

State of Alaska

Department of Education
& Early Development



2016-2017 Report Card to the Public

ACKNOWLEDGEMENTS

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

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A MESSAGE FROM THE COMMISSIONER

Report cards tell us something about a child's learning.

This Report Card to the Public tells us something about Alaska's system of public education. It is a useful, yet limited, resource for families, communities, and policy makers to determine if Alaska's schools are working as well as they should for ALL students. The Report Card does not make a school or our system of public education effective or ineffective; it provides information about the system and leaves the responsibilities with you, Alaska's families, to decide if it describes the system you wish to have.



This is not unlike individual student report cards. Those documents provide a limited description of how well a student is doing in school. In one sense, it is a call to action for the student, parents, and educators. A report card identifies learning that needs continued support, and learning that needs to be increased. A report card cannot improve a student's learning on its own; it can only provide helpful information for those responsible for shepherding educational opportunities, including the student.

In the coming months, the Alaska Department of Education & Early Development will be working on a new, updated Report Card to the Public. It will be developed to provide Alaskans with more information about our public education system, and will grow into a linkable source of data for individual districts and schools so that Alaskans can support effective learning opportunities. The new Report Card format will be designed as a call to action to inspire Alaskans to share a vision for an excellent education for every student.

Through [Alaska's Education Challenge](#), Alaskans expressed three commitments toward this shared vision: 1) Increase Student Success; 2) Cultivate Safety and Well-Being; and 3) Support Responsible and Reflective Learners. As communities use the information in the Report Card to develop action plans for each of these commitments, students in Alaska will learn more and be better prepared for the uncertain world in which they will live.

As you review this year's Report Card, please take a moment to submit your "wish list" for future report cards. What information would be most helpful as you work with your local educators and others across Alaska to support effective schools? How can the Report Card best reflect the many innovative and successful education opportunities in our state, while also providing information to help schools that are in need of improvement? Your suggestions will be valuable as the work on a new, revised Report Card progresses. Suggestions can be emailed to deed.commissioner@alaska.gov.

Alaska is blessed with many great schools and hardworking educators. I am confident that the more we share a vision, and the more information we have about our education system, the better we will serve each individual student in our state.

Sincerely,

A handwritten signature in blue ink, appearing to read "Michael Johnson".

Dr. Michael Johnson, Commissioner
Alaska Department of Education & Early Development

ALASKA EDUCATION AT A GLANCE

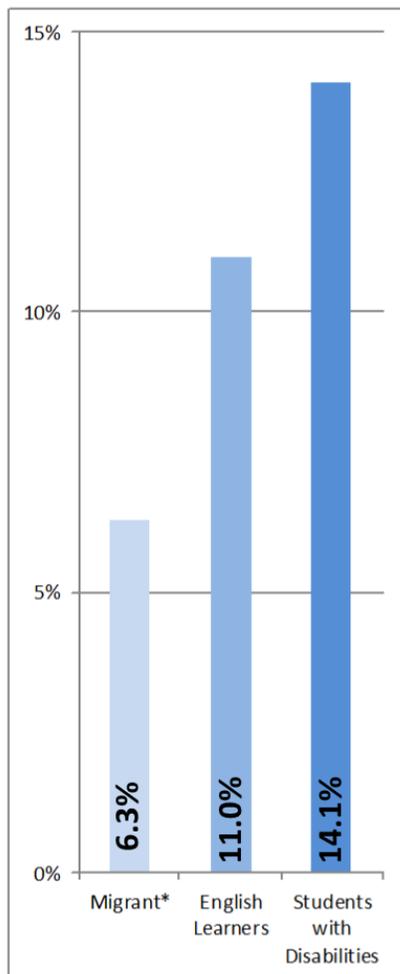
Statewide Profile 2016-2017

Number of Public School Districts	53*	K-12 Student Population in Average Daily Membership (ADM)	130,295
Regional Education Attendance Areas	19	Change in ADM from 15-16 to 16-17	0.5%
City, Borough, and Municipality Districts	34	School-Age Low Income Children	55,621
Public Schools: Pre-Elementary to Grade 12	507	Number of High School Graduates in 2017**	8,385
State-Operated Schools	1	Number of Dropouts (Grades 7-12) in 2017	2,003
Charter Schools	29	School District Square Miles	685,175
Correspondence Schools	34	State Population (7/1/2016 DOLWD estimate)	739,828

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

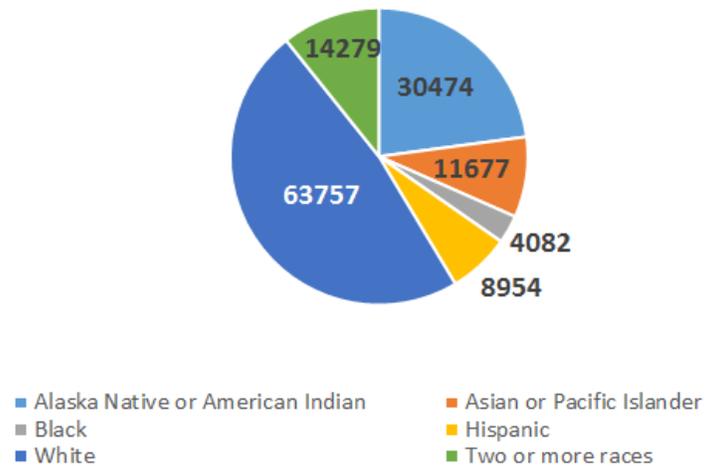
** This number reflects all high school graduates in 2017. This number may differ significantly from the number of graduates in the 2017 cohort group, used to report graduation rate.

PE-12 Statewide Enrollment In Supplemental Programs

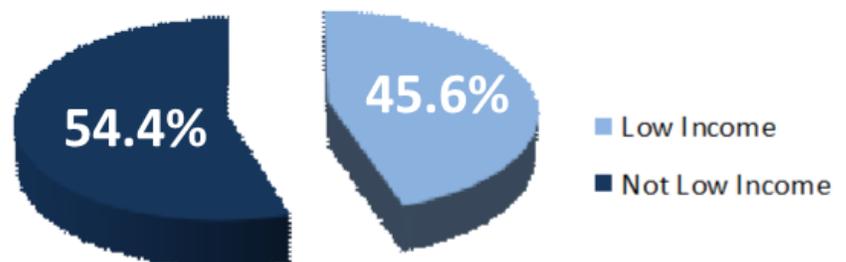


Migrant status is now measured as of October 1 where it was previously based on the student's status at any point of the school year.

PE-12 Statewide Enrollment by Ethnicity



PE-12 Statewide Enrollment by Economic Status



STANDARDS AND ASSESSMENTS

History

In 1993, Alaskans developed the first set of content standards, broad statements of what students in public schools should know and be able to do. The first set of standards adopted by the State Board of Education & Early Development (State Board) addressed 10 core subject areas: English and language arts; mathematics; science; history; geography; government and citizenship; skills for a healthy life; arts; world languages; and technology. These were followed by standards for employability and library and information literacy. The Alaska Native Knowledge Network developed the Alaska Cultural Standards for Students in 1998, which the State Board adopted later that year. The State Board adopted revised Alaska history standards in 2006.

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

Driven by a need to better prepare graduates for college education, technical training, and careers after high school, Alaskan educators and stakeholders proposed revisions to Alaska's English language arts and mathematics standards. The new, more rigorous standards adopted by the State Board in June 2012 prepare students for their choice of postsecondary education or career path. Students were first assessed on these standards in the spring of 2015. The current English language arts and mathematics content assessments aligned to these standards are the Performance Evaluation for Alaska's Schools (PEAKS) assessments, which were administered for the first time in the spring of 2017.

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

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

Comprehensive System of Student Assessment

The assessments included in Alaska's Comprehensive System of Student Assessments (CSSA) are part of a balanced assessment system, with each assessment serving a different purpose. Although the assessments included in the CSSA are required by state law, all students do not take all of the assessments. Assessments that were administered during the 2016-2017 school year include:

- Alaska Developmental Profile
 - A kindergarten-readiness observation tool for all students entering kindergarten, and any first-grade student who was not profiled in kindergarten

- Performance Evaluation for Alaska's Schools (PEAKS)
 - Measures understanding of the Alaska English Language Arts and Mathematics Standards
 - For students in grades 3-10
- Alaska Science Assessment (ASA)
 - Measures understanding of Alaska's science standards
 - For students in grades 4, 8, and 10
- An alternate assessment for students with the most significant cognitive disabilities
 - English language arts and mathematics assessments for students in grades 3-10
 - Science assessments for students in grades 4, 8, and 10
- An assessment designed to identify English language proficiency
 - ACCESS for ELLs assesses English language proficiency for eligible students in kindergarten through grade 12
 - Alternate ACCESS for ELLs assesses English language proficiency for eligible students with the most significant cognitive disabilities in kindergarten through grade 12

Assessments Formerly Administered

In December 2015, the State Board repealed the requirement to administer an early literacy screener to all students in kindergarten and grades 1 and 2, and to those grade 3 students identified as experiencing delays in attaining early literacy skills.

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

House Bill 44, passed during the 2015 legislative session, included a repeal of the CCRA graduation requirement effective June 30, 2016. The Comprehensive System of Student Assessment no longer includes an assessment requirement for graduation.

Assessment Summary

Implementing and administering a statewide, comprehensive assessment system to measure the skills and knowledge of Alaska's students is one of DEED's primary activities. The current system measures student achievement in relation to statewide performance standards; provides valid, reliable information to policy makers; allows for data-driven decision making; and informs school improvement efforts.

To this end, DEED provides ongoing technical assistance to school districts in standards-based instruction, the alignment of curriculum to state content standards, the use of data to drive decisions, and the completion of data collection and analysis for internal and external reporting and use.

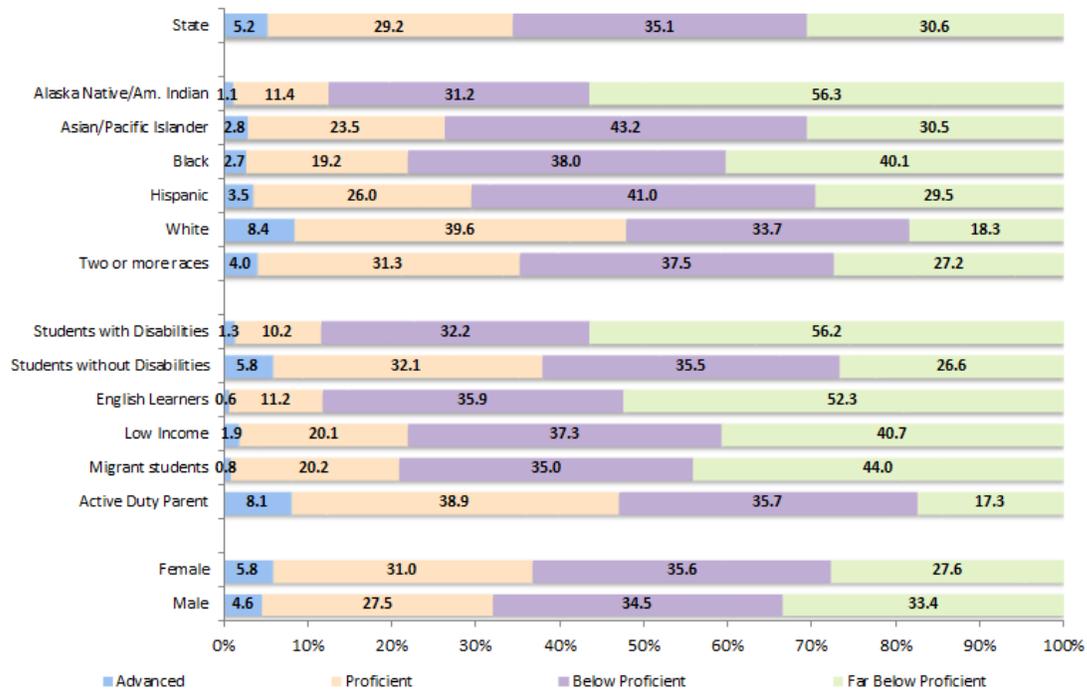
DEED uses information from the assessments, aggregated at statewide, district, and school levels, to provide parents, educators, policy makers, and the community-at-large with empirical data regarding the degree to which the state's public school students are succeeding in demonstrating knowledge of Alaska's standards. Results are also disaggregated by a variety of student subgroups, such as race/ethnicity, to help ensure educational equity across the state.

PEAKS and ASA Results

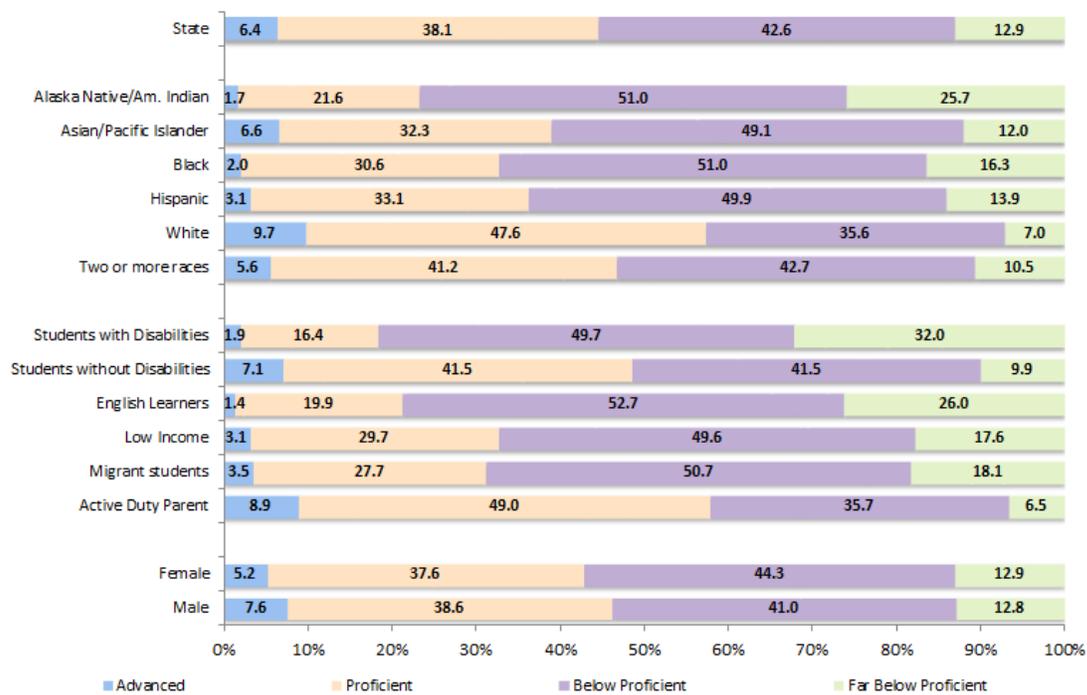
The figures and tables on the following pages provide detail on statewide assessment results and participation rates for PEAKS and ASA, broken out by grade level. School and district information may be viewed at <https://education.alaska.gov/ReportCardToThePublic/>.

PEAKS Statewide Performance by Grade

PEAKS Grade 3 English Language Arts Performance

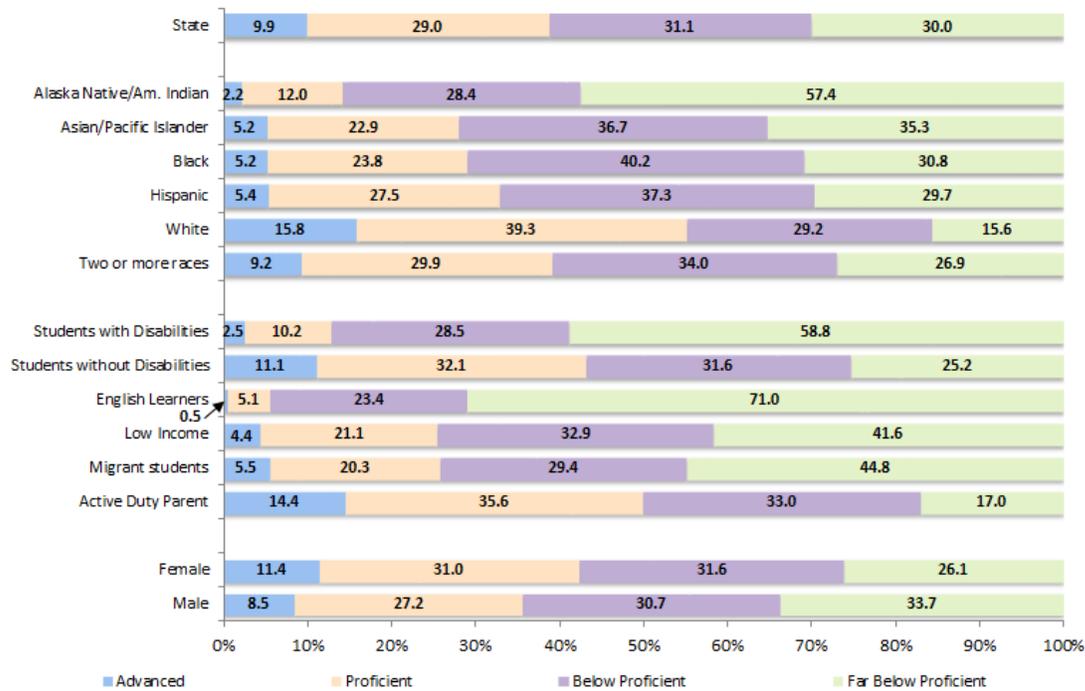


PEAKS Grade 3 Mathematics Performance

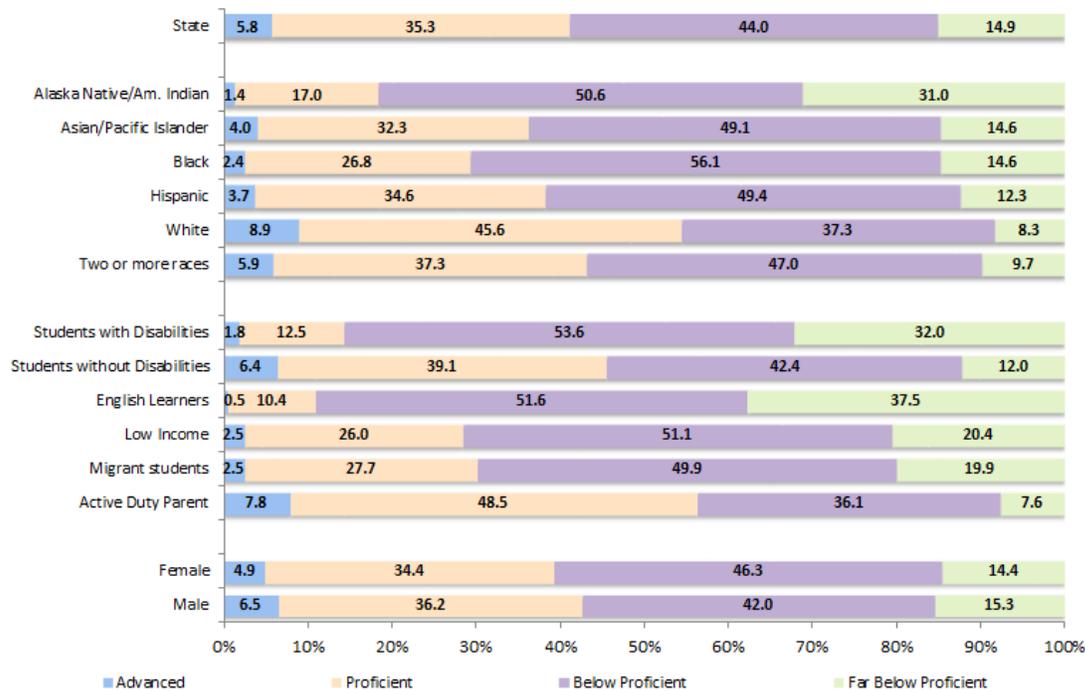


PEAKS Statewide Performance by Grade (continued)

PEAKS Grade 4 English Language Arts Performance

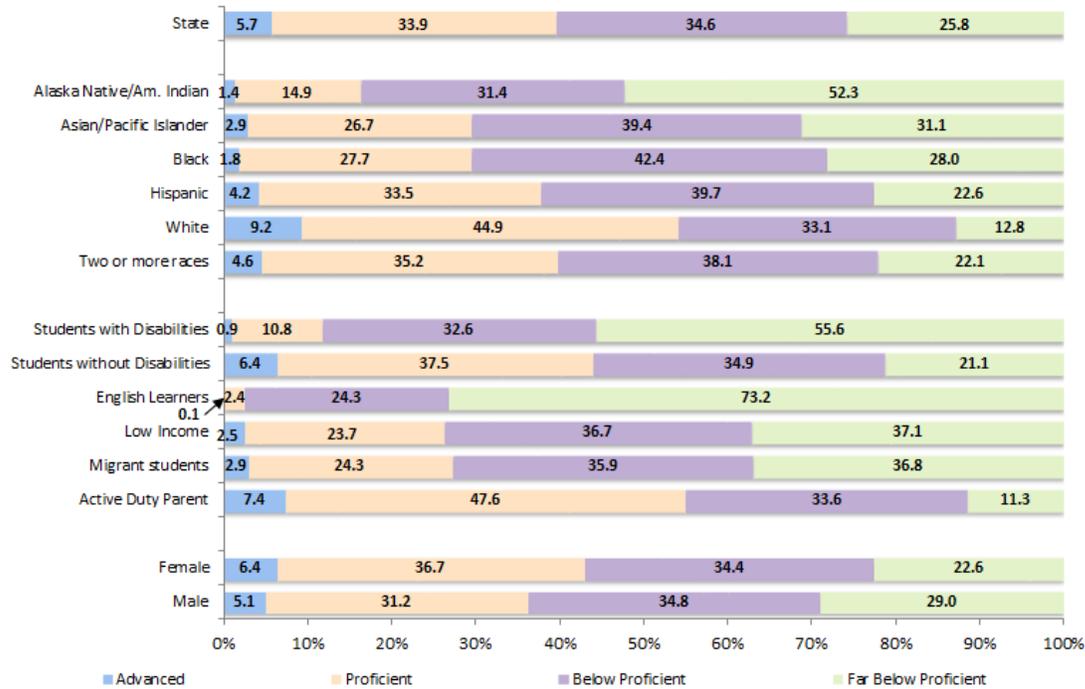


PEAKS Grade 4 Mathematics Performance

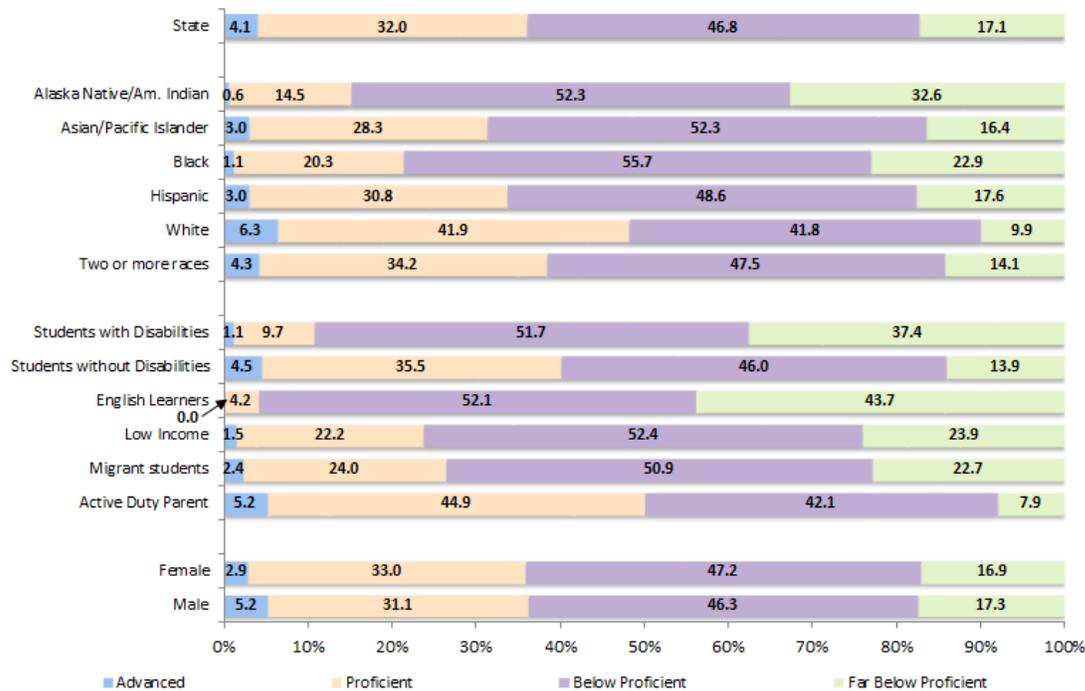


PEAKS Statewide Performance by Grade (continued)

PEAKS Grade 5 English Language Arts Performance

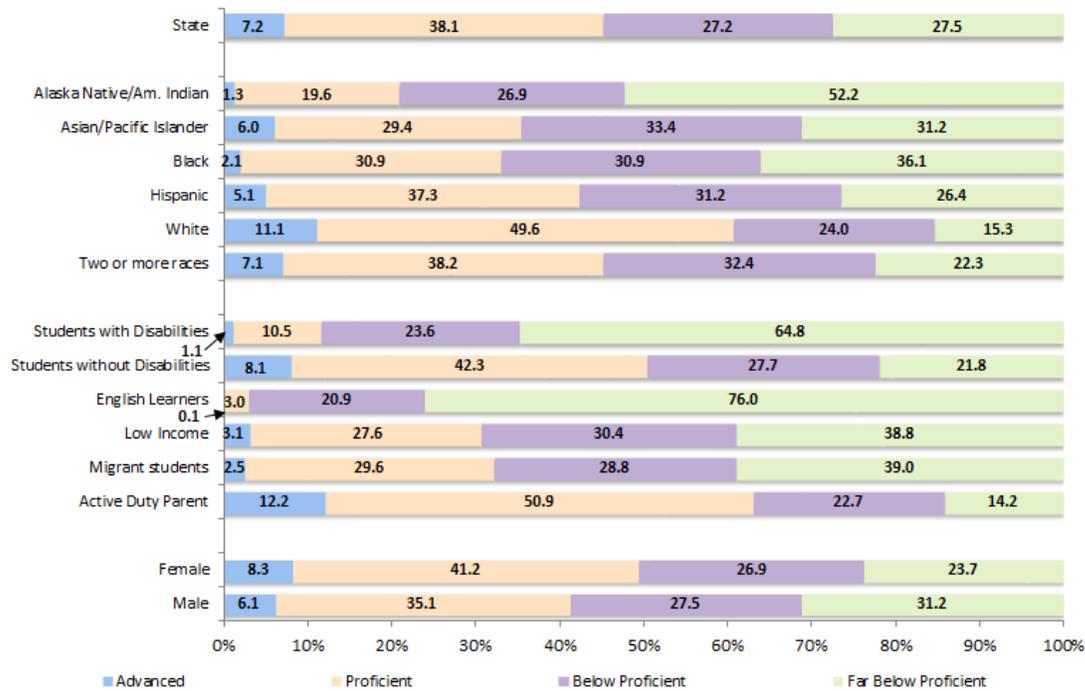


PEAKS Grade 5 Mathematics Performance

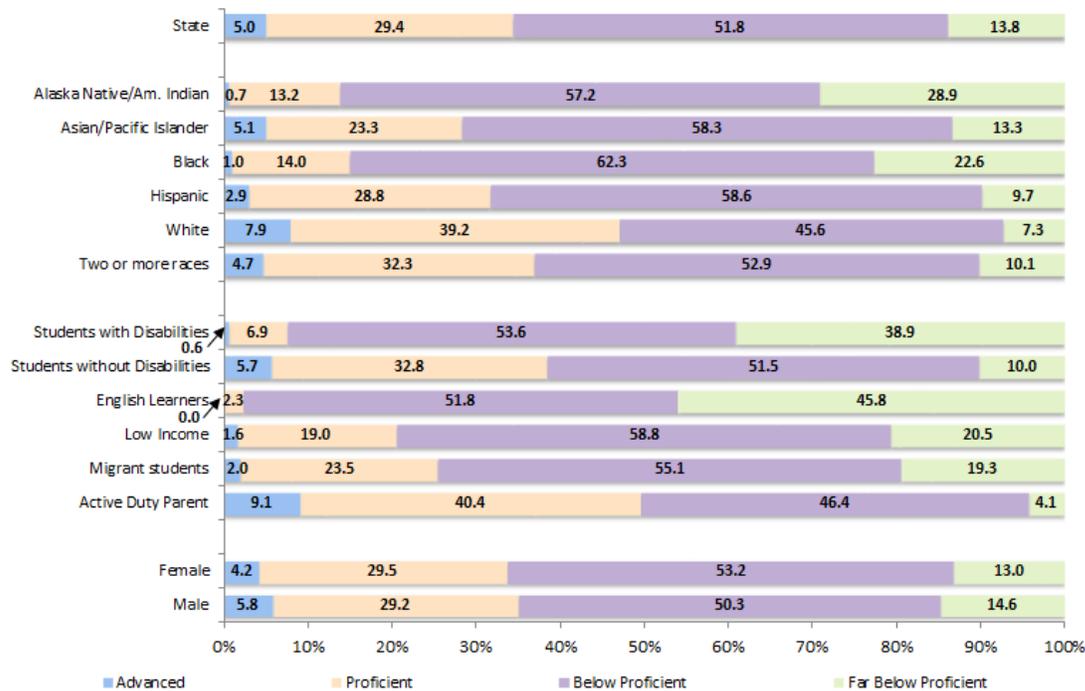


PEAKS Statewide Performance by Grade (continued)

PEAKS Grade 6 English Language Arts Performance

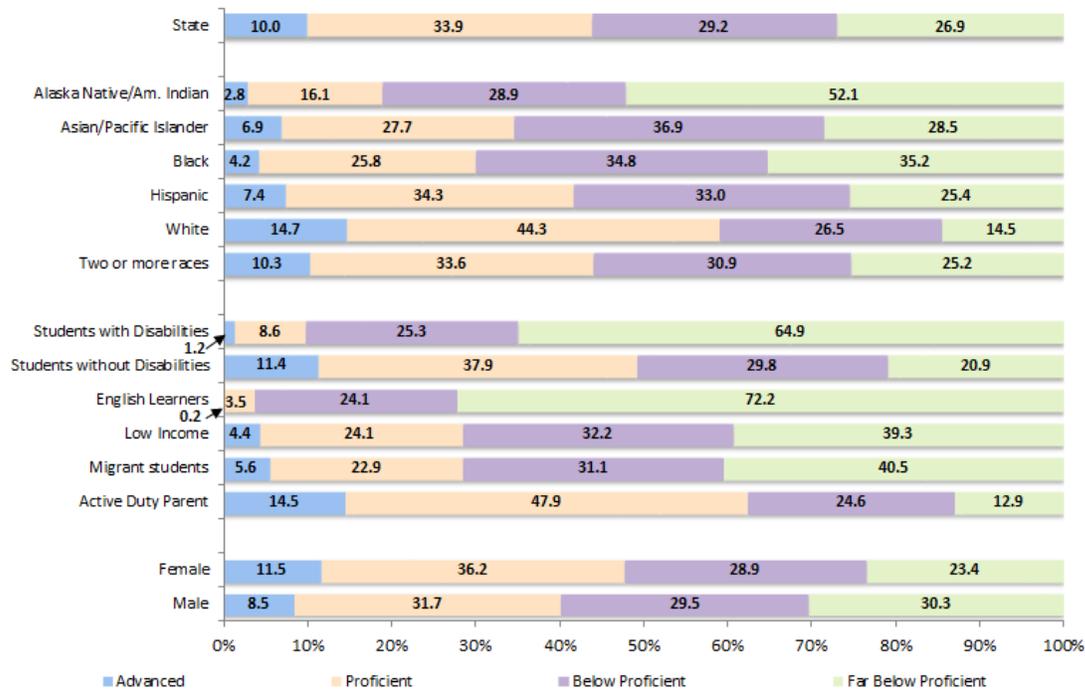


PEAKS Grade 6 Mathematics Performance

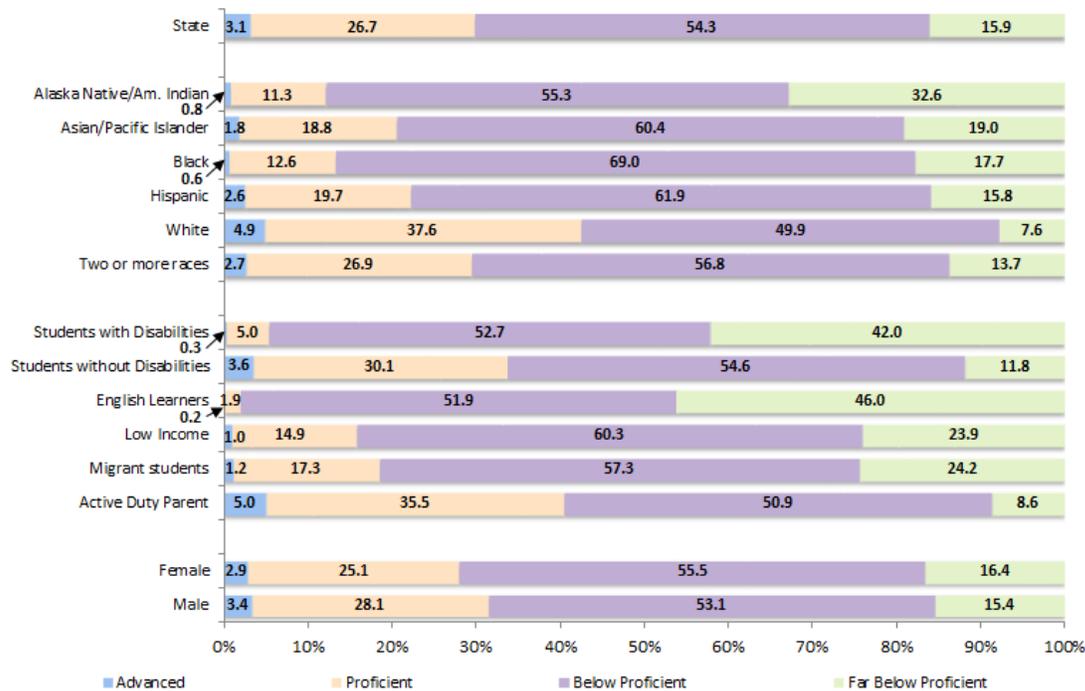


PEAKS Statewide Performance by Grade (continued)

PEAKS Grade 7 English Language Arts Performance

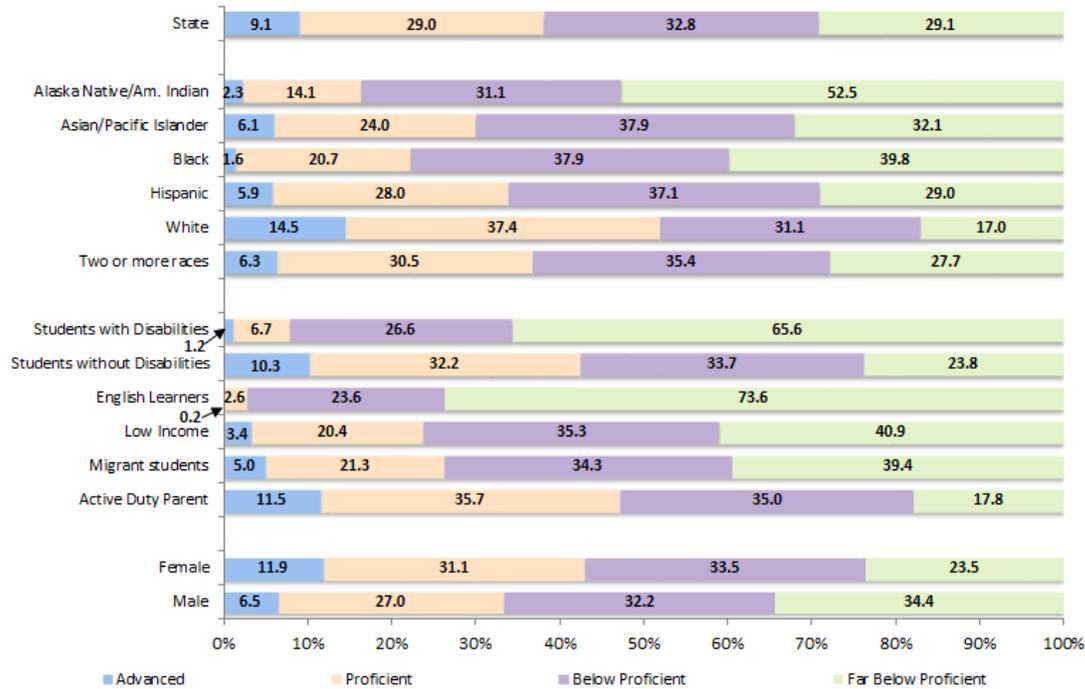


PEAKS Grade 7 Mathematics Performance

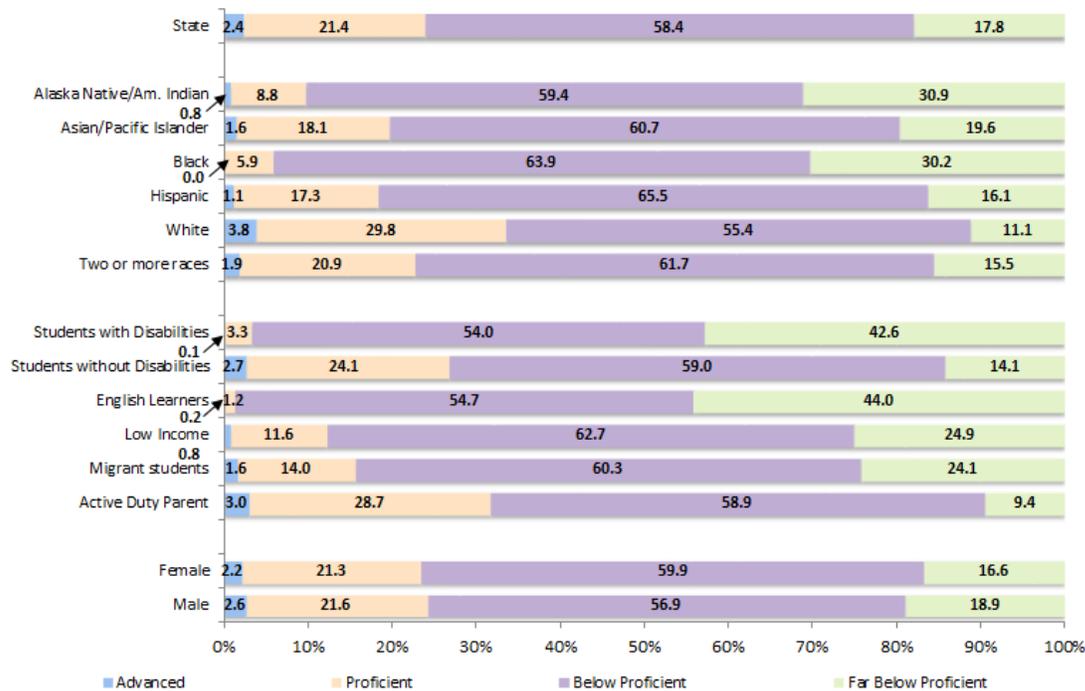


PEAKS Statewide Performance by Grade (continued)

PEAKS Grade 8 English Language Arts Performance

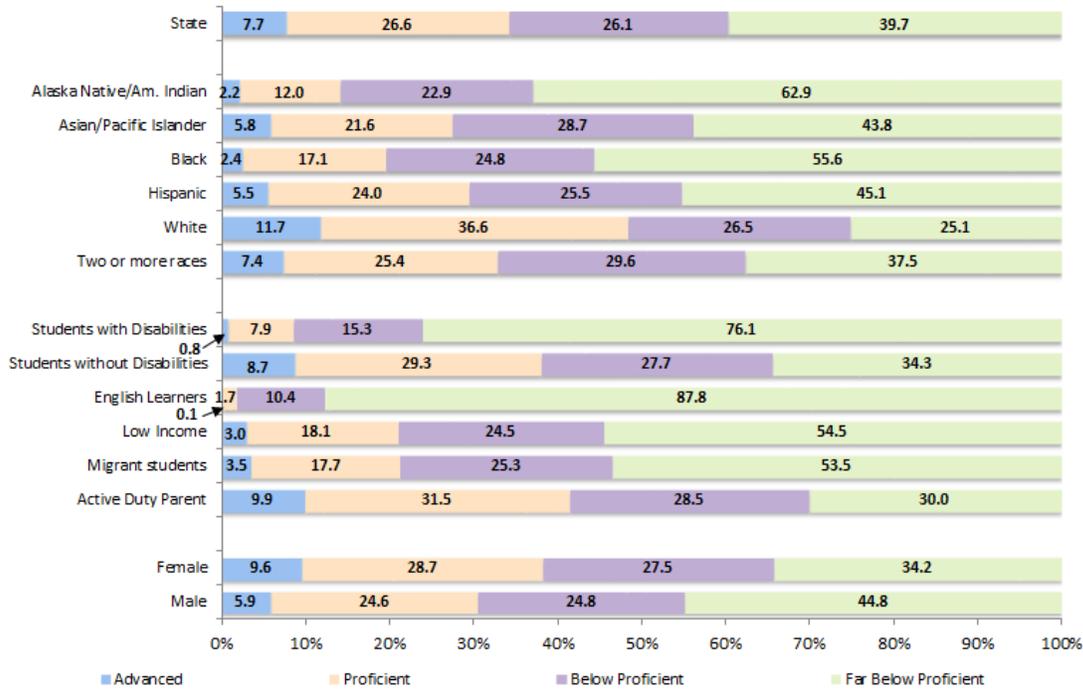


PEAKS Grade 8 Mathematics Performance

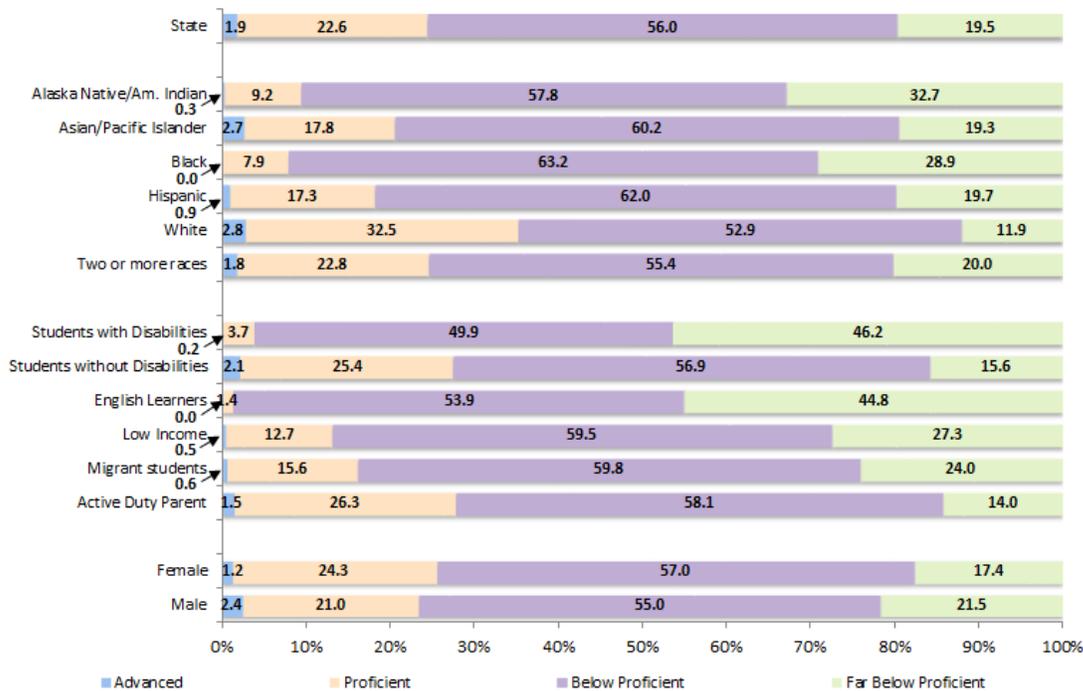


PEAKS Statewide Performance by Grade (continued)

PEAKS Grade 9 English Language Arts Performance

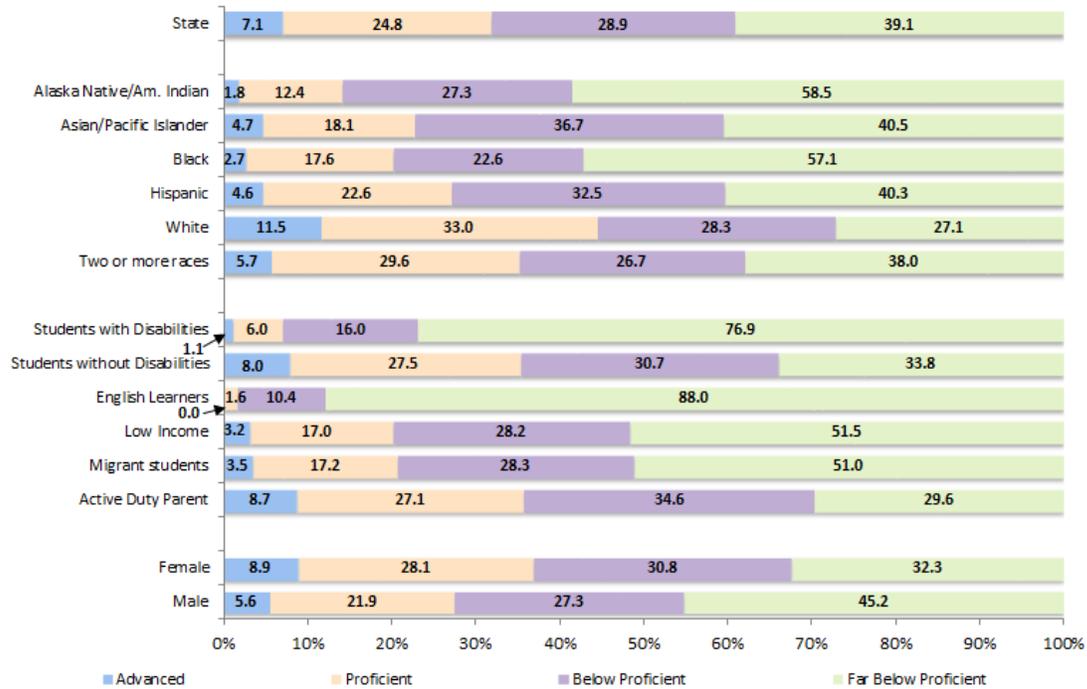


PEAKS Grade 9 Mathematics Performance

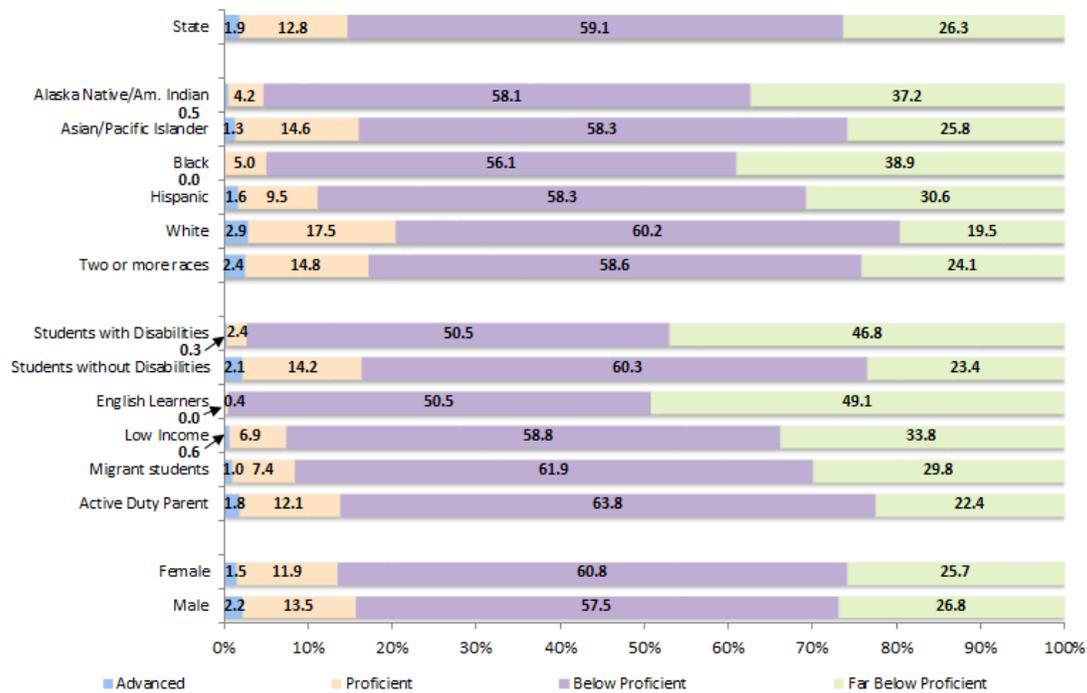


PEAKS Statewide Performance by Grade (continued)

PEAKS Grade 10 English Language Arts Performance

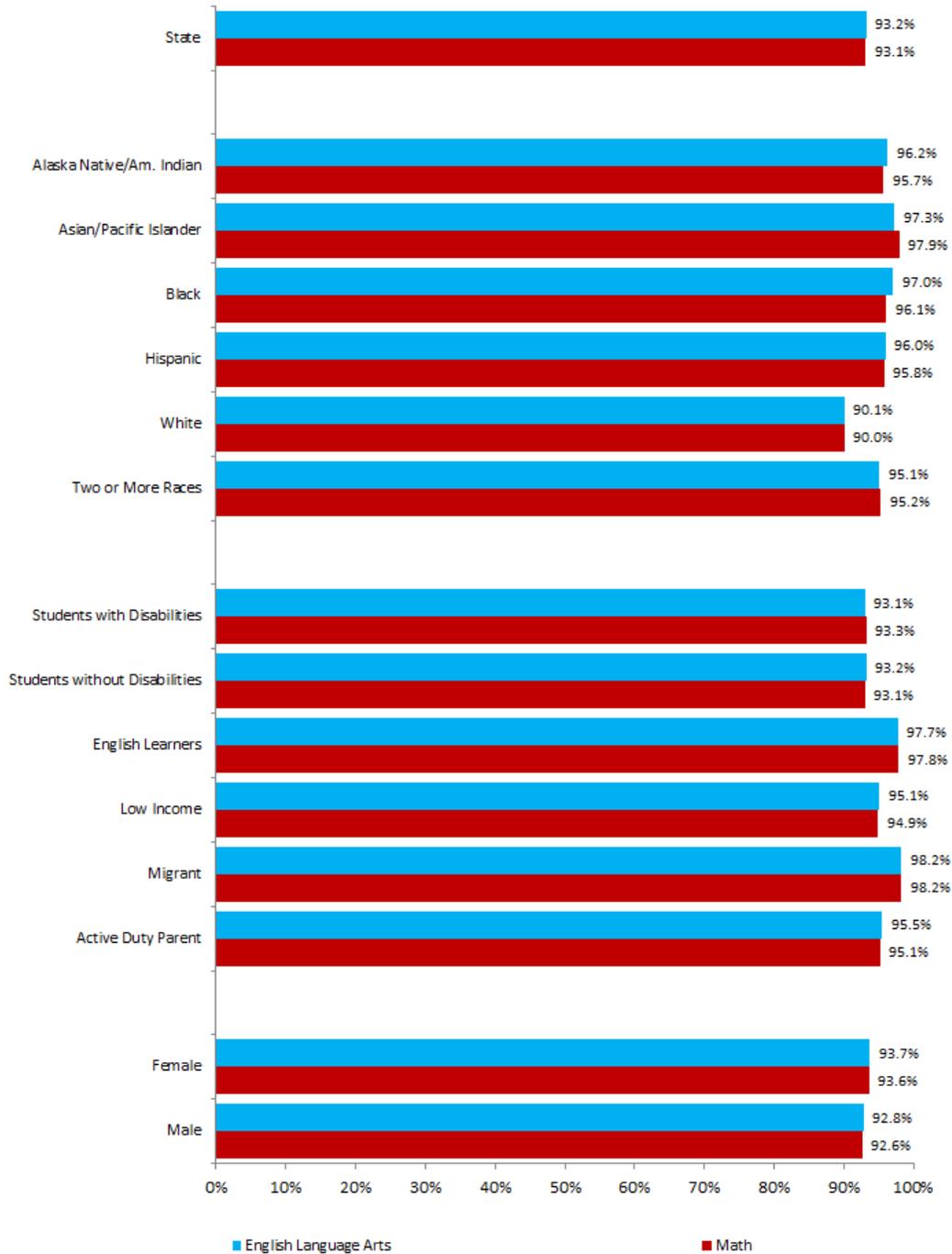


PEAKS Grade 10 Mathematics Performance



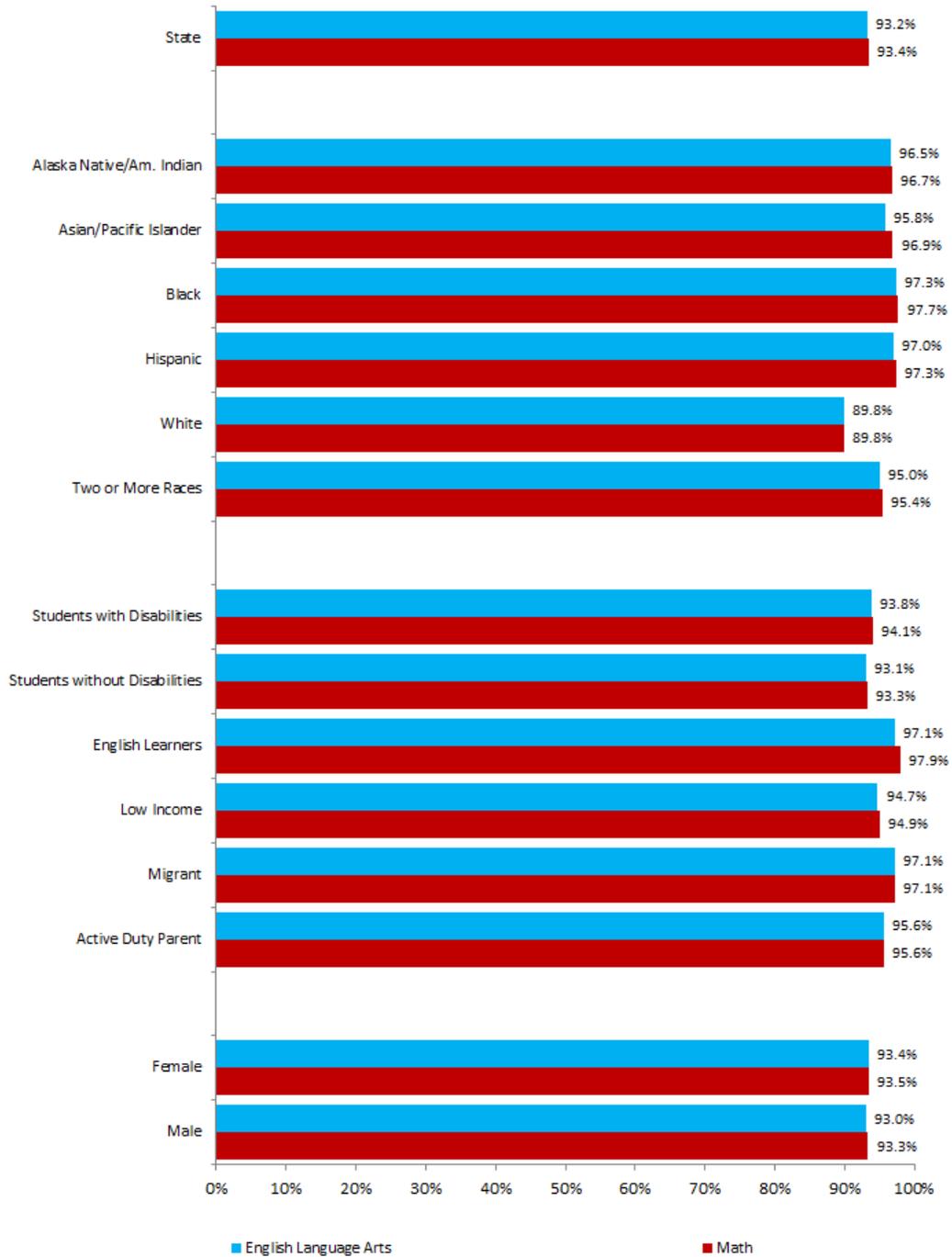
PEAKS Participation Rate by Grade

PEAKS Grade 3 Participation Rate
 Percentages of students tested by disaggregation



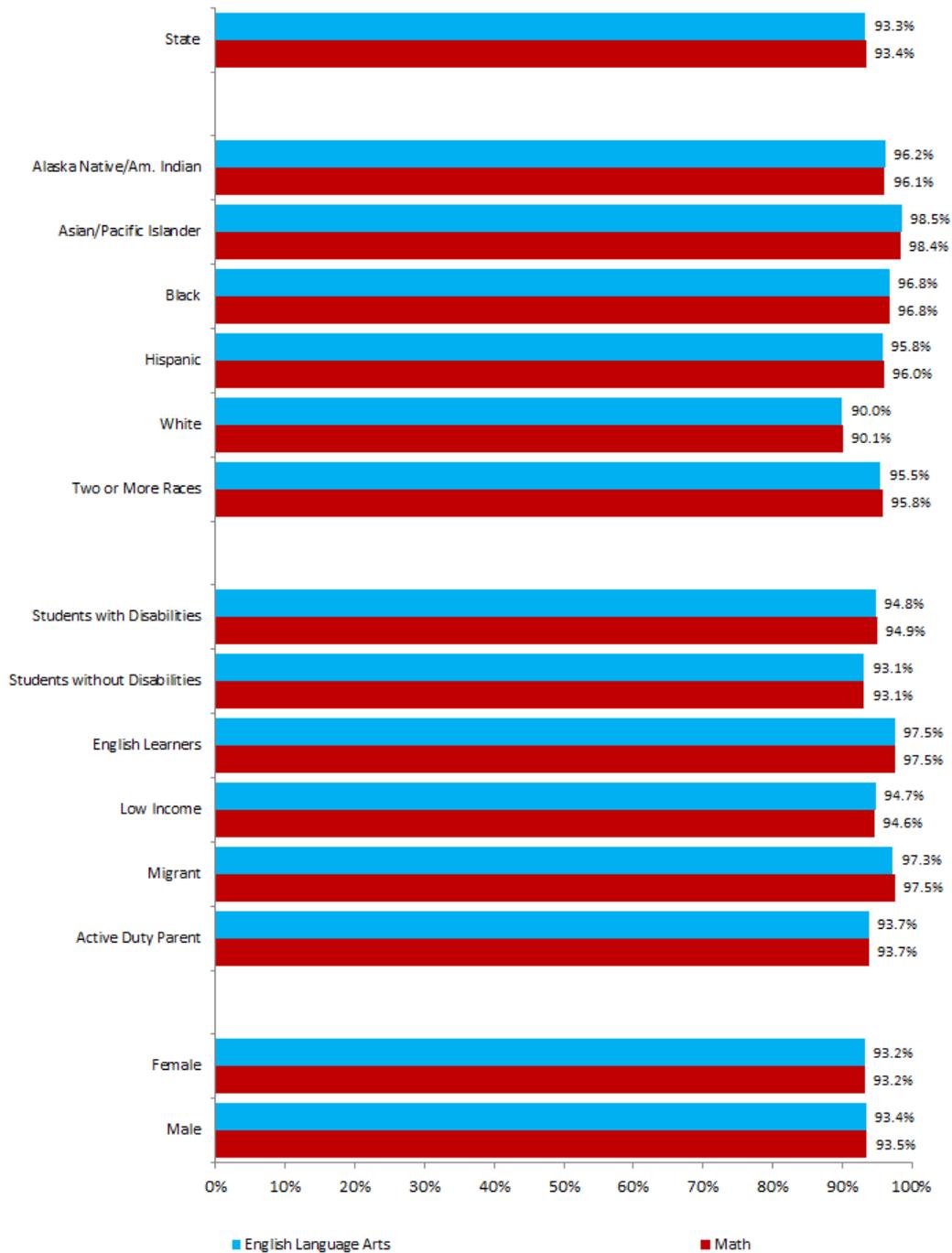
PEAKS Participation Rate by Grade (Continued)

PEAKS Grade 4 Participation Rate
 Percentages of students tested by disaggregation

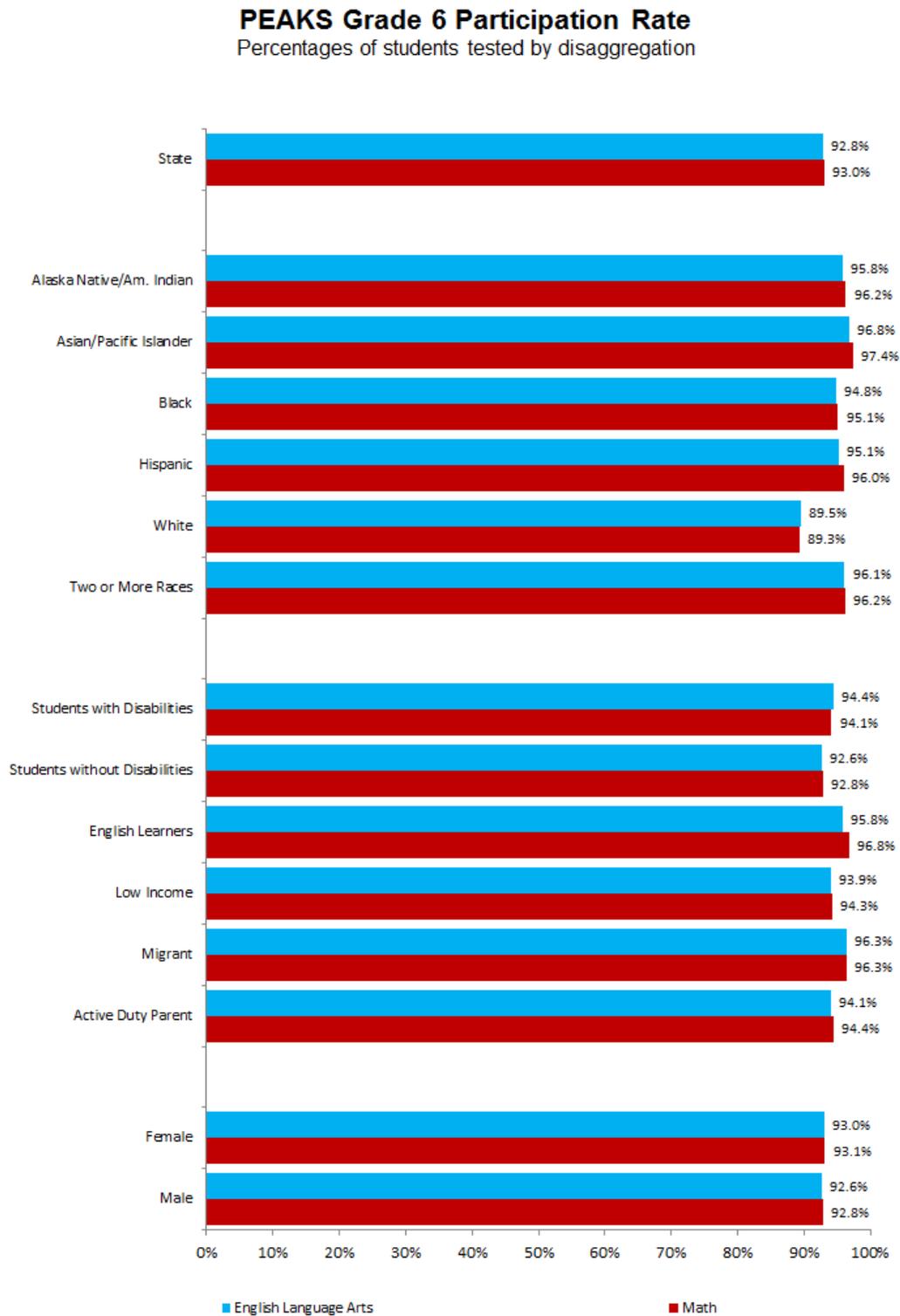


PEAKS Participation Rate by Grade (Continued)

PEAKS Grade 5 Participation Rate
 Percentages of students tested by disaggregation

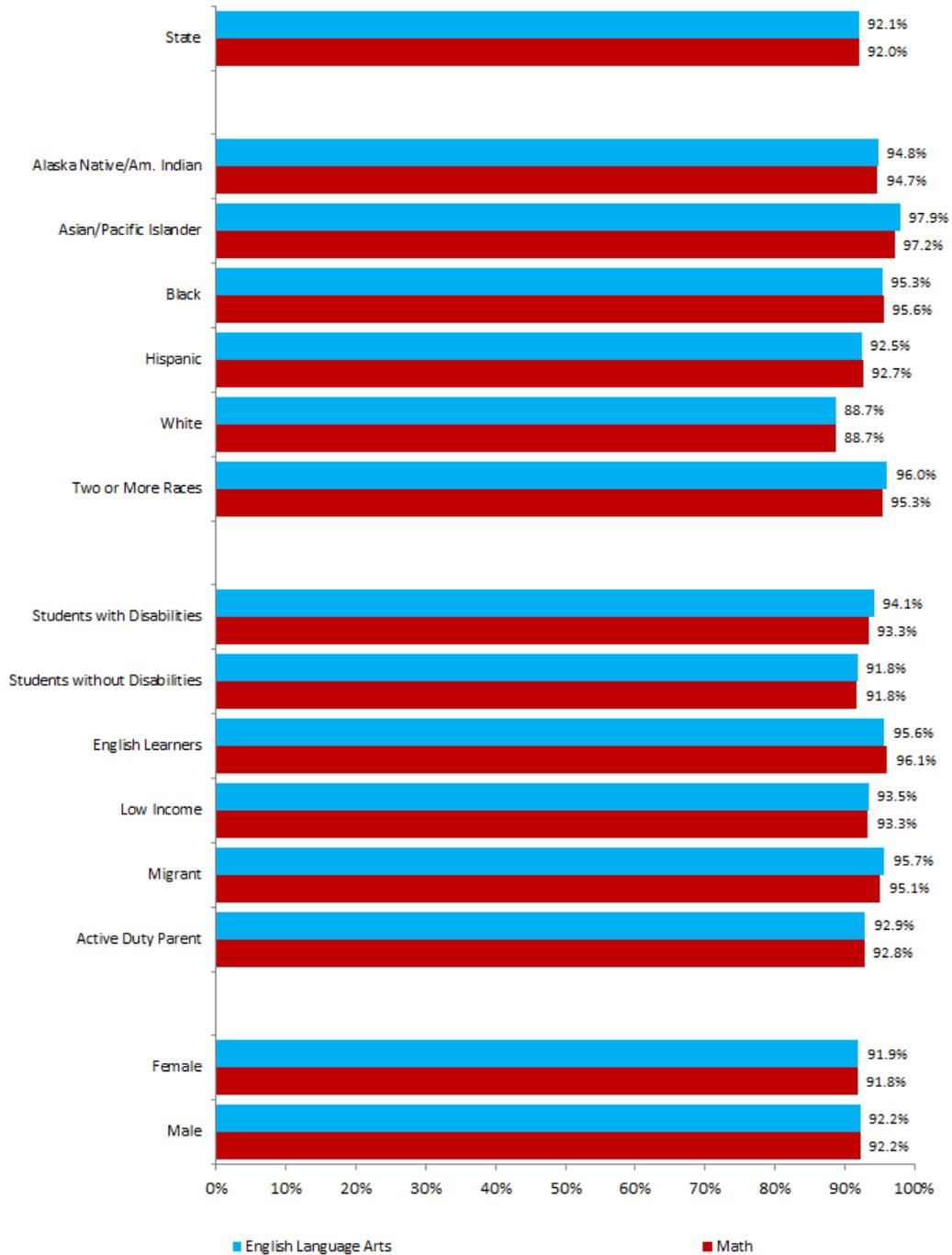


PEAKS Participation Rate by Grade (Continued)



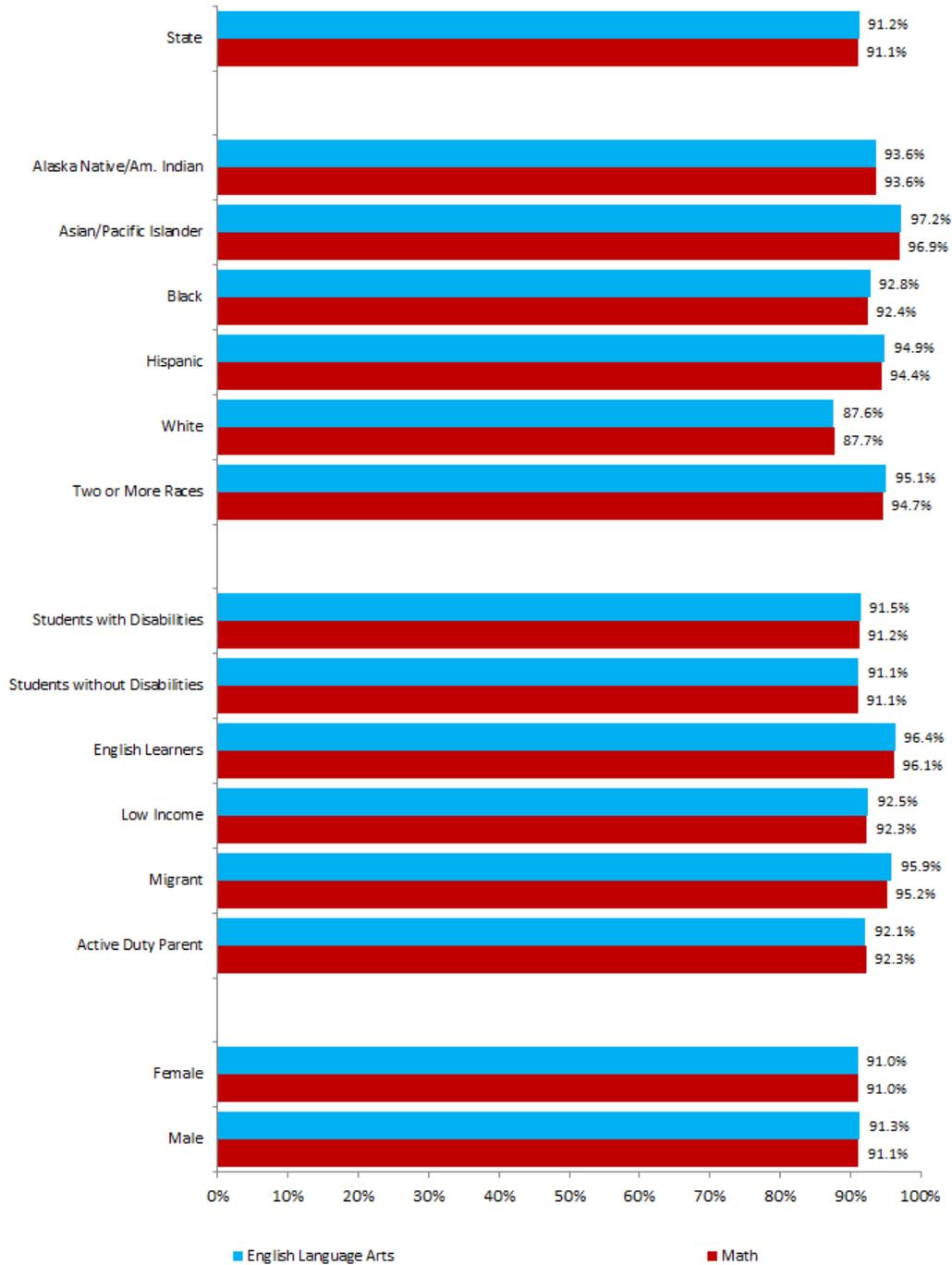
PEAKS Participation Rate by Grade (Continued)

PEAKS Grade 7 Participation Rate
 Percentages of students tested by disaggregation



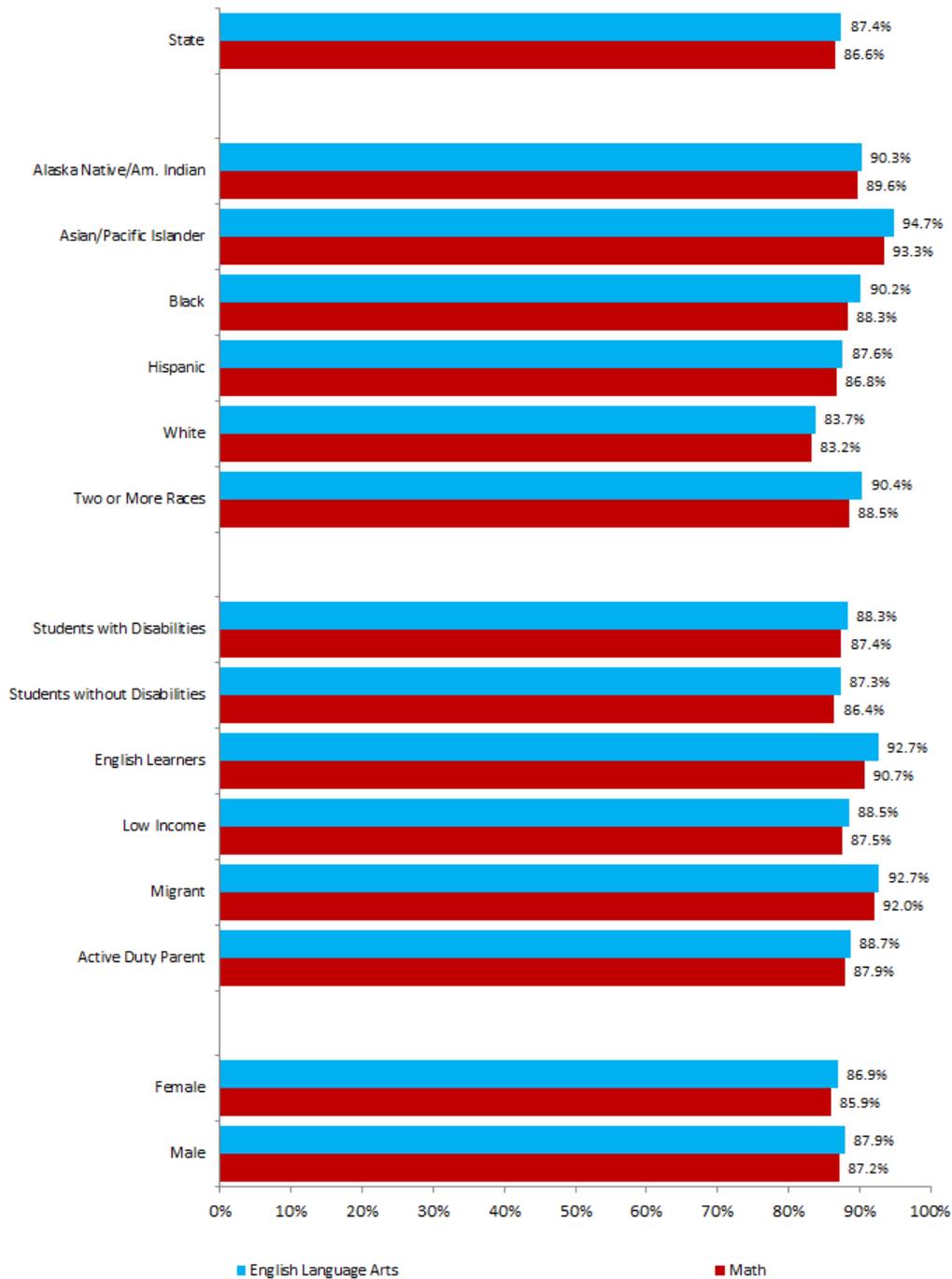
PEAKS Participation Rate by Grade (Continued)

PEAKS Grade 8 Participation Rate
Percentages of students tested by disaggregation



PEAKS Participation Rate by Grade (Continued)

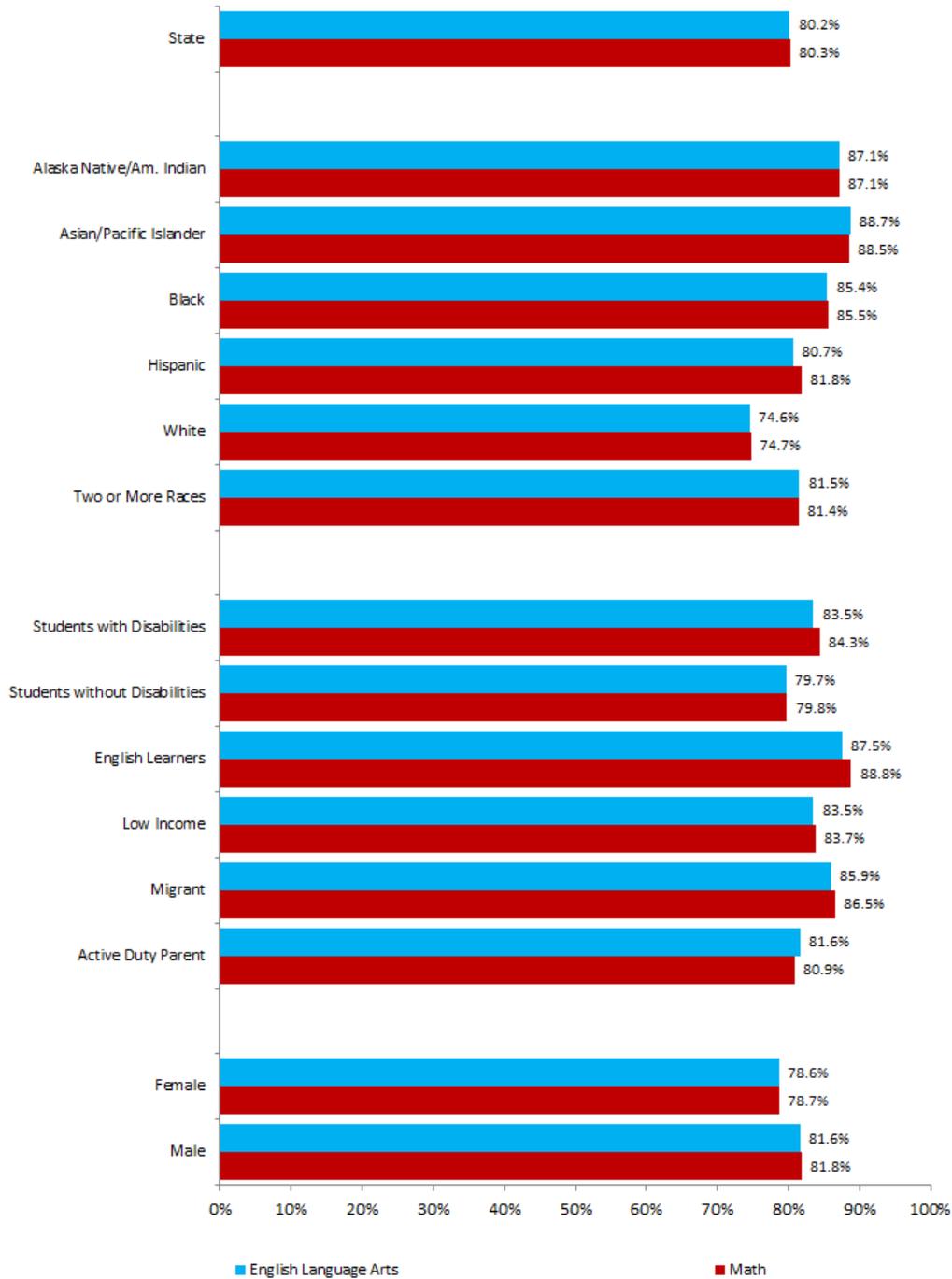
PEAKS Grade 9 Participation Rate
 Percentages of students tested by disaggregation



PEAKS Participation Rate by Grade (Continued)

PEAKS Grade 10 Participation Rate

Percentages of students tested by disaggregation



PEAKS Summary Data

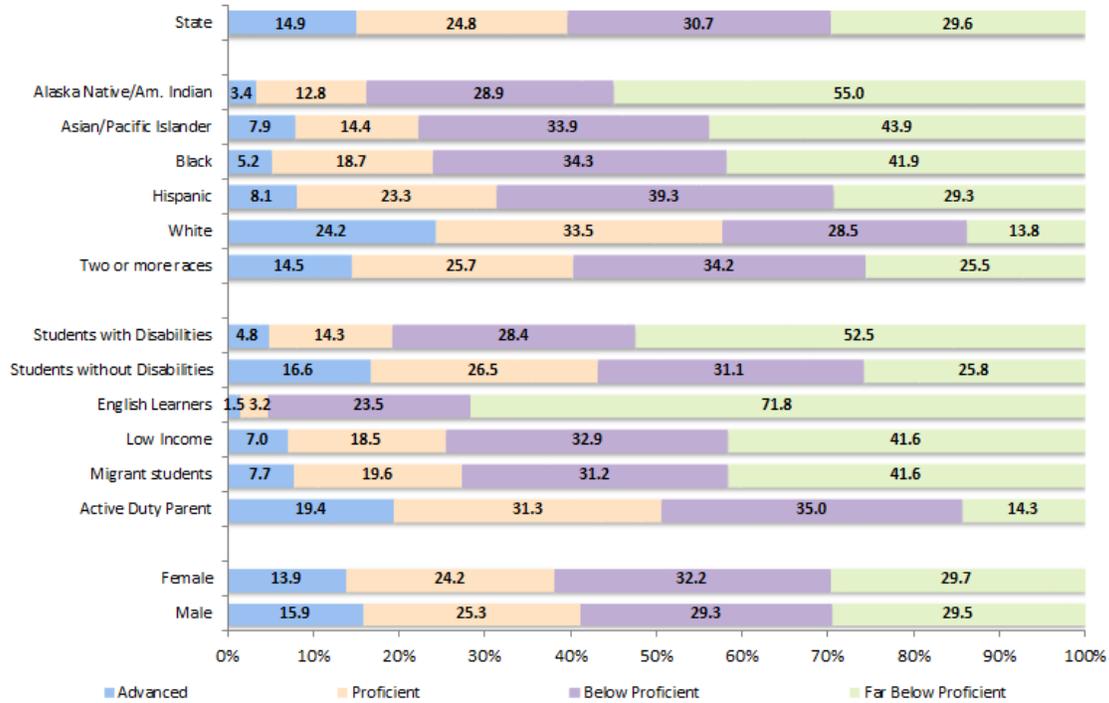
Subject	Year	Advanced		Proficient		Below Proficient		Far Below Prof.		Enrollment	Participation Rate ²
		Count	Pct ¹	Count	Pct ¹	Count	Pct ¹	Count	Pct ¹		
Grade 3											
ELA	2017	503	5.2%	2,823	29.2%	3,391	35.1%	2,957	30.6%	10,349	93.2%
MATH	2017	620	6.4%	3,680	38.1%	4,113	42.6%	1,245	12.9%	10,368	93.1%
Grade 4											
ELA	2017	939	9.9%	2,763	29.0%	2,968	31.1%	2,862	30.0%	10,207	93.2%
MATH	2017	550	5.8%	3,375	35.3%	4,206	44.0%	1,421	14.9%	10,227	93.4%
Grade 5											
ELA	2017	532	5.7%	3,165	33.9%	3,231	34.6%	2,414	25.8%	9,983	93.3%
MATH	2017	381	4.1%	2,994	32.0%	4,371	46.8%	1,603	17.1%	10,003	93.4%
Grade 6											
ELA	2017	644	7.2%	3,402	38.1%	2,429	27.2%	2,459	27.5%	9,613	92.8%
MATH	2017	451	5.0%	2,628	29.4%	4,632	51.8%	1,238	13.8%	9,631	93.0%
Grade 7											
ELA	2017	871	10.0%	2,961	33.9%	2,554	29.2%	2,353	26.9%	9,476	92.1%
MATH	2017	274	3.1%	2,327	26.7%	4,739	54.3%	1,387	15.9%	9,484	92.0%
Grade 8											
ELA	2017	769	9.1%	2,450	29.0%	2,772	32.8%	2,461	29.1%	9,256	91.2%
MATH	2017	203	2.4%	1,810	21.4%	4,926	58.4%	1,500	17.8%	9,259	91.1%
Grade 9											
ELA	2017	629	7.7%	2,178	26.6%	2,136	26.1%	3,252	39.7%	9,364	87.4%
MATH	2017	151	1.9%	1,836	22.6%	4,548	56.0%	1,587	19.5%	9,384	86.6%
Grade 10											
ELA	2017	531	7.1%	1,854	24.8%	2,160	28.9%	2,919	39.1%	9,299	80.2%
MATH	2017	142	1.9%	953	12.8%	4,414	59.1%	1,965	26.3%	9,311	80.3%

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

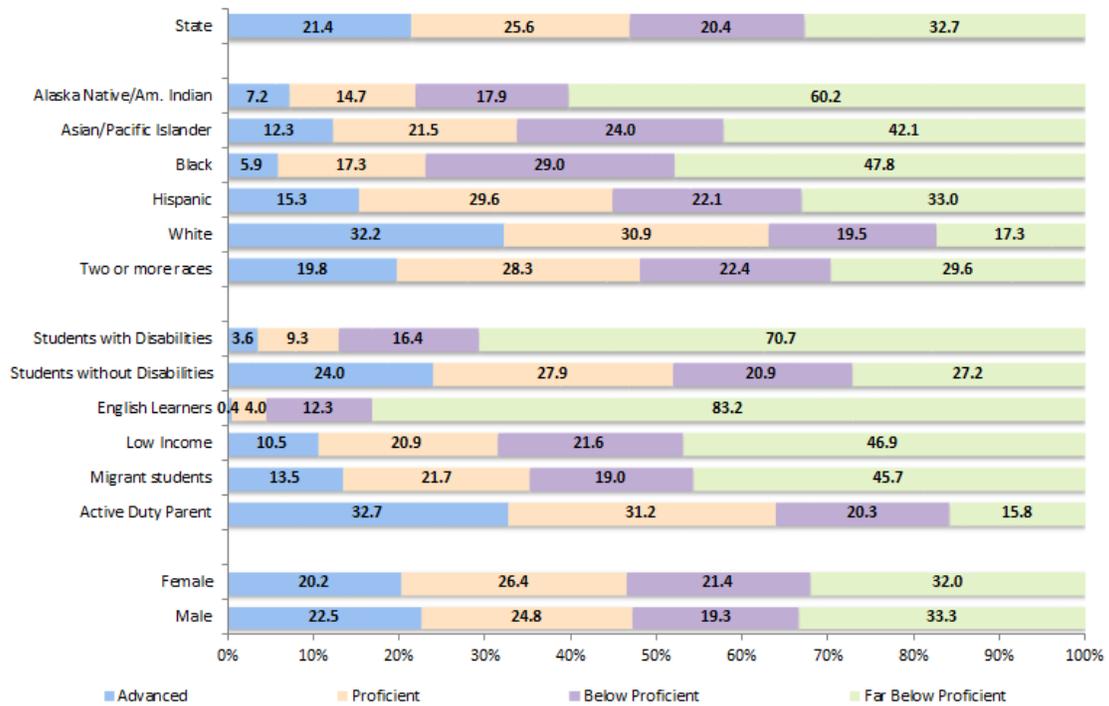
² Participation rate is calculated by dividing the total count of students tested by the number of eligible students enrolled.

Alaska Science Assessment (ASA) Statewide Performance by Grade

Alaska Science Assessment (ASA) Grade 4 Performance

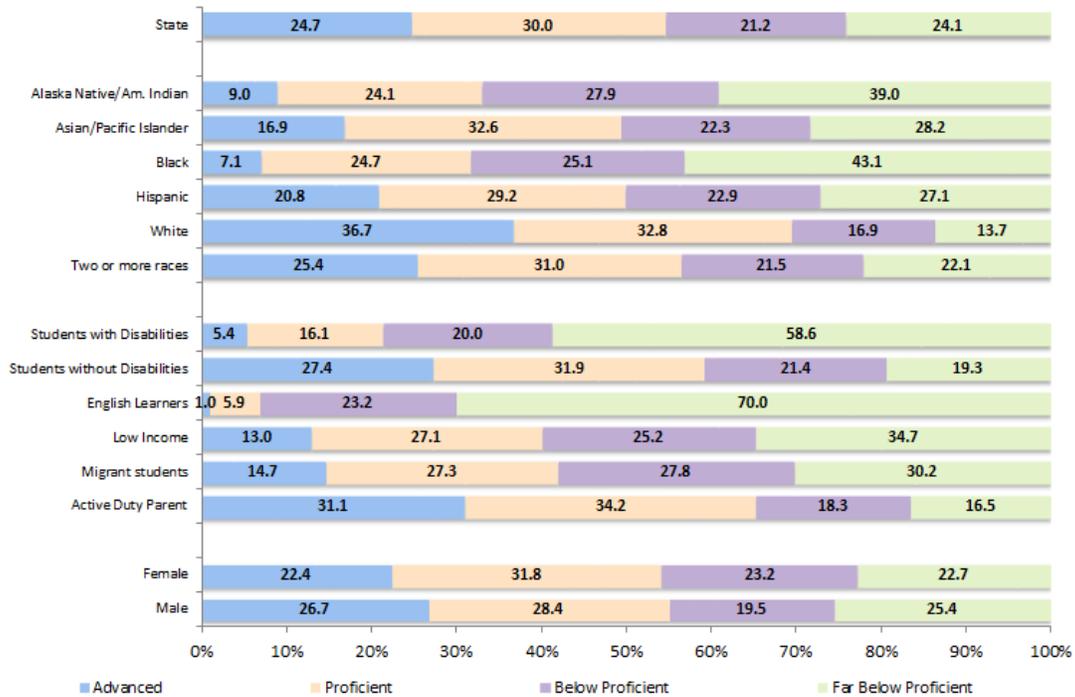


Alaska Science Assessment (ASA) Grade 8 Performance



Alaska Science Assessment (ASA) Statewide Performance by Grade (Continued)

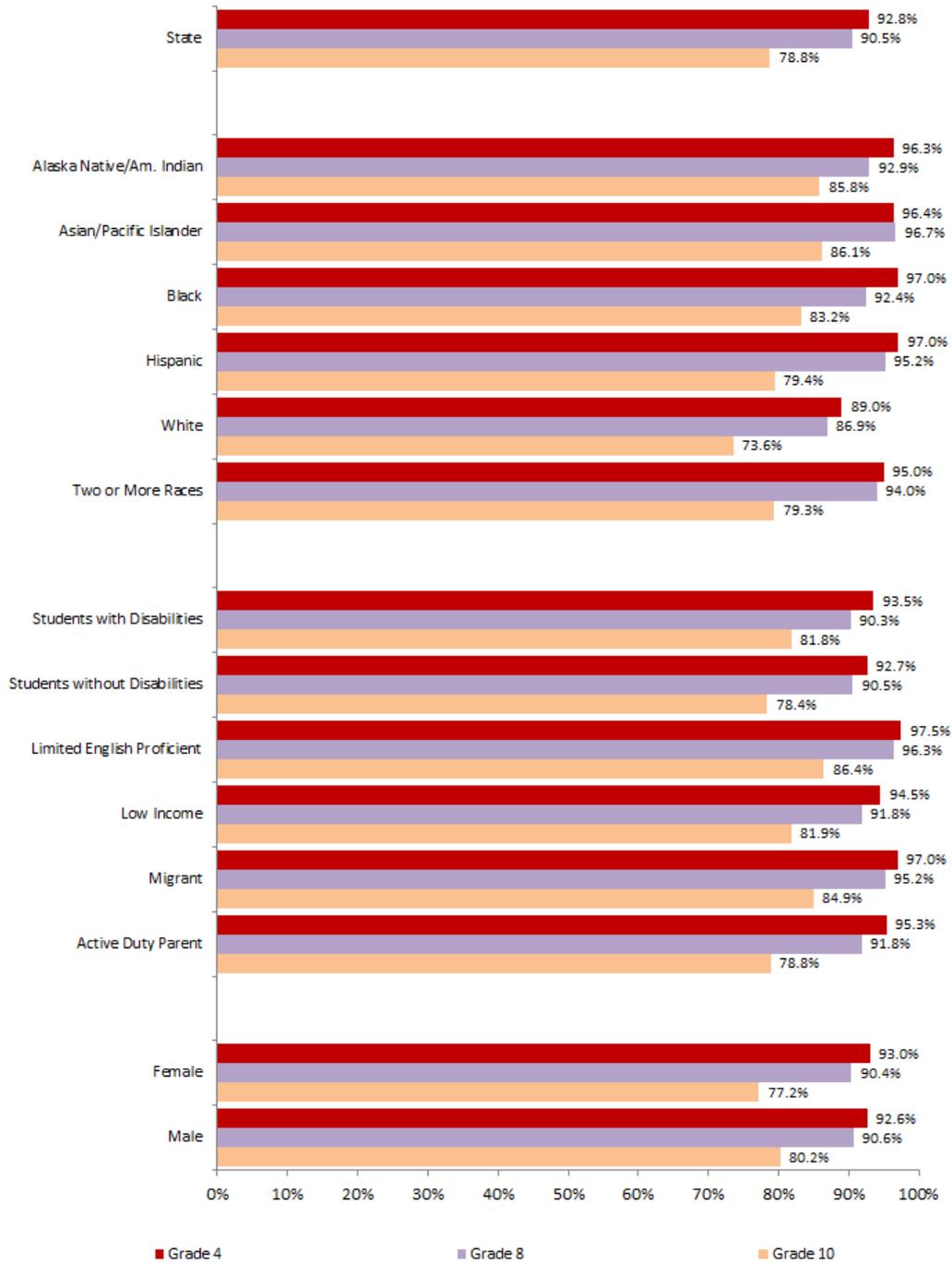
Alaska Science Assessment (ASA) Grade 10 Performance



Alaska Science Assessment (ASA) Participation Rate by Grade

Alaska Science Assessment Participation Rate

Percentages of students tested by disaggregation



Alaska Science Assessment (ASA) Summary Data

Subject	Year	Advanced		Proficient		Below Proficient		Far Below Prof.		Enrollment	Participation Rate ²
		Count	Pct ¹	Count	Pct ¹	Count	Pct ¹	Count	Pct ¹		
Grade 4											
Science ³	2017	1,421	14.9%	2,355	24.8%	2,918	30.7%	2,817	29.6%	10,227	92.8%
Grade 8											
Science ³	2017	1,795	21.4%	2,144	25.6%	1,708	20.4%	2,744	32.7%	9,257	90.5%
Grade 10											
Science ³	2017	1,814	24.7%	2,201	30.0%	1,560	21.2%	1,770	24.1%	9,313	78.8%

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

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

³ The Alaska Science Assessment is administered only to grades 4, 8, and 10.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

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

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

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

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

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

[Revised: April 10, 2018] The charts on the following pages show Alaska students' scores on the 2017 NAEP assessments compared to the public school students' scores nationally. NAEP will next be administered in spring 2019, and results are scheduled to be released in spring 2020.

NAEP 2017 Grade 4 Reading	%		%		%		%	
	Advanced		Proficient		Basic		Below Basic	
	National	Alaska	National	Alaska	National	Alaska	National	Alaska
Student Subgroup								
All students	9	6	27	22	31	28	33	44
White	12	9	34	30	32	31	22	30
Black	3	4	16	23	31	33	50	39
Hispanic	4	4	18	23	32	33	46	40
Asian/Pacific Islander	21	5	35	21	25	27	18	46
American Indian/Alaska Native	3	1	18	6	28	18	51	76
Two or more races	11	8	29	27	32	33	28	33
Eligible for National School Lunch Program	3	2	18	14	32	25	46	58
Students with Disabilities	2	1	10	5	20	11	68	82
English Language Learners	1	*	8	2	23	9	68	88

NAEP 2017 Grade 8 Reading	%		%		%		%	
	Advanced		Proficient		Basic		Below Basic	
	National	Alaska	National	Alaska	National	Alaska	National	Alaska
Student Subgroup								
All students	4	1	31	25	41	44	25	30
White	5	2	39	34	40	46	17	17
Black	1	*	16	14	42	43	41	42
Hispanic	1	1	21	26	44	51	34	22
Asian/Pacific Islander	11	1	43	19	31	48	15	33
American Indian/Alaska Native	1	*	20	9	42	32	37	59
Two or more races	5	1	35	23	41	50	20	26
Eligible for National School Lunch Program	1	*	20	16	43	41	36	42
Students with Disabilities	1	*	8	4	29	25	62	71
English Language Learners	*	*	5	1	27	17	68	82

NAEP 2017 Grade 4 Reading Participation Rate Percentages	National	Alaska
Students with Disabilities	88	94
English Language Learners	92	98

NAEP 2017 Grade 8 Reading Participation Rate Percentages	National	Alaska
Students with Disabilities	88	92
English Language Learners	89	95

* - Statistic rounds to zero percent

NAEP 2017 Grade 4 Math	% Advanced		% Proficient		% Basic		% Below Basic	
	National	Alaska	National	Alaska	National	Alaska	National	Alaska
	Student Subgroup							
All students	8	5	32	26	39	39	21	29
White	11	9	40	36	37	41	12	14
Black	2	4	17	14	44	41	37	40
Hispanic	3	2	23	20	44	44	30	35
Asian/Pacific Islander	24	3	40	22	26	41	10	33
American Indian/Alaska Native	3	1	22	11	44	33	31	55
Two or more races	10	5	34	29	39	42	16	25
Eligible for National School Lunch Program	3	2	22	17	44	39	31	42
Students with Disabilities	2	1	13	9	32	24	52	66
English Language Learners	2	*	13	6	39	26	47	68

NAEP 2017 Grade 8 Math	% Advanced		% Proficient		% Basic		% Below Basic	
	National	Alaska	National	Alaska	National	Alaska	National	Alaska
	Student Subgroup							
All students	10	8	24	21	36	36	31	34
White	13	12	30	29	37	38	20	21
Black	2	2	11	8	34	33	54	57
Hispanic	3	3	16	19	37	46	43	32
Asian/Pacific Islander	30	7	31	18	25	37	14	39
American Indian/Alaska Native	4	3	15	9	38	28	43	61
Two or more races	12	7	24	23	36	42	28	28
Eligible for National School Lunch Program	3	3	15	13	37	35	45	50
Students with Disabilities	2	1	6	4	22	21	70	74
English Language Learners	1	1	5	1	23	17	72	81

NAEP 2017 Grade 4 Math Participation Rate Percentages	National	Alaska
Students with Disabilities	89	94
English Language Learners	93	98

NAEP 2017 Grade 8 Math Participation Rate Percentages	National	Alaska
Students with Disabilities	89	90
English Language Learners	90	95

* - Statistic rounds to zero percent

COLLEGE ENTRANCE EXAMINATIONS

SAT

The SAT measures mathematics, critical reading, and writing skills. Participation is voluntary and students may attempt the test multiple times. Results from the SAT are used by many post-secondary institutions for decision-making purposes regarding admission, course placement, and financial aid. In March 2016, SAT changed to a new format and scoring scale. The new format includes two components - evidence-based reading and writing, and mathematics - plus an optional essay section. This year's data summary is the first to feature the new scoring scale.

Test Population	Test Subsection	ALASKA	NATIONAL
		Average Score	Average Score
All Graduating Seniors	Eng/Read/Writing	547	533
	Mathematics	533	527
Public School Graduating Seniors	Eng/Read/Writing	547	527
	Mathematics	533	517

Alaska's 2017 graduating public school seniors scored higher than the 2017 national public school average score in English/Reading/Writing and Mathematics. Overall, Alaska public and private school graduates scored above the national average in English/Reading/Writing and Mathematics.

ACT

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

Alaska's 2017 graduating public school seniors earned a lower average composite ACT score and lower average scores in all subject areas than 2017 graduating public school seniors nationwide.

Alaska public and private school graduates earned a lower average composite ACT score and lower average scores in all subject areas than graduating public and private school seniors nationwide.

Test Population	Test Subsection	ALASKA	NATIONAL
		Average Score	Average Score
All Graduating Seniors	English	18.7	20.3
	Mathematics	19.8	20.7
	Reading	20.4	21.4
	Science	19.9	21.0
	Composite	19.8	21.0
Public School Graduating Seniors	English	18.6	19.8
	Mathematics	19.8	20.4
	Reading	20.4	21.0
	Science	19.8	20.7
	Composite*	19.8	20.6

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

ALASKA SCHOOL AND DISTRICT ACCOUNTABILITY

Overview

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

Alaska School Performance Index (ASPI)

ASPI effectively replaced the former Adequate Yearly Progress (AYP) model that had been in place since 2002. AYP reporting had been established following implementation of the No Child Left Behind Act (NCLB). Under ASPI, schools were scored on a 100-point scale, based on student growth as well as achievement on state assessments, attendance, high school graduation, and student performance on college- or career-readiness assessments. The overall ASPI score determined the star rating, or category, for each school. The top performing schools in the state were rated as five-star schools, while the lowest performing schools were rated as one-star schools.

In 2013-2014, 501 schools received a star rating, 273 (or 54.5 percent) of which received a four- or five-star rating. This compares to 2012-2013, when 242 of 503 schools (or 48.1 percent) received a four- or five-star rating. DEED implemented a modified version of ASPI for the state's alternative schools following the 2013-2014 school year.

Annual Measurable Objective (AMO) Targets

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

2013-2014 Count of Schools by ASPI Rating

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

2013-2014 Count of Title I Schools by ASPI Rating

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

Accountability Pause

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

Because results from AMP and the Standards Based Assessments (SBAs) were incomparable, a measurement of student growth was unable to be calculated in 2014-2015. Student growth was also unable to be measured for 2015-2016 due to the cancelation of assessments. Student growth accounted for 40 percent of a traditional school's ASPI score and 50 percent of an alternative school's ASPI score. For these reasons, DEED did not produce ASPI scores and star ratings for the 2014-2015 or 2015-2016 school years. The accountability pause continued during the 2016-2017 school year with the implementation of a new assessment (PEAKS) and the adoption of the federal Every Student Succeeds Act (ESSA).

Similarly, although AMO targets were calculated through the 2017-2018 school year, these targets were calculated based upon performance on the 2011-2012 SBAs. Since the SBAs, AMP, and PEAKS are not comparable, those AMO targets are no longer valid.

The U.S. Department of Education, recognizing the statistical and reporting challenges caused by the incomparability of SBAs and AMP results and by the cancelation of AMP in 2016, allowed DEED to pause its accountability system, relying on 2013-2014 ASPI and AMO calculations to inform school accountability through the 2016-2017 school year.

On September 18, 2017, DEED submitted its state plan to the U.S. Department of Education for how it intends to implement ESSA. The state plan is the culmination of over a year and a half's worth of stakeholder engagement on topics such as standards, assessments, accountability, and school support and improvement. More information about Alaska's state plan is available at <https://education.alaska.gov/akessa>.

DESIGNATION OF SCHOOLS

Overview

Schools also may have received a designation in addition to their ASPI star rating:

Reward schools were in the top 10 percent of the highest-performing and high-progress schools in the state. These schools were given special recognition and encouraged to serve as models for other schools.

Priority schools were identified from among the one-star and two-star schools for the most rigorous attention and support. At least five percent of the lowest performing Title I schools were designated Priority and remained so for at least three years. Priority schools were required to develop and implement a comprehensive school improvement plan to implement the seven turnaround principles as required by state regulations and the U.S. Department of Education.

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

Priority, Focus, one-star, and two-star schools were required to submit a school improvement plan to DEED. Additionally, all three-star schools were required to complete a school improvement plan and submit it to their district office.

A four-star or five-star school was also required to complete a school improvement plan under certain conditions:

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

A school remained designated as a Priority school for three years, and every third year DEED would identify and designate Priority schools. A school remained designated as a Focus school for two years, and every two years the department would identify and designate Focus schools. Priority and Focus schools were both identified for the 2013-2014 school year utilizing 2012-2013 assessment data. No changes to the lists of Priority or Focus schools have been made following the 2013-2014 school year.

Designation Pause

As was the case with accountability, the transition from SBAs to AMP affected the school designation process. No new Reward schools were identified for the 2015-2016 school year based on performance on 2015 assessments, nor were new Reward schools identified for the 2016-2017 school year due to the cancelation of 2016 assessments. The Reward schools identified in this document are based on performance on 2014 assessments.

Priority and Focus schools retained their designation for the 2016-2017 school year. These schools continued to receive support from DEED liaisons, coaches, and staff to assist with implementing the changes described in their approved plans. These schools also continue to revise and update their plans with new tasks and activities for the 2017-2018 school year and to use any available local data that demonstrates student needs or progress.

2014-2015 Reward Schools – Highest Performing

Alaska Gateway School District

- Dot Lake School

Anchorage School District

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

Denali Borough School District

- Cantwell School

Dillingham City School District

- Dillingham Correspondence School

Galena City School District

- Sidney C. Huntington Elementary

Iditarod Area School District

- Takotna Community School

Kenai Peninsula Borough School District

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

Lake and Peninsula Borough School District

- Chignik Lagoon School
- Igiugig School

Matanuska-Susitna Borough School District

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

Nome City School District

- Anvil City Science Academy
- Extensions Correspondence

Skagway School District

- Skagway School

Note: 2014-2015 Reward School status is assigned based upon 2013-2014 accountability data. Due to the pause in the accountability system, no new reward schools were identified for 2016-2017.

2014-2015 Reward Schools – Highest Performing (Continued)

Southeast Island School District

- Port Alexander School

Wrangell Public School District

- Stikine Middle School

Note: 2014-2015 Reward School status is assigned based upon 2013-2014 accountability data. Due to the pause in the accountability system, no new reward schools were identified for 2016-2017.

2014-2015 Reward Schools – High Progress

Aleutians East Borough School District

- False Pass School

Anchorage School District

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

Chugach School District

- Whittier Community School

Denali Borough School District

- Anderson School
- Cantwell School

Fairbanks North Star Borough School District

- Salcha Elementary

Haines Borough School District

- Haines High School

Iditarod Area School District

- Takotna Community School

Kenai Peninsula Borough School District

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

Ketchikan Gateway Borough School District

- Fawn Mountain Elementary
- Houghtaling Elementary

Note: 2014-2015 Reward School status is assigned based upon 2013-2014 accountability data. Due to the pause in the accountability system, no new reward schools were identified for 2016-2017.

2014-2015 Reward Schools – High Progress (Continued)

Kodiak Island Borough School District

- Karluk School
- Peterson Elementary

Lake and Peninsula Borough School District

- Chignik Lagoon School
- Igiugig School
- Perryville School

Lower Kuskokwim School District

- Ayaprun Elitnaurvik

Matanuska-Susitna Borough School District

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

Skagway City School District

- Skagway School

Southeast Island School District

- Howard Valentine Coffman Cove School
- Naukati School
- Port Protection School (Closed following 2015-2016 school year)
- Whale Pass School

Southwest Region School District

- William “Sonny” Nelson School

Unalaska City School District

- Unalaska Jr./Sr. High School

Wrangell School District

- Stikine Middle School

Note: 2014-2015 Reward School status is assigned based upon 2013-2014 accountability data. Due to the pause in the accountability system, no new reward schools were identified for 2016-2017.

2013-2014 Priority Schools

Bering Strait School District

- Tukurngailnguq School

Kashunamiut School District

- Chevak School

Lower Kuskokwim School District

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

Northwest Arctic Borough School District

- Davis-Ramoth School
- McQueen School
- Shungnak School

Yupit School District

- Akiachak School
- Tuluksak School

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

2013-2014 Focus Schools

Alaska Gateway Borough School District

- Tanacross School
- Tetlin School

Anchorage School District

- Avail School

Bering Strait School District

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

Kuspuk School District

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

Lower Kuskokwim School District

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

Lower Yukon School District

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

Matanuska-Susitna Borough School District

- Burchell High School

Northwest Arctic Borough School District

- Aqqaluk High/Noorvik Elementary

Sitka School District

- Pacific High School

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

2013-2014 Focus Schools (Continued)

Southwest Region School District

- Togiak School

Yukon Flats School District

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

Yukon-Koyukuk School District

- Allakaket School
- Kaltag School

Yupiit School District

- Akiak School

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

HIGH SCHOOL COMPLETION REQUIREMENTS

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

All students must earn 21 or more units of credit to receive a diploma, which include a minimum core of:

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

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

In 2017, a total of 8,385 graduates were awarded a regular high school diploma. Additionally, 76 students completed school without a diploma and received a certificate of attendance or certificate of completion in 2016-2017.

2016-2017 Graduates by Ethnicity

Ethnicity	% of 12th Grade Enrollment	% of Graduates in 2015-2016
Alaska Native or American Indian	22.1%	20.9%
Asian or Pacific Islander	9.6%	9.8%
Black	3.6%	3.4%
Hispanic	6.9%	6.8%
White	49.6%	51.3%
Two or more races	8.2%	7.9%

Percentage of 12th grade enrollment represents the October 1, 2016 count of 12th grade enrollment by ethnicity
Graduation counts reflect all graduating students, which are different than the counts used in the cohort graduation rate

GRADUATION RATE

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

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

The graduation rate is equal to the number of students in the cohort group who graduate within four years divided by the total number of students in the cohort group. In 2016-2017, there were 7,681 graduates among the 9,817 students in the statewide four-year cohort group – a 78.2 percent graduation rate. This compares to a 76.1 percent graduation rate in 2015-2016.

2016-2017 Cohort Graduation Rate by Subgroup

Subgroup	Graduates in Cohort	Graduation Rate
Alaska Native or American Indian	1,494	68.9%
Asian or Pacific Islander	779	84.4%
Black	246	73.9%
Hispanic	519	77.3%
White	4,038	82.2%
Two or More Races	605	75.1%
Female	3,838	81.4%
Male	3,843	75.4%
Students with Disabilities	696	58.7%
English Learners	419	57.7%
Economically Disadvantaged	3,057	72.0%
Migrant students	616	77.5%
Students with active duty parents*	347	87.6%
Statewide	7,681	78.2%

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

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

ANNUAL DROPOUT RATE (GRADES 7-12)

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

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

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

In 2016-2017, a total of 57,971 students were enrolled in grades 7 through 12¹. A total of 2,003 students in grades 7 through 12 dropped out of school before the end of the school year². This equates to a 2016-2017 dropout rate of 3.5 percent, which reflects a decrease of 0.4 percent from the 2015-2016 dropout rate of 3.9 percent.

2016-2017 Annual Dropout Rate by Ethnicity

Race/Ethnic Group	Enrollment		Dropout Rate by Ethnicity		Percentage of Total Dropouts by Race/Ethnicity	
	Total 7-12	% of Total Enrollment 7-12	Dropouts Count 7-12	Dropouts % 7-12	Dropouts Count 7-12	% of Total Dropouts Count 7-12
Alaska Native/American Indian	13,003	22.4%	764	5.9%	764	38.1%
Asian/Pacific Islander	5,535	9.5%	148	2.7%	148	7.4%
Black	1,953	3.4%	109	5.6%	109	5.4%
Hispanic	3,785	6.5%	147	3.9%	147	7.3%
White	28,247	48.7%	594	2.1%	594	29.7%
Two or more races	5,448	9.4%	241	4.4%	241	12.0%
Statewide Totals	57,971	n/a	2,003	3.5%	2,003	n/a

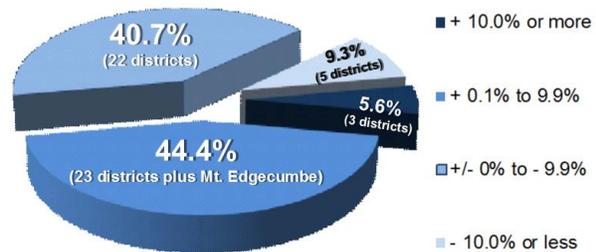
¹ Based on October 1, 2016 enrollment counts.

² The dropout count reflects any student who was enrolled at any point of the school year (July 1, 2015 to June 30, 2016) whose enrollment was terminated for any reason other than those specifically exempted and did not re-enroll prior to the end of the school year.

CHANGE IN AVERAGE DAILY MEMBERSHIP

The average daily membership (ADM) for 2016-2017 increased by 0.5 percent compared to 2015-2016. Twenty-six districts and Mount Edgecumbe High School experienced an increase in ADM compared to the previous year. The most significant percentage increases were in Skagway School District (12.1 percent), Klawock School District (11.9 percent), and Chugach School District (11.2 percent).

Annual Change in Average Daily Membership



Twenty-six districts experienced a decrease in ADM in 2016-2017 compared to 2015-2016. The most significant percentage decreases were in Pelican School District (-20.3 percent) and Aleutian Region School District (-29.4 percent). One district experienced negligible change (0.0 percent).

STUDENT ATTENDANCE RATE

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

The attendance rate is calculated using the aggregate daily attendance divided by the aggregate daily membership for students in grades KG-12. Attendance of pre-elementary children is not considered in the attendance rate calculation. In the 2016-2017 school year, the attendance rates of seven districts and Mt. Edgecumbe High School exceeded 95 percent, 34 districts reported attendance rates of between 90 percent and 95 percent, and 12 districts did not achieve a 90 percent attendance rate.

2016-2017 Attendance Rate by Subgroup

Subgroup	Attendance Rate
Alaska Native or American Indian	90.3%
Asian or Pacific Islander	93.7%
Black	93.8%
Hispanic	93.3%
White	94.2%
Two or more races	93.0%
Female	93.1%
Male	93.0%
Students with disabilities	91.5%
English Learners	90.6%
Economically disadvantaged	92.0%
Migrant students	91.6%
Students with active duty parents	95.4%
Statewide	93.1%

ACCREDITATION

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

Of Alaska's 507 public schools, 121 are currently accredited through the voluntary process. As of December 2017, an additional 43 public schools have applied for accreditation or are currently engaged in the review process leading to accreditation. The largest category of accredited schools serves the K-12 grade span, followed closely by High Schools. Regional Education Attendance Areas (REAs), where most K-12 schools are located, often accredit a greater percentage of their schools than single-city, borough, or municipal districts. City, borough, and municipal school districts typically accredit their high schools; few accredit their middle or elementary schools. Twenty-nine of Alaska's public school districts plus Mount Edgecumbe High School have at least one accredited school.

As a supplement to the school-level accreditation, in 2014 a district-level Systems Accreditation process was made available to Alaska's school districts. This process allows for all schools within an accredited district to then be accredited by engaging in the district system's approved plan for accreditation. As of December 2017, four districts have been accredited at the systems level and four districts are currently engaged in the process to become accredited.

Information on school accreditation is available through the Northwest Accreditation AdvancED Alaska Office and may be obtained from the Alaska Director, Tim Cline, at (888) 413-3669, ext. 5775 in Anchorage or directly from the AdvancED website at <http://www.advanc-ed.org/>. A profile of all accredited schools may be accessed at the AdvancED website under the "Find Accredited Schools" tab.

2016-2017 Summary of Schools Accredited by AdvancED

Total Accredited Schools in Alaska	131
Public	121*
Private	12
Other	2**

Breakout of Public Schools	
Public Elementary Schools	5
Public Middle Schools	1
Public High Schools	54
Public K-12 Schools	58
Public State-Run Schools	1
Public Special Purpose Schools	2

* Includes schools in the 53 public school districts & Mt. Edgecumbe

** Includes Alaska Job Corps and Alaska Military Youth Academy

TEACHER QUALITY

In 2016-2017, the professional qualifications of teachers in the state and the percentage of teachers teaching with an emergency or provisional credentials must be reported to the U.S. Department of Education. The percentage of teachers in the state teaching with an Emergency Teacher Certification is 0 percent, as Alaska does not issue emergency certificates to teachers.

2016-17 Number of Teachers with Highest Degree

Bachelors	Masters	Ed Specialist	Doctorate
4259	3684	5	33

The percentages of classes in the State not taught by highly qualified teachers are no longer being collected or reported under the implementation of ESSA and the phasing out of NCLB.

DEFINITIONS AND METHODOLOGY

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

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

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

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

Alaska Measures of Progress (AMP) – AMP was the statewide summative assessment administered in Spring 2015 to measure student progress toward meeting the standards outlined by *Alaska English Language Arts and Mathematics Standards*, as adopted in June 2012.

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

Alaska Science Assessment (ASA) – Aligned to Alaska's standards, ASA is the new summative assessment in science. Students in grades 4, 8, and 10 take ASA.

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

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

College- and Career-Ready Assessments (CCRA) – CCRA are standardized assessments whose purpose is to measure and inform a student's level of readiness to enter post-secondary education or the workforce. House Bill 278, effective July 1, 2014, mandated that all students must take a CCRA in either grade 11 or grade 12 as a condition for graduation. The two qualifying college-ready assessments were the ACT and the SAT. The qualifying career-ready assessment was WorkKeys. The CCRA requirement was repealed, effective June 30, 2016.

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

Dropout – A student who was enrolled in a public school district for a portion of the school year who terminated his or her enrollment for a non-exempt reason. A student who graduates; transfers to a public or private school; transfers to a district- or state-approved education program; or is absent due to suspension, illness, or death is not considered a dropout.

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

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

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

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

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

ESEA Flexibility Waiver – The U.S. Department of Education invited each state to request flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive state-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility has been granted to states through a waiver process. Alaska received an ESEA flexibility waiver in May 2013. Alaska’s waiver expired in August 2016 as part of the Every Student Succeeds Act.

Every Student Succeeds Act (ESSA) – The Every Student Succeeds Act was signed into law in December 2015, replacing the No Child Left Behind Act of 2001 as the main federal law affecting education from kindergarten through high school.

Focus School – A focus school is a school that is selected from among the one- and two-star schools not identified as priority schools but determined to be in need of targeted assistance, with consideration given to the seven turnaround principles referenced in state regulations. At least 10

percent of the lowest-performing Title I schools are designated as focus schools. The focus school designation is applied for at least two years.

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

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

Graduate – In 2016-2017, a graduate was an individual who received formal recognition for the successful completion of a prescribed program of studies as set out by the local school board. The previous requirement that all students must take a college- or career-ready assessment (CCRA) to graduate was repealed as of June 30, 2016.

Graduation Rate – The graduation rate is calculated using the adjusted four-year cohort graduation rate method, as mandated by the United States Department of Education. Alaska began using the adjusted four-year cohort graduation rate in the 2010-2011 school year. Students are assigned to a cohort based upon their entrance in grade nine, with the expectation of graduating within four years; therefore, a student who entered grade nine in 2013-2014 is part of the 2017 four-year cohort group. The graduation rate is equal to the number of students in the cohort group who graduated within four years divided by the total number of students in the cohort group. A student may be removed from a school's cohort through verifiable transfer to another diploma-track high school program, by moving out of country, or by death.

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

High School Graduation Qualifying Examination (HSGQE) – The HSGQE was a high-stakes examination that analyzed whether students attained basic skills in reading, writing, and mathematics prior to graduation. The student was required to attain proficiency in each of the three subject areas of the HSGQE in order to receive a regular diploma. The HSGQE was eliminated following the passage of Alaska's Education Opportunity Act (HB 278), effective July 1, 2014.

Highly Qualified Teacher (HQT) – HQT was a measure of teacher quality under No Child Left Behind (NCLB) based on teachers' proven knowledge of their core content areas. The measure was calculated by dividing the number of core classes taught by highly qualified teachers by the total number of core classes taught overall. These results were reported at the school level. HQT has been removed as a measure of teacher quality in the Every Student Succeeds Act and will not be reported beginning with the 2016-2017 school year.

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

Limited English Proficient (LEP) – See English Learners (EL)

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

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

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

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

Performance Evaluation for Alaska's Schools (PEAKS) – Aligned to Alaska's standards, PEAKS is the new summative assessment in English language arts and mathematics. Students in grades 3-10 took PEAKS for the first time in spring 2017.

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

Retention Rate – The retention rate is computed by taking the count of students on the last day of membership who are enrolled in grades kindergarten through eight and retained in the same grade during the following school year divided by the total count of students in grades kindergarten through eight enrolled on the last day of the school year (June 30). This ratio is expressed as a percentage.

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

SAT – The SAT is a standardized assessment designed to measure a student's college readiness. The SAT is administered by The College Board and was one of three college- and career-ready

assessments (CCRA) that fulfilled the requirement that a student must take a CCRA in grade 11 or 12 prior to receiving a regular diploma.

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

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

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

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

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

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

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