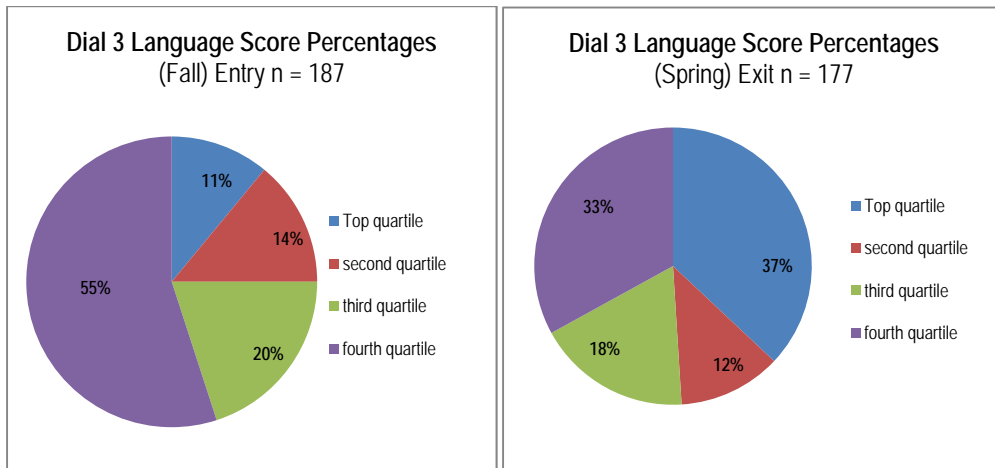
64% of AP3 children are entering the program in the top two quartiles.

85% of AP3 children are finishing the program in the top two quartiles.



The charts above show the large numbers of children entering the AP3 program significantly below their same age peers nationally in concept development, and the improvement of children participating in the AP3 program.

77% of our AP3 children are entering the program in the bottom two quartiles
51% of our AP3 children are finishing the program in the top two quartiles.
28% have moved from the bottom two quartiles to the top two.

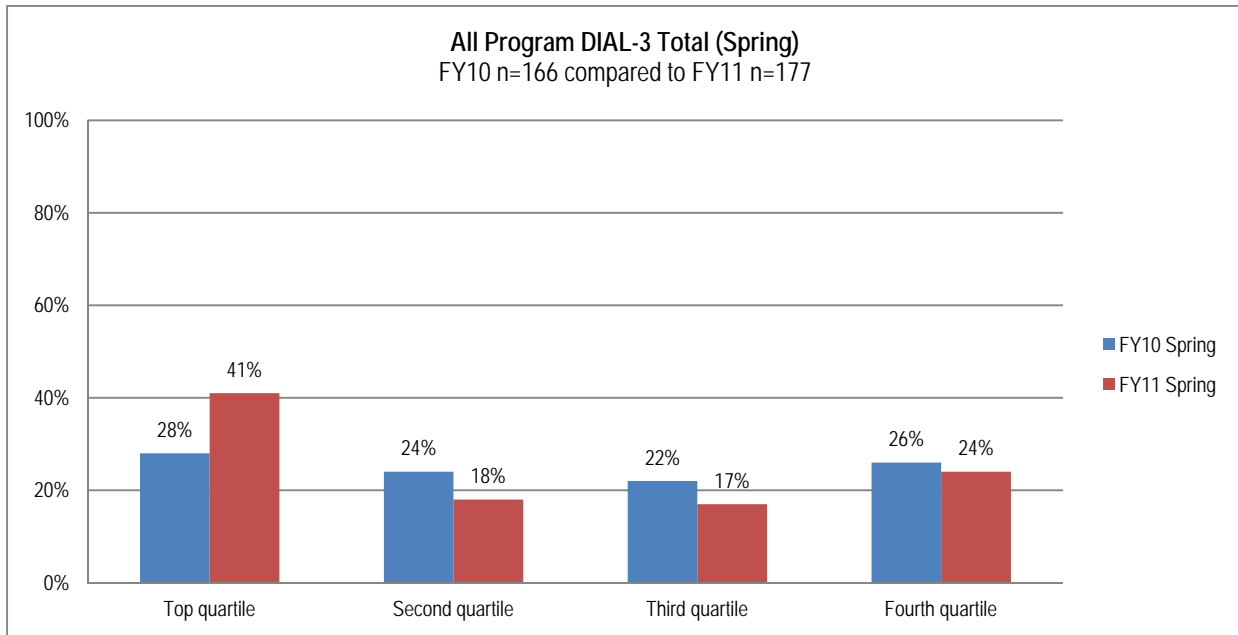
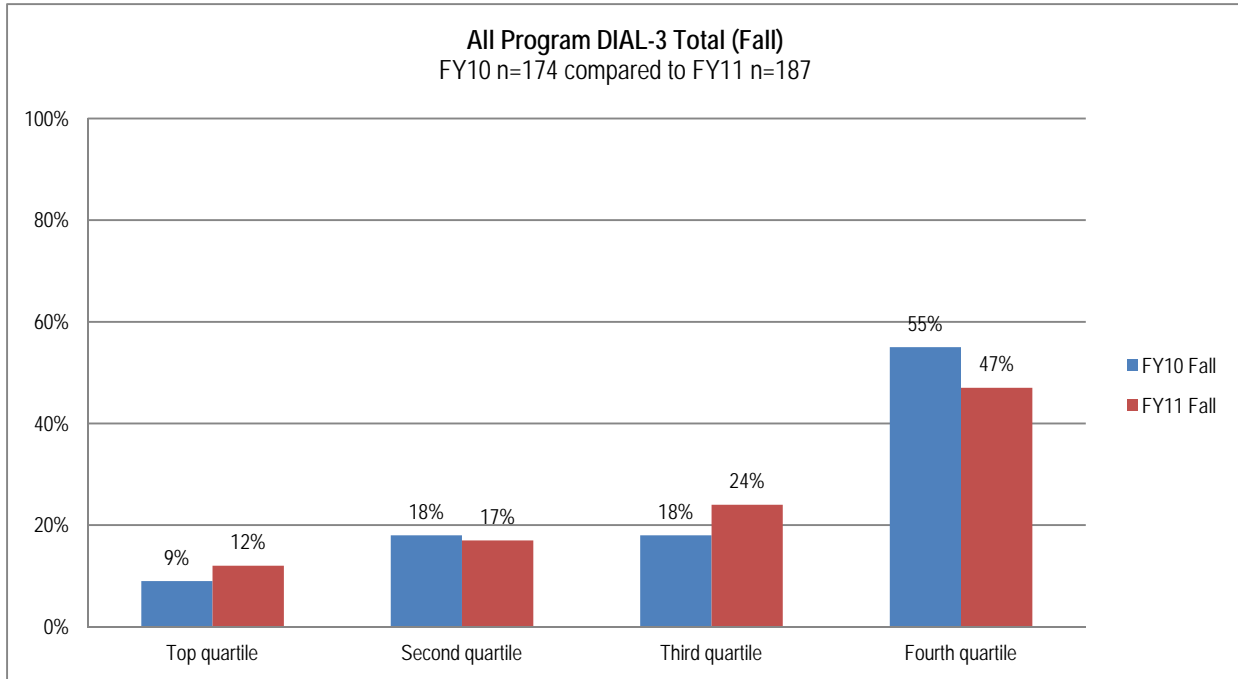


These Language charts show the large numbers of children entering the AP3 program significantly below their same age peers nationally in language development, and the improvement the children made in the AP3 program.

75% of AP3 children are entering the program in the bottom two quartiles.
49% of AP3 children are finishing the program in the top two quartiles.

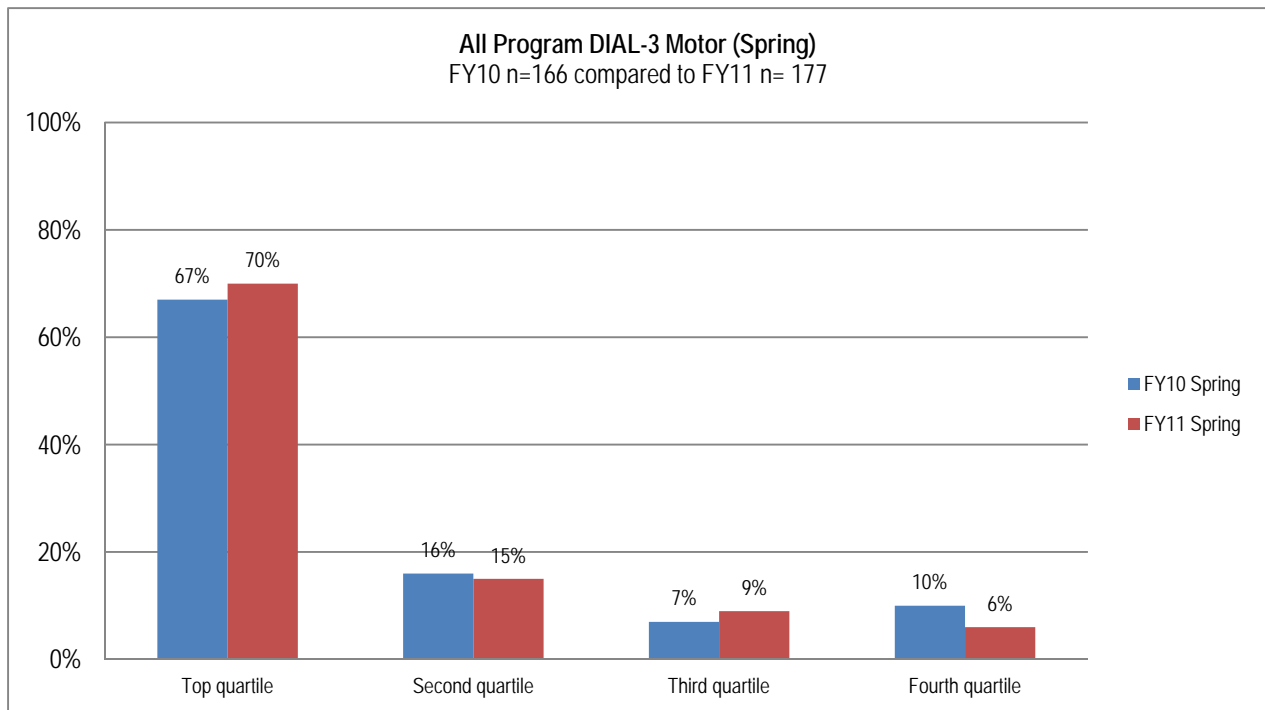
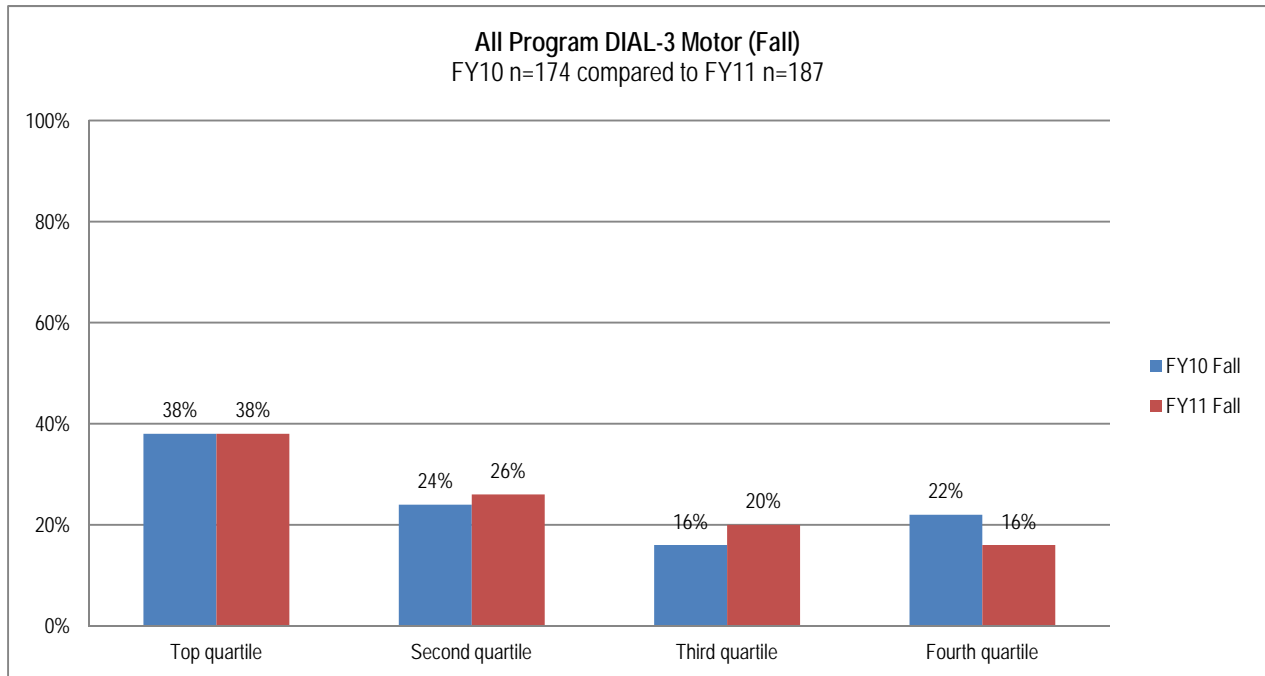
Year 1 & Year 2 Comparisons

DIAL – 3 Total Score



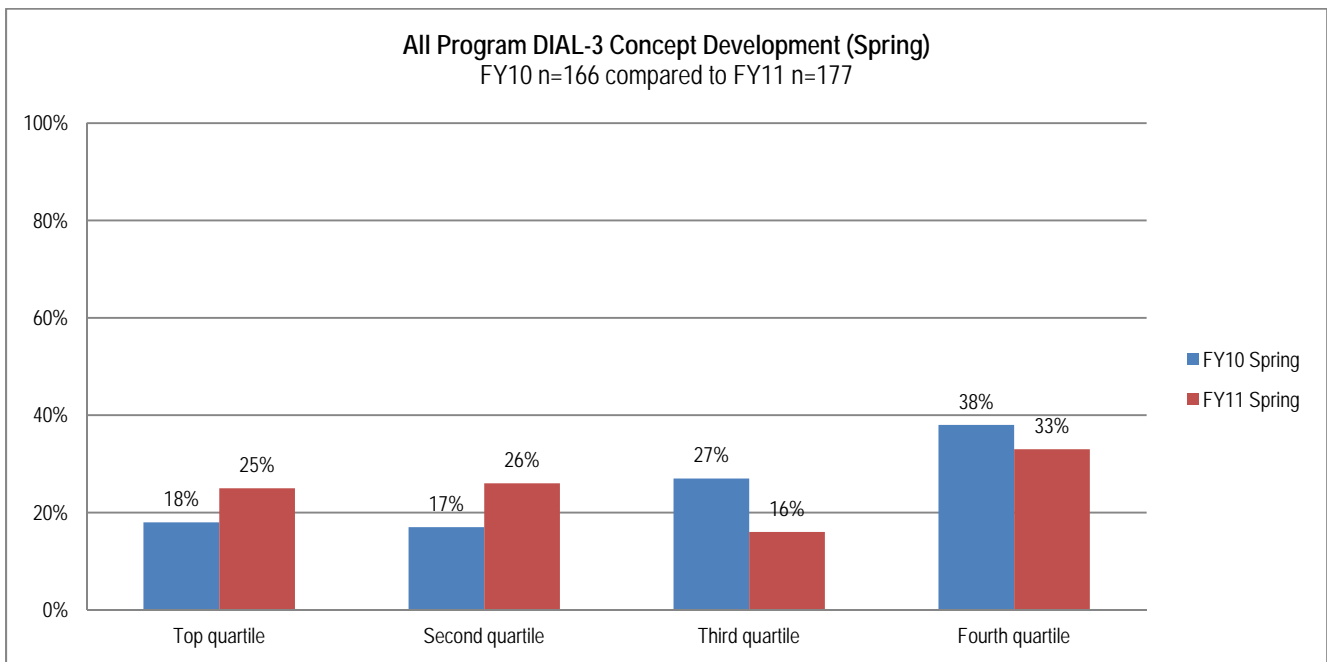
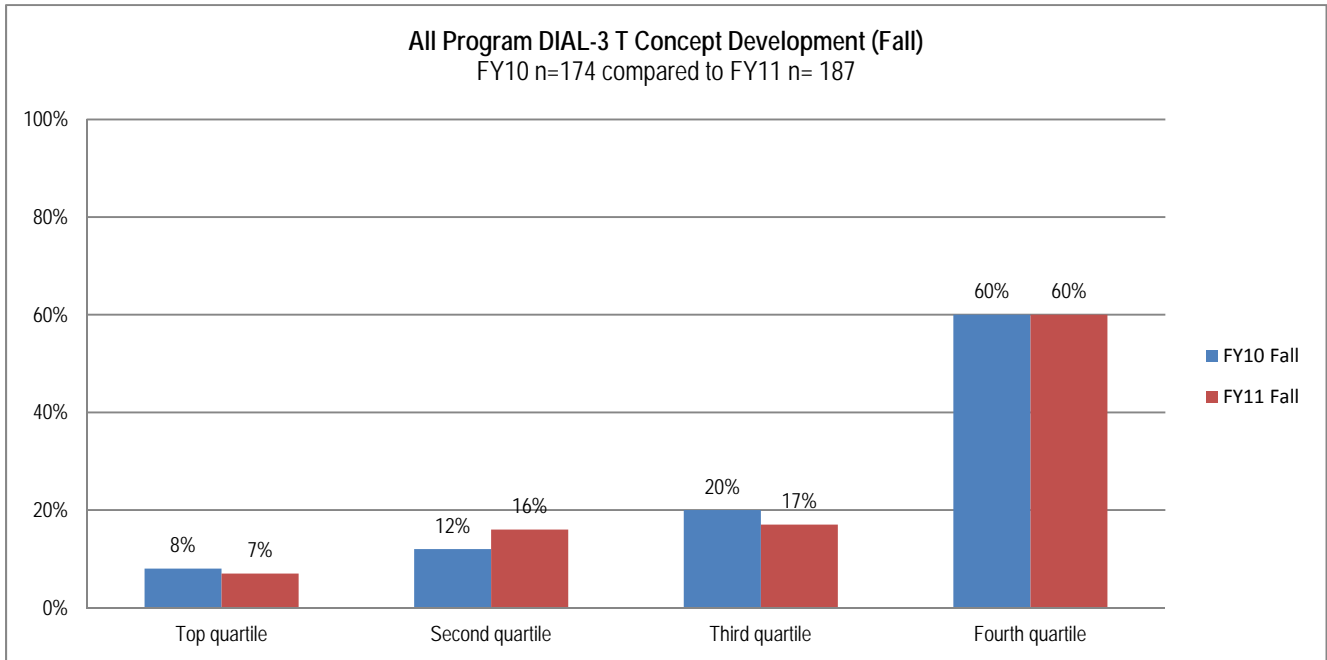
In both years a large majority of AP3 children started the year in the bottom half by percentile. The majority of the children ended the year in the top half. In year two 23% exited the bottom quartile and 29% advanced into the top quartile. In total, 30% of the children left the bottom half and moved into the top half.

DIAL – 3 Motor Score



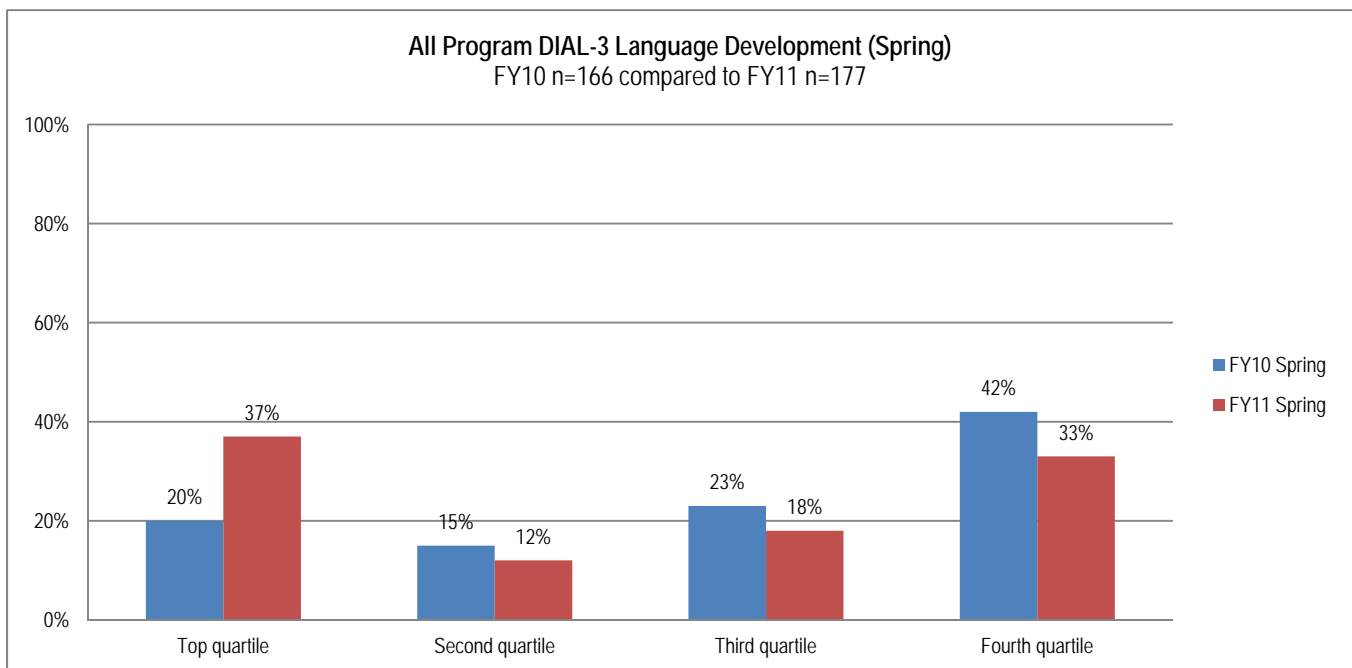
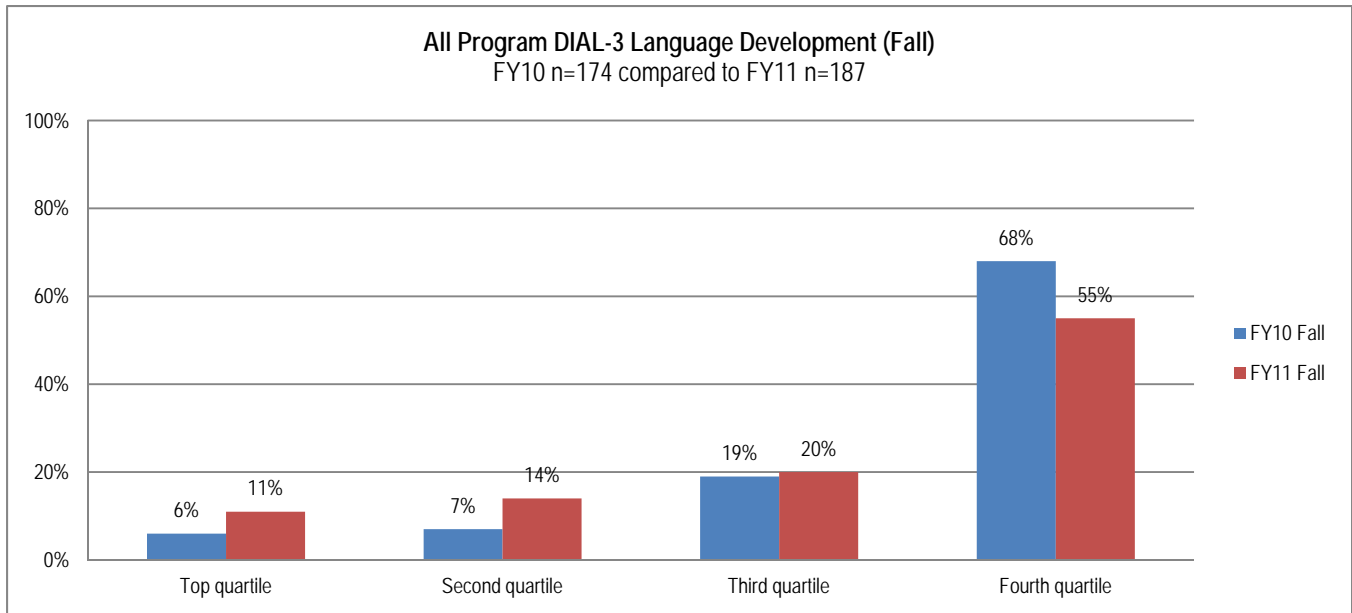
In both years the Pre-K children began the year ahead, and outperformed their typical peers in motor development. At the end of the year 67% of year one children, and 70% of year two AP3 children scored in the top quartile. The AP3 children started both years with a large number in the top quartile with an additional 29% and 32% percent respectively joining their top quartile peers by the end of the year.

DIAL – 3 Concept Score



In concept development a large majority of the children started in the bottom half by percentile. Year one saw 15% of those children move from the bottom half to the top half. In year two 51% ended the year in the top half, with 28% moving from the bottom half to the top half.

DIAL – 3 Language Score



In language development at least three quarters of the Pre-K children began in the bottom half by percentile. Year one shows that 22% moved out of the bottom half into the top half. Year two shows that 24% moved out of the bottom half into the top half, ending the year with 49% of the children in the top half.

Determining Program Outcomes

Early Childhood Environment Rating Scale-Revised Edition (ECERS-R)

The Early Childhood Environment Rating Scale-Revised Edition (ECERS-R) is a 43- item scale designed for use in classroom-based early childhood care and education programs serving children aged two to six years. It is organized into seven scales: Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interaction, Program Structure, and Parents and Staff. Each scale has additional subscales, with multiple items that must be passed to receive a given score. Each subscale is scored on a seven-point scale, with benchmarks established for 1 = Inadequate, 3 = Minimal, 5 = Good, and 7 = Excellent. Programs that pass some of the items that are part of the benchmark for a 3, but not all of them, are scored a 2 on that subscale. Similarly programs that fall between good and excellent are scored a 6.

Results: State Aggregate ECERS – R Program Outcomes

State Aggregate	Fall 09	Spring 10	Spring 11
Overall Score:	3.76	4.69	5.44
Space and Furnishings	3.06	4.08	5.22
Personal Care Routines	2.64	3.33	4.46
Language-Reasoning	4.10	5.43	5.98
Activities	3.16	4.33	5.04
Interaction	4.54	4.80	5.87
Program Structure	4.26	5.41	5.65
Parents and Staff	5.44	6.13	6.24

These scores represent significant programmatic growth. The AP3 programs as a whole continued to show improvement across all seven subscales of the ECERS in year two.

Results: Scoring Summary ECERS – R District Outcomes

The overall scores for the 13 classrooms showed a strong foundation in quality preschool environments. The lowest average score was a 3.15 and the highest average score was a 6.68. These scores show the programs are meeting typical licensing requirements and have implemented many quality standards. With intentional planning, training, and consultation, these programs have shown improvement in meeting those higher quality standards. The ECERS – R standards are linked to improved child outcomes in math, language and literacy, as well as positive social and behavioral outcomes.

Anchorage School District	Fall 09	Spring 10	Spring 11
Overall Score:	4.56	4.72	6.47
Space and Furnishings	3.63	3.82	5.56
Personal Care Routines	2.80	2.20	5.70
Language-Reasoning	4.88	5.75	7.00
Activities	4.00	4.52	6.78
Interaction	5.90	4.70	7.00
Program Structure	4.75	5.54	6.50
Parents and Staff	6.67	7.00	7.00

These scores represent significant programmatic growth. The Anchorage AP3 programs began the grant working towards an overall rating of good (5) and showing growth in five of the seven individual areas assessed on the ECERS.

At the end of the pilot (year two) the Anchorage AP3 programs showed high growth in all areas, in particular in Language and Reasoning, and Activities, with the highest score possible received in Parents and Staff, Interactions, and Language and Reasoning.

ASD Pre-K program goals will be to maintain and where possible continue the growth of the first two years.

Bering Strait School District	Fall 09	Spring 10	Spring 11
Overall Score:	3.76	4.24	4.78
Space and Furnishings	3.19	3.56	4.72
Personal Care Routines	2.8	3.15	3.75
Language-Reasoning	3.88	5.25	4.81
Activities	2.97	4.01	4.58
Interaction	4.35	3.9	5.05
Program Structure	4.5	4.06	4.25
Parents and Staff	5.42	6.08	6.04

These scores represent solid programmatic growth. The BSSD AP3 programs began the project working towards an overall rating of minimal to good (5) and by the end of year two showing growth in six of the seven individual areas assessed on the ECERS.

The BSSD program goal for year three of the AP3 will be to continue improvement to 5 or above on the overall measure, with a focus on continued growth especially in Personal Care Routines, Interactions, and Program Structure. Additional work in Stebbins on replicating gains made in Savoonga, Shishmaref, and in Brevig Mission will also be targeted.

Juneau School District	Fall 09	Spring 10	Spring 11
Overall Score:	2.91	5.40	5.46
Space and Furnishings	2.75	5.00	5.37
Personal Care Routines	1.80	3.40	3.90
Language-Reasoning	3.38	6.25	6.50
Activities	3.06	4.23	5.22
Interaction	2.10	7.00	6.40
Program Structure	2.54	6.38	6.62
Parents and Staff	4.34	6.50	5.00

These scores represent significant programmatic growth. The Juneau AP3 programs began the Pilot project working to move from below a minimal rating towards an overall rating of good (5) and showing growth in the seven individual areas assessed on the ECERS.

Not only did they show growth in all areas, but they achieved more than two points of growth on the seven point scale in Space and Furnishing, Personal Care routines, and Activities. Language and Reasoning gained 3 points, and in the areas of Interaction, and Program Structure they showed growth of over four points on the seven point scale.

The goal for year three will be to continue improvement from the good rating on the overall measure towards a rating of excellent. The JSD Pre-K program will focus on continued growth especially in Personal Care Routines, and Parents and Staff.

Lower Kuskokwim School District: Mikelnguut Elitnaurviat (Bethel)	Fall 09	Spring 10	Spring 11
Overall Score:	3.17	5.38	5.17
Space and Furnishings	2.25	4.50	4.00
Personal Care Routines	1.20	2.60	2.60
Language-Reasoning	4.50	6.00	6.00
Activities	3.10	5.90	5.80
Interaction	3.60	5.80	5.80
Program Structure	2.33	6.50	5.50
Parents and Staff	5.33	6.50	6.50

The LKSD AP3 program began the pilot working to move from a minimal rating towards an overall rating of good (5) and showing growth in the seven individual areas in year one. Year two's assessment on the ECERS showed maintenance in most areas with some fall back in Space and Furnishings and Program Structure.

The goal for year three will be to continue improvement from the good rating on the overall measure towards a rating of excellent. The LKSD Pre-K will focus on continued growth especially in Program Structure, Personal Care Routines, and Space and Furnishings. In year three LKSD is opening a second classroom in the program using no additional state Pre-K funding.

Nome Public Schools	Fall 09	Spring 10	Spring 11
Overall Score:	3.52	5.09	5.55
Space and Furnishings	3.13	4.57	5.81
Personal Care Routines	3.20	3.50	3.46
Language-Reasoning	4.50	5.50	6.25
Activities	2.22	4.50	4.34
Interaction	4.70	6.20	5.30
Program Structure	4.04	6.00	5.87
Parents and Staff	2.67	6.25	6.91

These scores represent significant programmatic growth. The Nome AP3 programs began the AP3 grant working to move from a minimal rating towards an overall rating of good (5) and showing growth in the seven individual areas assessed on the ECERS.

Not only did they show growth in all areas, but they achieved growth in Parents and Staff of over four points on a seven point scale. They also achieved more than two points of growth in Overall, Space and Furnishing and Activities. Language and Reasoning, and Program Structure both showed gains of a full point or more on the seven point scale. The Nome AP3 program goal for year three will be to continue improvement from the good rating on the overall measure towards a rating of excellent. NPS will focus on continued growth especially in Interactions, Activities, and Personal Care Routines.

Yukon Koyukuk School District	Fall 09	Spring 10	Spring 11
Overall Score:	4.05	4.45	5.71
Space and Furnishings	3	3.94	5.75
Personal Care Routines	2.9	4.15	5.40
Language-Reasoning	4	4.88	6.50
Activities	3.48	4.12	4.36
Interaction	5.45	3.7	6.50
Program Structure	5.17	5.6	6.50
Parents and Staff	5.46	5.42	6.33

These scores represent significant programmatic growth. The Yukon – Koyukuk AP3 programs began the project working to move from an above minimal rating towards an overall rating of good (5) and showing growth in six of the seven individual areas assessed on the ECERS. At the end of the Pilot (year two) they showed high growth in all areas, in particular in Language and Reasoning, Space and Furnishings, and Personal Care Routines.

The goal for year three will be to continue improvement towards excellent (7) on the overall measure, with a focus on Parents and Staff, and Activities.

Results: Scoring Summary ECERS – R Site Outcomes

School	Fall 09	Spring 10	Spring 11
Creekside Elementary, ASD	4.32	4.40	6.46
Willow Crest Elementary, ASD	4.80	5.03	6.48
Mikelnguut Elitnaurviat, Bethel, LKSD	3.17	5.38	5.17
Stebbins, BSSD	3.18	3.50	3.15
Savoonga, BSSD	4.00	4.62	6.68
Brevig Mission, BSSD	4.12	5.29	4.83
Shishmaref, BSSD	3.74	3.54	4.93
Allakaket, YKSD	3.31	3.24	5.78
Minto, YKSD	4.90	4.76	5.64
Nome, Blueberry Classroom, NPS	3.09	5.57	4.93
Nome, Salmonberry Classroom, NPS	3.95	4.60	6.17
Gastineau Elementary School, JSD	2.83	5.12	4.83
Glacier Valley Elementary School, JSD	2.98	5.57	6.10

Each program varied in their strengths and areas of improvement, but there were some trends common across all of the programs. While most programs showed continuous improvement across the two year pilot, a few showed dips or fall back in some areas reflecting the specific changes seen at each particular assessment. At the end of year two all but one site showed gains. The AP3 programs began the pilot above minimal and ended with eight sites approaching excellent or above good, four approaching good, and one above minimal.

Why is the ECERS - R a Valuable tool?

The ECERS-R was developed at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. It was designed for use in preschool, kindergarten, and childcare classrooms serving children two and a half through five years of age. It can be used by directors for program improvement and staff supervision, by teaching staff for self- assessment, and by agency staff, or other over-site entities staff, for monitoring. The tool has a long history of research demonstrating that quality as measured by the ECERS has good predictive validity and a well-established reliability that makes it particularly useful for research and program evaluation.

The ECERS – R has a high rate of predictive validity. Research has shown the link between the quality of children’s early care environments and their academic and cognitive outcomes (Sammons, et al., 2003a). Below are some examples of research that links the ECERS – R to child outcomes in math, language and literacy and social /behavioral outcomes.

Specifically, in math research findings indicate that there is a positive relationship between the social interaction subscale on the ECERS-R and children’s early number concept development (Sammons, et al., 2003a). Additionally, higher quality scores on the ECERS are associated with higher scores on the *Woodcock-Johnson-R* (Woodcock 11& Johnson, 1990) math achievement applied problems subset (Peisner-Feinberg, et al., 2001), and the Teaching and Interactions factor of the ECERS-R is related to

children's performance on the Woodcock-Johnson-R math achievement applied problem subset during Pre-Kindergarten and kindergarten (Burchinal, et al., 2008).

Scores on the Environment Rating Scales have been shown to be predictive of children's language and literacy performance. Specifically, higher quality is associated with children's development of receptive language, print awareness, and book knowledge. Children in higher quality environments as assessed by the ECERS-R tend to display higher scores overall on the PPVT-III for children in Early Head Start (Love, et al., 2004). Similarly, other studies have noted an association between higher scores on the ECERS and children's scores on the PPVT-R, indicating greater receptive language abilities (Peisner-Feinberg, et al., 2001). Children's print awareness scores on Concepts About Print (Zill & Resnick, 1998) and greater book knowledge are associated with higher quality in Smart Start preschool as assessed by the ECERS (Bryant, et al., 2003). Ratings on the ECERS-R have been shown to be related to children's expressive language development in prekindergarten (Mashburn, et al., 2008). Additionally, the Teaching and Interactions factor is related to children's expressive language scores on the *Oral Expression Scale (OWLS)* and receptive language scores on the *Peabody Picture Vocabulary Test (PPVT-III)* (Burchinal, et al., 2008).

Several important social outcomes have been shown to be related to ECERS-R scores. Specifically, there is a positive relationship between scores on the social interaction subscale and children's scores on a measure of independence, concentration, cooperation, and conformity skills in preschool (Sammons, et al., 2003b). Additionally, there is a positive relationship between classroom scores on the language and reasoning subscale and children's cooperation and conformity skills (Sammons, et al., 2003b). Other studies have found a relationship between the total score on the ECERS-R and children's socio-emotional development (Montes, Hightower, Brugger, & Moustafa, 2005). Using the ECERS-R and the *Teacher-Child Rating Scale (T-CRS 2.1)* (Hightower, et al., 1986) in urban centers serving low-income children, Montes and colleagues (2005) found that higher quality classrooms were associated with a significant decrease in socio-emotional risk factors for children (e.g., lack of behavior control, poor social skills). Also using the *Teacher-Child Rating Scale*, there is a relationship between the Teaching and Interactions factor of the ECERS-R and children's social competence scores (a composite including assertiveness, frustration tolerance, task orientation, and peer social skills)

Alaska Pre-Kindergarten Pilot Project: What We Have Learned

The AP3 child and program data has shown an extremely high need for quality early childhood programs, with the majority of the children coming to the program behind typically-developing peers, and the beginning program scores hovering around minimal. High numbers of children in the program continue to exceed expected growth. The PPVT, DIAL - 3 & ECERS - R data, coupled with observations, facilitation, and training provided by EED have led to the following conclusions:

- There is a significant need for quality early childhood programs in order for all of Alaska's children to be ready for school and K-12 success.
- While the AP3 Pre-K children are making large strides in their development and a large number are closing the gap; there are still children performing below expectations.
- For all of Alaska's children to close the gap by their third grade assessments continuous growth must begin in early childhood and be sustained through the primary grades.

- The unprecedented level of cooperation, coordination, and collaboration between Head Start programs and school districts is leading to improved alignment, transition and some common planning, training and assessment beyond the required tools of the program and beyond initial partnerships. More community level alignment work is needed.
- The data also shows that school districts, Head Starts, and other early care and education programs can work together with parents and community to meet challenging standards, gather and utilize data for continuous improvement, and positively affect the learning and development of young children.

While this pilot was a large first step there is still much more that can be accomplished.

- When funded, the next round of Alaska Pre-Kindergarten (AK Pre-K) will offer a new competition among districts who will work with their communities to show continuous improvement in both child and program outcomes. Child outcome focus will be placed on the children's language and concept development, and the use of a new assessment tool that is in full alignment with the Alaska Early Learning Guidelines. Program improvement will focus on connections across classroom, school, and community systems looking to accomplish the following:
 1. Enhance the intentionality of the interactions between the adults and the children in the classroom to better provide instructional, emotional, and classroom organizational supports for children's' learning and development;
 2. Build on the connections between standards, assessment, curricula, and data to guide the activities and interventions provided in the classroom;
 3. Strengthen alignment with and transition to kindergarten and K-12;
 4. Improve outreach to parents, communities and the programs that serve young children under four years of age;
 5. Share what is working for programs in the AK Pre-K with each other and with other early childhood programs.

EED will continue to provide support, training and technical assistance, and facilitation to aid program improvement.

**To: Members of the State Board of
Education & Early Development**

January 23, 2012

From: Michael Hanley, Commissioner

Agenda Item: 8

◆ **ISSUE**

The board is being asked to open a period of public comment on proposed changes to exit criteria for limited English proficiency students on the newly implemented English language proficiency assessment.

◆ **BACKGROUND**

- Federal and state laws require the state to implement English language proficiency assessments to measure the level of LEP children's development and attainment of English language proficiency.
- Alaska will administer a new English Language Proficiency (ELP) assessment, the ACCESS for ELLs, for the first time in spring, 2012. The ACCESS for ELLs is the assessment developed by the WIDA consortium, a consortium of over 26 states organized to create ELP standards and assessments and support English language learners in developing proficiency in English.
- The exit criteria for the ELP assessment are currently based on the prior ELP assessment, the IPT. The exit criteria are used to determine when students have reached sufficient proficiency in English to exit LEP status and are no longer eligible for LEP support services.
- The criteria were discussed with the English Language Learner Task Force; this is a stakeholder group of district personnel directly working with English language learners.
- The proposed amended regulations are behind this cover memo.
- Commissioner Hanley and Erik McCormick, Director of Assessment, Accountability & Information Management, will be present to brief the board.

◆ **OPTIONS**

This is a work session item. Action will take place under Agenda Item 10.

4 AAC 34.055(d) is repealed and readopted to read:

(d) If under (b) and (c) of this section, a district identifies a pupil as an LEP pupil eligible for services under this chapter, that pupil remains identified as an LEP pupil until the pupil obtains, on tier B or tier C of the assessment approved by the commissioner under (c) of this section a

(1) composite score of 5.0 or higher; and

(2) score of 4.0 or higher in each tested domain – reading, writing, speaking, and listening. (Eff. 1/14/78, Register 65; am 8/15/78, Register 67; am 6/28/87, Register 102; am 5/4/2000, Register 154; am 11/23/2003, Register 168; am 8/29/2004, Register 171; am 12/7/2004, Register 172; am 2/18/2007, Register 181; am __/__/2012, Register __)

Authority: AS 14.07.060

AS 14.17.420

AS 14.30.410

**To: Members of the State Board of
Education & Early Development**

January 23, 2012

From: Michael Hanley, Commissioner

Agenda Item: 9

◆ **ISSUE**

The board is being asked to adopt proposed amendments to 4 AAC 06.775, Statewide assessment program for students with disabilities. Specifically the board is being asked to adopt the new *Alaska Supplement for WorkKeys Assessment, 2012 edition*.

◆ **BACKGROUND**

- The Participation Guidelines outline information regarding testing accommodations and modifications for students with disabilities and limited English proficient students.
- The guidelines adopted in June 2011 indicated that the supplement would provide further clarifications for accommodation situations related to the WorkKeys Assessment.
- Several districts have recommended the need for the department to pursue the consideration for further accommodations that ACT will allow for the WorkKeys assessment. The proposed supplement provides greater guidance related to the use of accommodations for the WorkKeys assessment, as negotiated with ACT.
- Following final board action, the supplement will be printed in a bound publication and distributed statewide. The department conducts training with district test coordinators and special education professionals on how to effectively use the guidelines.
- Behind this cover memo are: 1) the proposed amended regulations; 2) the Alaska Supplement for WorkKeys Assessment, 2012 edition; and 3) the public comment received.
- Commissioner Hanley and Erik McCormick, Director of Assessment, Accountability & Information Management, will be present to brief the board.

◆ **OPTIONS**

This is a work session item. Action will take place under Agenda Item 11.

4 AAC 06.775(a) is amended to read:

(a) When administering to students with disabilities the statewide assessments under 4 AAC 06.710, a district shall follow the requirements of this section and the department's *Participation Guidelines for Alaska Students in State Assessments*, 2011 edition, adopted by reference **; however, when administering the college and work preparedness assessment described in 4 AAC 06.717, a district shall follow the requirements of this section and the department's *Alaska Supplement for WorkKeys Assessment*, 2012 edition, adopted by reference.**

4 AAC 06.775(c) is amended to read:

(c) A student with a disability who is on a diploma track must take all regular statewide assessments required under 4 AAC 06.710, with or without accommodations, at the appropriate grade level. A district and a student's IEP or section 504 team shall follow the *Participation Guidelines* **or the *Alaska Supplement for WorkKeys Assessment for the college and work preparedness assessment described in 4 AAC 06.717***, when making decisions regarding accommodations for a student, and a district shall provide the accommodations requested by the student's IEP or section 504 team. Eff. 12/19/2002, Register 164; am 9/17/2004, Register 171; am 11/10/2005, Register 176; am 10/18/2007, Register 184; am 11/10/2007, Register 184; am 9/27/2008, Register 187; am 6/11/2010, Register 194; am __/__/__, Register __

Authority: AS 14.03.075 AS 14.07.060

Editor's note: A copy of the Department of Education and Early Development's *Participation Guidelines* **and *Supplement for WorkKeys Assessment*** adopted by reference in 4 AAC 06.775 **are** [IS] available by submitting a written request addressed to the department at 801 West 10th

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Street, Suite 200, P.O. Box 110500, Juneau, Alaska 99811-0500 or may be obtained on the department's website at <http://www.eed.state.ak.us/tls/assessment/accommodations.html>. A copy of the Department of Education and Early Development's *Alaska Nonstandardized Assessment Administrative Manual*, adopted by reference in 4 AAC 06.775 is available by submitting a written request addressed to the department at 801 West 10th Street, Suite 200, P.O. Box 110500, Juneau, Alaska 99811-0500 or may be obtained on the department's web site at http://www.eed.state.ak.us/regs/filed/Nonstandardized_Manual_2009.pdf

Alaska Supplement for WorkKeys Assessment

Testing
accommodations for
students with
disabilities and limited
English proficiency.

Department of Education &
Early Development
January 2012



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Glossary of Terms

504 Plan- A legal document falling under the provisions of the Rehabilitation Act of 1973. It is designed to plan a program of instructional services to assist students with special needs who are in a regular educational setting. A 504 plan is not an Individual Education Program (IEP) as is required for special education students.

Accommodation- A change in format, response, setting, timing, or scheduling that does not alter in any significant way what the test measures or the comparability of scores.

Accommodated Form – This is a form provided for the Paper/Pencil Event Testing only. It does not apply to Internet Testing.

ACT, Inc – This test vendor is an independent, not-for-profit organization that owns, distributes, and scores the WorkKeys Assessment.

IEP – Individualized Education Program

LEP – Limited English proficient; defined in state regulation [4 AAC 34.090(a)(2)]. Students must be identified LEP to receive any testing accommodations. Former LEP students do not receive testing accommodations.

Proctor – For purposes of the WorkKeys Assessment only, proctors are not required to hold teaching certificates.

Reportable Scores – Valid WorkKeys scores from Paper/Pencil Event Testing or Internet Testing that produces an individual student report.

Small Cluster Testing – Students testing with **identical** accommodations, same extended time testing, and testing with one supervisor. Not to be used for district convenience or ease of test administration.

Small Group Testing – Small group of students testing in one area, likely differing accommodations, same extended time testing and testing with one supervisor. Not to be used for district convenience or ease of test administration.

State-Produced Score –A data file of student scores from the Paper/Pencil Event Testing prepared for the Department of Education & Early Development. These scores can be provided by districts for students without an individual score report.

Transitory Impairment – An impairment with an actual or expected duration of six months or less. A transitory impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time.

Overview

The purpose of this supplement is to assist school districts with selecting accommodations for students with disabilities and identified limited English proficient (LEP) students prior to testing with WorkKeys. While ACT, Inc has provided guidance in the *WorkKeys Supervisor's Manual for State Testing- Special Testing*, this supplement will establish the expectations and flexibilities for students with disabilities and limited English proficiency testing in the state of Alaska. Prior to reviewing the supplement, districts are encouraged to become familiar with ACT, Inc's testing processes and review all administration manuals associated with WorkKeys.

The accommodation tables included in this supplement reflect the *Participation Guidelines for Alaska Students in State Academic Assessments, June 2011* provided by the Alaska Department of Education & Early Development (EED). The intent of the tables below is to highlight which accommodations will or will not qualify for WorkKeys reportable scores (i.e., individual score reports) and the National Career Readiness Certificate (NCRC).

WorkKeys is not an assessment used to obtain a high school diploma nor is it required to satisfy assessment requirements of the federal Elementary and Secondary Education Act formerly known as No Child Left Behind. The assessment is a measure of current job skills, meant to be an indicator of a student's college and career readiness.

The *Alaska Supplement for WorkKeys Assessment* should only be used when selecting accommodations for students with disabilities and identified limited English proficient students for WorkKeys testing between the August 1st - December 31st testing window. These same accommodations are not available for any other agencies or testing formats.

Paper/Pencil Event Testing and Internet Testing

Most accommodated testing is required to be administered within the two-week Paper/Pencil Event testing window set by EED. Internet Testing may be administered on school calendar dates between August 1st – December 31st and limited accommodations are available. A district is expected to administer the documented accommodations which provide a student with disabilities or limited English proficiency access to the assessment and possibly qualify for the National Career Readiness Certificate (NCRC).

If testing occurs with procedures/accommodations that conflict with ACT, Inc's criteria, or under supervision of testing staff who do not meet ACT, Inc's requirements, the answer documents will not be scored. If the misadministration is discovered after scoring, the scores will be cancelled.

WorkKeys-Eligible vs. State-Allowable Accommodations on the WorkKeys Assessment

ACT, Inc is committed to ensuring that official WorkKeys scores that may be reported to potential employers, colleges, and other entities are comparable across the nation. Therefore, accommodations prescribed for WorkKeys are "eligible" accommodations. The "state-allowed" accommodations referenced in Tables 1 and 2 of the *Participation Guidelines for Alaska Students in State Academic*

Assessments may be implemented but consequences will apply and considerations must be made in advance of testing.

- 1) Using **“WorkKeys-eligible” accommodations** for testing result in WorkKeys reportable scores that could be used for employers, colleges, scholarships, and other entities including the Alaska Performance Scholarship. Only students with disabilities and limited English proficiency with district documented accommodations can use accommodations resulting in reportable scores.
- 2) **“State-allowable” accommodations** will result in WorkKeys scores that are NOT reportable and will not be eligible for an individual score report or NCRC. Additionally, all students testing with state-allowable accommodations or without accommodations will satisfy Alaska’s regulation for all 11th graders to be tested on a work ready/college ready transitional skills assessment [4 AAC 06.717].

Approval for Accommodations on the WorkKeys Assessment

Prior approval is not required for accommodations on the WorkKeys Assessment. All accommodations are determined locally, based on the needs documented in a student’s IEP, Section 504 Plan, transitory impairment plan, or based on needs associated with a student’s English proficiency. Written documentation and coding as referenced in the *Supervisor’s Manual for State Testing- Special Testing* is required for only WorkKeys accommodations given during testing.

Participation Guidelines and the WorkKeys Accommodations Tables

The following tables were created to provide clarity when selecting testing accommodations from the *Participation Guidelines for Alaska Students in State Academic Assessments* for students with disabilities and limited English proficiency on the WorkKeys Assessment.

Caution: most accommodations from the *Participation Guidelines for Alaska Students in State Academic Assessments* can be used, however, some considerations apply. Because WorkKeys is a timed assessment, considerations apply when extended time is provided. District decision-making teams may choose to apply only WorkKeys accommodations identified in the *Supervisor’s Manual for State Testing- Special Testing*.

Become familiar with the column headings in the tables below during the selection process. Both Internet Testing and Paper/Pencil Event Testing windows are represented. The letter “I” for Internet Testing and/or “P” for Paper/Pencil Event Testing is printed in the WorkKeys-Eligible and/or State-Allowable columns indicating the accommodation is allowed. WorkKeys reportable scores and National Career Readiness Certificates (NCRC) will be issued for students using the accommodation if it is marked in the appropriate column. (The NCRC is contingent on the student’s level score.) A blank in any column indicates not allowable or consequences apply. **Both WorkKeys-eligible and state-allowable accommodations must be administered according to the special criteria noted on the tables and WorkKeys Supervisor’s Manual for State Testing- Special Testing.**

Please note: Manipulatives for WorkKeys tests are not WorkKeys-eligible accommodations. Other accommodations in the tables that are grayed out are not allowable or applicable accommodations for WorkKeys, and if used may invalidate the assessment.

Flexible scheduling, as defined in the *Participation Guidelines Appendix*, is not permitted for WorkKeys testing; each content area must be completed within the same day. However, it is allowable and considered a flexible scheduling accommodation to administer each content area on separate days using the Paper/Pencil Event Window. Internet testing can be administered on separate days, is not considered an accommodation, and is available to all students.

In some cases, WorkKeys scores resulting from testing with state-allowable accommodations are **not** reportable (i.e., manipulatives, the use of American Sign Language for signing, and translation of word to child's native language). ACT, Inc will provide a data file to EED only for the Paper/Pencil Event Testing with all state-produced scores including non-reportable scores. Scores that are not reportable because an ACT-ineligible accommodation was used will satisfy Alaska's regulation for all 11th graders to be tested on a work ready/college ready transitional skills assessment [4 AAC 06.717].

The special criteria, associated with each accommodation listed below, is specific to that particular accommodation. If using more than one accommodation please ensure special consideration is used when ordering materials and administering the assessment.

Any questions should be directed to the Department of Education and Early Development (907) 465-2900.

**Table 1: Participation Guidelines
Accommodations for identified Limited English Proficient Students**

Table 1 Accommodations		WorkKeys Eligible	State Allowable	Reportable Scores	NCRC	Special Criteria
Direct Linguistic Support Accommodations						
Ref Materials	Provide a commercial word-to-word bilingual dictionary. Dictionaries that include pictures or word definitions are not allowed. Electronic devices are not acceptable.	I/P	I/P	■	■	
	In English or the native language: <ul style="list-style-type: none"> provide written version of written/oral test directions read aloud and/or repeat written and/or oral test directions read aloud and/or repeat embedded test directions clarify/explain test directions 	P	P	■	■	<ul style="list-style-type: none"> Only individual/small cluster testing
Test Items	Read aloud, and repeat if requested: writing, math, and/or science test items in English	P	P	■	■	<ul style="list-style-type: none"> Only individual testing Must use accommodated form only Must use/order a Reader Script
	Provide test contractor audio version.	P	P	■	■	<ul style="list-style-type: none"> Refer the <i>Supervisor's Manual</i> Must use/order Audio DVD Must use accommodated form only
	Provide the native language word for an unknown word in a test item, when requested by student.		P			
	Allow the student to respond orally to constructed response items.					<ul style="list-style-type: none"> Constructed response items do not exist on WorkKeys
Indirect Linguistic Support Accommodations						
Timing	Provide extended time.	I/P	I/P	■	■	<ul style="list-style-type: none"> Only individual/small group testing Must use accommodated form only
	Provide scheduled breaks as needed during testing.	I/P	I/P	■	■	<ul style="list-style-type: none"> Only individual testing Internet Testing - Only between Assessments- no stop-the-clock breaks Paper/Pencil Event Testing use codes for stop the clock breaks. Must use accommodated form only
	Flexible Schedule: Administer the test over several days.					<ul style="list-style-type: none"> Refer to page 6 of the <i>Supplement</i>
Test Administration Practices						
	Administer the test individually.	I/P	I/P	■	■	
	Administer the test to small groups in a separate location.	I/P	I/P	■	■	

I = Internet Testing
P = Paper/Pencil Event Testing
■ = allowable
Gray indicates not allowable

**Table 2: Participation Guidelines
Accommodations for Students with Disabilities
(Applies to students on IEP/504 and transitory impairment plans)**

Table 2 Accommodations	WorkKeys Eligible	State Allowable	Reportable Scores	NCRC	Special Criteria
Timing/Scheduling					
Allowing frequent breaks during testing.	I/P	I/P	■	■	<ul style="list-style-type: none"> Only individual testing Internet Testing - Only between Assessments- no stop-the-clock breaks Paper/Pencil Event Testing use codes for stop the clock breaks. Must use accommodated form only
Allowing additional testing time.	I/P	I/P	■	■	<ul style="list-style-type: none"> Only individual/small cluster testing Must use accommodated form only
Administering at a time of the day most beneficial to the student.	I/P	I/P	■	■	<ul style="list-style-type: none"> May be administered at anytime during school day Must use accommodated form only
Administering the test over several days completing the testing on or before the last day of the test window.					<ul style="list-style-type: none"> See page 6 of the <i>Supplement</i>
SETTING					
Administering the test individually in a separate location.	I/P	I/P	■	■	
Administering the test to a small group in a separate location.	I/P	I/P	■	■	
Providing special lighting.	I/P	I/P	■	■	
Providing adaptive or special furniture.	I/P	I/P	■	■	
Providing special acoustics.	I/P	I/P	■	■	
Administering the test in locations with minimal distractions (e.g., small group, study carrel, or individually).	I/P	I/P	■	■	<ul style="list-style-type: none"> Study carrel must be observable Room supervisor must be able to view student and work area at all times
Using a communication device such as auditory amplification to give directions.	I/P	I/P	■	■	
Using a specific test proctor (e.g. examinee's regular or special education teacher).	I/P	I/P	■	■	<ul style="list-style-type: none"> Proctor must meet all ACT, Inc's staffing requirements in <i>Supervisor's Manual</i>
Preferential seating.	I/P	I/P	■	■	
Support of physical position of student by increasing or decreasing opportunity for movement.	I/P	I/P	■	■	
Using a checklist to remind student of tasks to be completed.	I/P	I/P	■	■	
PRESENTATION: Test Directions					
Using the Braille edition or large-type (20 font) edition, which are provided by the test contractor.	P	P	■	■	<ul style="list-style-type: none"> Must use accommodated form only
Signing the verbal instructions to the student.	P	P	■	■	<ul style="list-style-type: none"> May use American Sign Language or Exact English Signing
Allowing student to ask for clarifications on test directions.	P	P	■	■	

Table 2 Accommodations	WorkKeys Eligible	State Allowable	Reportable Scores	NCRC	Special Criteria
Clarifying directions by having student restate them.	P	P	■	■	
Reading, and re-reading if requested, embedded directions.	P	P	■	■	<ul style="list-style-type: none"> Only individual/small cluster testing
Providing written version of verbal instructions.	P	P	■	■	
Providing highlighted words in embedded directions.	P	P	■	■	
Writing helpful verbs from the directions on the board, or on a separate piece of paper.	P	P	■	■	
PRESENTATION: Test Items					
Reading or signing math, science, and/or writing items on the state required assessments to student. (Signing is allowed as long as the sign does not cue the correct response to a question.)	P	P	■	■	<ul style="list-style-type: none"> Only individual testing All signing must be Exact English Signing only Must use/order Reader Script All WorkKeys tests may be read or signed aloud Must use accommodated form only
Using test contractor signing DVD.					<ul style="list-style-type: none"> DVD does not exist
Using test contractor audio version.	P	P	■	■	<ul style="list-style-type: none"> Refer to <i>Supervisor's Manual</i> Must use/order Audio DVD Must use accommodated form only
Reading or signing multi-step math, science, or writing test items one step at a time. (Signing is allowed as long as the sign does not cue the correct response to a question.)	P	P	■	■	<ul style="list-style-type: none"> Only individual testing All signing must be Exact English Signing (American Sign Language will result in state allowable scores only) Must use/order Reader Script All WorkKeys tests may be read or signed aloud Must use accommodated form only
Assisting student in tracking or sequencing test items.	I/P	I/P	■	■	
Providing detailed monitoring to ensure student marks responses in correct answer area.	P	P	■	■	
Turning pages for student.	P	P	■	■	
Masking portions of the test to direct attention to uncovered items.	P	P	■	■	
Using color screens to direct attention to specific sections on a page.	P	P	■	■	
Allow student to highlight words except in answer document area.	P	P	■	■	
PRESENTATION: Use of Assistive Devices/Supports					
Using a calculator with minimal functions: having only addition, subtraction, division, multiplication, percentage, square root, and memory functions.	I/P	I/P	■	■	<ul style="list-style-type: none"> Refer to <i>Supervisor's Manual</i> for list of approved calculator
Using visual magnification devices.	I/P	I/P	■	■	
Using templates to reduce visible print.	P	P	■	■	
Using auditory amplification device, hearing aid, or noise buffers.	I/P	I/P	■	■	

Table 2 Accommodations	WorkKeys Eligible	State Allowable	Reportable Scores	NCRC	Special Criteria
Securing papers to work area with tapes/magnets.	I/P	I/P	■	■	<ul style="list-style-type: none"> Tape or other adhesive on the answer document will make the test unscorable
Using a device to screen out extraneous sounds (does not include music devices).	I/P	I/P	■	■	
Using adaptive equipment to deliver test (requires consultation with the department for security reasons).	P	P	■	■	
Using masks or markers to maintain place.	P	P	■	■	
Using special pen or pencil such as felt-tip marker or ink pen.	I/P	I/P	■	■	<ul style="list-style-type: none"> Responses must be transcribed
Using an adaptive keyboard.	I/P	I/P	■	■	
Using math manipulatives.		I/P			<ul style="list-style-type: none"> Only individual/small group testing Must use accommodated form only
RESPONSE: Test Format					
Using graph paper.	I/P	I/P	■	■	
Allowing students to mark responses in test booklet if test employs a separate answer sheet.	P	P	■	■	
Providing student with additional room for writing response.	P	P	■	■	
Using color visual overlays.	I/P	I/P	■	■	
Using ruler or object to maintain place in test.	I/P	I/P	■	■	
Using shield to reduce glare.	I/P	I/P	■	■	
RESPONSE: Use of Assistive Devices/Supports					
Allowing student to tape response for later verbatim transcription.	P	P	■	■	<ul style="list-style-type: none"> Only individual testing Must use accommodated form only Responses must be transcribed
Using computer without spell or grammar checker.	P	P	■	■	<ul style="list-style-type: none"> Must use accommodated form only Responses must be transcribed
Dictating to a scribe for all tests.	I/P	I/P	■	■	<ul style="list-style-type: none"> Only individual testing If extended time applies, order an accommodated form Reference scribe procedures in the <i>Participation Guidelines</i>
Allowing alternative responses such as oral, sign, typed, pointing.	I/P	I/P	■	■	<ul style="list-style-type: none"> Only individual testing If extended time applies, order an accommodated form Reference scribe procedures in the <i>Participation Guidelines</i>
Using a Braille.	P	P	■	■	<ul style="list-style-type: none"> Must use accommodated form only Responses must be transcribed
Using a specially-designed #2 pencil.	I/P	I/P	■	■	

I = Internet Testing
 P = Paper/pencil Event Testing
 ■ = allowable
 Gray indicates not allowable

PUBLIC COMMENT

Knuth, Dorothy K (EED)

From: dorothy.knuth@alaska.gov
Sent: Thursday, November 10, 2011 11:02 AM
To: Knuth, Dorothy K (EED)
Subject: Comments on Regs

Name: Jennifer Jones
E-Mail: jennifer.jones@alaska.gov
Telephone: 907 269-8462
I am commenting on: 4 AAC 06.775
My Comments:
DATE: October 28, 2011

TO: Alaska State Board of Education & Early Development
Commissioner Michael Hanley

RE: 4 AAC 06.775, Adopting by reference the publication, Alaska Supplement for WorkKeys Assessment, 2011 edition.

The Governor's Council on Disabilities and Special Education (Council) is the Special Education Advisory Panel (SEAP) for Alaska as required under the Individuals with Disabilities Education Act (IDEA). Council members are former special education students, parents of students with disabilities, special education teachers, school administrators, staff from the Department of Education & Early Development (EED) and others involved in the education of students with disabilities. The Council works on issues and areas of concern to make changes in the education system that improves the quality of education to students with disabilities.

This letter is in response to the proposed regulation regarding the Alaska Supplement for WorkKeys Assessment. After reviewing the supplement, we commend the Board for adopting the testing accommodations for students with disabilities and limited English proficiency. It appears that the accommodations are reasonable and one of our biggest concerns is allowing students that need to access to taking the exam over an extended period of time. We are pleased to see that this is an option available to all students and is a national WorkKeys allowable accommodation.

We can agree with the importance of using a standard protocol for testing and accommodations across all states who decide to use this tool. However, we have a couple of concerns. The first is that students with limited English proficiency are not allowed to have clarification on words in their own language when a word is used on the test that is not understood. Alaska Native students in particular may have difficulty with this due to the realities of where and how they live. As we are all aware, testing can be challenging for any Alaska Native student because some of the terminology does not exist in their daily life. Without exposure to the words that will be present in particular on an exam such as WorkKeys, it is not reasonable to expect these students will be successful in the testing process.

The second issue is that students who are deaf or hard of hearing are only allowed direct English translation. ASL is its own unique language and it does not translate directly to English in a way that students can understand effectively. This poses a significant disadvantage to those students who require this accommodation.

We propose that the State Board of Education and Early Development and Commissioner Hanley consider researching this issue in more detail with Act, Inc to discover if this is a common issue across states using WorkKeys and if a reasonable solution can be found to support

students to be successful. We support the use of accommodations but would urge the State Board of Education and Early Development to consider this issue further before adopting these regulations and the unintended consequences that will arise as a result.

We ask that you consider our recommendations as we believe it will affect a great number of our Alaskan Students who speak English as a second language and students who are deaf and hard of hearing. If you have any questions, please feel free to contact Jennifer Jones, Council staff at (907) 269-8462.

Respectfully,

Eric Gebhart
Council Chair

Tonja Updike
Education Committee Chair

Knuth, Dorothy K (EED)

From: dorothy.knuth@alaska.gov
Sent: Wednesday, November 09, 2011 11:30 AM
To: Knuth, Dorothy K (EED)
Subject: Comments on Regs

Name: Melissa Sadlowski
E-Mail: Melissa.Sadlowski@matsuk12.us
Telephone: 907 761-4020

I am commenting on: 4 AAC 06.775, Adopting by reference the publication, Alaska Supplement for WorkKeys Assessment, 2011 edition My Comments: We, the Matanuska-Susitna Borough School District, appreciate the Department of Education and Early Development's Assessment Department's efforts to improve the administration of WorkKeys. The publication of the Alaska Supplement for WorkKeys Assessment provides clarity for our students with assessment accommodations.

We are still concerned with ACT's requirement of 1-on-1 proctors for students with the accommodations: read aloud and/or stop-the-clock breaks. This resulted in our District hiring 127 substitutes to proctor these students. Finding enough substitutes and quiet testing spaces for these students was very difficult at all of our high schools. In addition, the cost of providing substitutes to proctor students requiring 1-on-1 accommodations was \$12,458.10. In the future, we suggest that EED work with ACT to address their required accommodations. EED should ensure that consistent procedures for following IEP accommodations on all state-mandated assessments are implemented. Our proctors and staff members are skilled at providing accommodations in small group settings for other mandated assessments including SBAs and HSGQE.



November 10, 2011

Anchorage School District

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

Commissioner's Office
Department of Education & Early Development
ATTN: Regulations Review
801 West Tenth Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500

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SUPERINTENDENT

Carol Comeau

Dear Commissioner Hanley:

In response to the request for review and public comment on the proposed regulation amendments to *4AAC 43.030, Alaska Performance Scholarship; 4AAC 12.370, Limited certificate (Type M); and 4 AAC 06.775, Adopting by reference the publication, Alaska Supplement for WorkKeys Assessment, 2011 edition*, the Anchorage School District (ASD) forwards the attached comments.

I appreciate the opportunity to forward our comments as they relate to the proposed adoptions in Department of Education and Early Development (DEED) regulations.

My staff and I are available to answer any questions regarding our comments and will forward any additional remarks to the proposed changes, as you deem necessary.

Sincerely,

Carol Comeau
Superintendent

Attachment

cc: Ed Graff, Assistant Superintendent, Instruction
Darla Jones, Executive Director, Curriculum and Instruction
Laurel Vorachek, Executive Director, Assessment and Evaluation
Robb Donohue Boyer, Director, Certificated Staffing and Recruitment
Eric Tollefsen, Executive Director, Human Resources

provided for a desk audit, and what criteria will be utilized to determine the adequacy of (1) content being taught; (2) the district's course performance standards; and (3) the district's collection and documentation of student performance?

Finally, ASD has previously noted the concern that high school courses completed during middle school will not qualify for the Alaska performance scholarship. We believe this could have a negative unintended consequence by creating a disincentive for students to pursue higher-level coursework at earlier grades.

SUBJECT: 4 AAC 12.370, Limited Certificate (Type M)

The Anchorage School District currently has seventeen individuals holding a Type "M" certificate, which represents approximately 45% of the existing certificates in the state. Because individuals with a Type "M" certificate require ongoing district support, ASD has a responsibility to ensure that proposed changes in regulations meet the needs of the district as well as the state. Overall, ASD supports the proposed changes outlined in section 12.370.

SUBJECT: 4 AAC 06.775—Adopting by reference the publication, *Alaska Supplement for WorkKeys Assessment*, 2011 edition

The Anchorage School District appreciates the work done by the Alaska Department of Education and Early Development in preparing the *Alaska Supplement for WorkKeys Assessment*. It is a very well-written document that is user-friendly for the intended audience. It is also very helpful for districts to be directed to DEED rather than ACT when addressing questions regarding accommodations.

Since the format mirrors the tables used in the *Participation Guidelines*, the document will be useable immediately by staff because of their familiarity with the format. The document clearly differentiates between WorkKeys eligible and State-Allowable Accommodations

The coding used on the tables makes it easy for the user to differentiate between internet testing, paper/pencil testing, WorkKeys eligible accommodations, State-allowance accommodations, eligibility for reportable scores and the National Career Readiness Certificate.

The additional clarification of the flexible scheduling on page 6 is also helpful. It clearly defines how flexible scheduling can be used for WorkKeys and how it is different from how it is defined in the *Participation Guidelines*.

ASD would like to provide the following recommendations for consideration:

- On page 3 in the glossary of terms, it would be helpful to include in the small group testing whether it can be done with one supervisor.
- On page 4 under the Paper/Pencil Event Testing and Internet Testing—change the first sentence to, “Most accommodated testing is required to be administered within the two-week Paper/Pencil Event testing window set by DEED.” This makes it clear that school districts do not select the two-week window.
- On page 9 it would be helpful to note that the use of an approved calculator is not an accommodation for WorkKeys. It would avoid confusion by staff using the document.
- ASD believes it is discriminatory to our deaf education students to have accommodations available in a language method, Exact English Signing (EES), that they do not know or use. The WorkKeys supplement indicates that American Sign Language (ASL) or EES can be used for the verbal instructions but only EES can be used for the test items. The *Participation Guidelines* do not specifically state the language method that can be used on state assessments. The *Participation Guidelines* state that “signing” is allowed as long as the sign does not cue the correct response to a question. ASD has been using ASL since we began testing our deaf education students on state assessments. It is the language method used at the Alaska State School for Deaf and Hard of Hearing. ASD believes that at minimum it should be a State allowable accommodation and questions why it is not a WorkKeys eligible accommodation. ASD requests that DEED advocate with the testing contractor, ACT, to make this an allowable accommodation for WorkKeys. ASD would be willing to assist in that advocacy. The impact of the scores and NCRC would also need to be defined if it is determined that ASL is a State allowable but not WorkKeys eligible accommodation.
- The guidelines should clearly state the impact on the student when State allowable Accommodations are used. Words like “may result” and “in some cases” are not clear. If it is situational, it would be helpful to provide more guidance for the team making accommodations’ decisions.

ASD recognizes that WorkKeys is a national assessment and there is very little flexibility when administering it as a mandatory state assessment. A challenge for districts when looking at the special criteria is the number of accommodations that must be used with individual testing. Since WorkKeys is administered during the school day and the other grade levels are in classes, districts are limited in the resources available to provide 1:1 testing.

**To: Members of the State Board of
Education & Early Development**

January 23, 2012

From: Michael Hanley, Commissioner

Agenda Item: 10

◆ **ISSUE**

The board is being asked to open a period of public comment on proposed amendments to exit criteria for limited English proficiency students on the newly implemented English language proficiency assessment.

◆ **BACKGROUND**

- Federal and state laws require the state to implement English language proficiency assessments to measure the level of LEP children's development and attainment of English language proficiency.
- Alaska will administer a new English Language Proficiency (ELP) assessment, the ACCESS for ELLs, for the first time in spring, 2012. The ACCESS for ELLs is the assessment developed by the WIDA consortium, a consortium of over 26 states organized to create ELP standards and assessments and support English language learners in developing proficiency in English.
- The exit criteria for the ELP assessment are currently based on the prior ELP assessment, the IPT. The exit criteria are used to determine when students have reached sufficient proficiency in English to exit LEP status and are no longer eligible for LEP support services.
- The criteria were discussed with the English Language Learner Task Force; this is a stakeholder group of district personnel directly working with English language learners.
- The proposed amended regulations can be found behind Agenda Item 8.
- Commissioner Hanley and Erik McCormick, Director of Assessment, Accountability & Information Management, will be present to brief the board.

◆ **OPTIONS**

Open a period of public comment.

Amend the proposed regulations and open a period of public comment.

Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Open a period of public comment.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development open a period of public comment on proposed changes to 4 AAC 34.055, regarding exit criteria for limited English proficiency students.

**To: Members of the State Board of
Education & Early Development**

January 23, 2012

From: Michael Hanley, Commissioner

Agenda Item: 11

◆ **ISSUE**

The board is being asked to adopt proposed amendments to 4 AAC 06.775, Statewide assessment program for students with disabilities. Specifically the board is being asked to adopt the new *Alaska Supplement for WorkKeys Assessment, 2012 edition*.

◆ **BACKGROUND**

- The Participation Guidelines outline information regarding testing accommodations and modifications for students with disabilities and limited English proficient students.
- The guidelines adopted in June 2011 indicated that the supplement would provide further clarifications for accommodation situations related to the WorkKeys Assessment.
- Several districts have recommended the need for the department to pursue the consideration for further accommodations that ACT will allow for the WorkKeys assessment. The proposed supplement provides greater guidance related to the use of accommodations for the WorkKeys assessment, as negotiated with ACT.
- Following final board action, the supplement will be printed in a bound publication and distributed statewide. The department conducts training with district test coordinators and special education professionals on how to effectively use the guidelines.
- The proposed amended regulation; the *Alaska Supplement for WorkKeys Assessment, 2012 edition*; and the public comment received are behind Agenda Item 9.
- Commissioner Hanley and Erik McCormick, Director of Assessment, Accountability & Information Management, will be present to brief the board.

◆ **OPTIONS**

Adopt the proposed regulation.

Amend the proposed regulation and adopt the amended regulation.

Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Adopt the proposed regulation.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development adopt the amendments to 4 AAC 06.775, Statewide assessment program for students with disabilities that incorporate the publication, *Alaska Supplement for WorkKeys Assessment, 2012 edition*.

**To: Members of the State Board of
Education & Early Development**

January 23, 2012

From: Michael Hanley, Commissioner

Agenda Item: 12

◆ **ISSUE**

The board is being asked to approve its consent agenda.

◆ **BACKGROUND**

- There is one (1) item being presented on the consent agenda.
- Behind this cover memo is item 12-1:

12-1 – Approval of the department’s FY 2013 operating and capital budgets

◆ **OPTIONS**

Approve the consent agenda.

Seek additional information.

◆ **ADMINISTRATION’S RECOMMENDATION**

Approve the consent agenda.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the consent agenda consisting of approval of the department’s FY 2013 operating and capital budgets.

**To: Members of the State Board of
Education & Early Development**

January 23, 2012

From: Michael Hanley, Commissioner

Agenda Item: 12-1

◆ **ISSUE**

The board is being asked to approve the department's FY2013 operating and capital budgets.

◆ **BACKGROUND**

- AS 14.07.150 gives the Commissioner of Education & Early Development the responsibility and authority for preparing and executing the budget, subject to the approval of the State Board. The development of the education budget is part of the annual executive budget process.
- The Governor's Office of Management and Budget prepares annual budget requests, issues instructions to all state agencies for budget development and worked with the department on the FY2013 operating and capital budgets.
- The budgets were released during the board's December 2011 meeting.
- The operating and capital budgets can be found behind Agenda Item 6.
- Mark Lewis, Acting Administrative Services Director, briefed the board on the FY2013 operating and capital budgets under Agenda Item 6.

◆ **OPTIONS**

Approve the budgets as presented.
Seek additional information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Approve the budgets as presented.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the Fiscal Year 2013 operating and capital budgets for the Department of Education & Early Development.