

**State Board of Education & Early Development  
Tentative Agenda  
Audio-conference Meeting  
October 9, 2015  
State Board Room  
Department of Education & Early Development  
801 West 10<sup>th</sup> Street  
Juneau, AK 99801**

**Mission Statement:** To ensure quality standards-based instruction to improve academic achievement for all students.

October 9, 2015

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**12:00 PM**

- Call to Order and Roll Call .....James Fields, Chair
- Pledge of Allegiance .....James Fields, Chair
- Adoption of Agenda.....James Fields, Chair
- Disclosures of potential conflicts of interest.....James Fields, Chair

**12:10 PM**

Public Comment

Public comment is open on agenda and non-agenda items. Comment at this oral hearing is limited to three minutes per person and five minutes per group. The public comment period is an opportunity for the board to hear the public's concerns. The board will not engage in discussions with members of the public during the comment period.

**Public comment can be made for this meeting, during this time only, by calling 1-844-586-9085 if you are outside of Juneau. For participation from Juneau, call 586-9085.** This meeting will be streamed through the Legislative Information Office over <http://www.alaskalegislature.tv/> beginning at noon on October 9, 2015, (audio only). Click on the meeting name to listen to the proceedings. When public comment is over, the meeting will continue to be broadcast at the above web site.

**In the event there are more than two hours of public comment, the board may move to amend the agenda to extend the oral hearing to accommodate those present before 11:55 a.m. who did not have an opportunity to comment. The board also reserves the right to adjourn at a later time.**

**Work Session**

**12:40 PM**

- 1. Adoption of proposed regulation .....Commissioner Mike Hanley
  - 1A. Assessment Achievement Level Scores.....Commissioner Mike Hanley  
.....Margaret MacKinnon, Director

**Business Meeting**

**Regulations**

**1:05 PM**

- 2. Adoption of proposed regulation .....Commissioner Mike Hanley
  - 2A. Assessment Achievement Level Scores.....Commissioner Hanley  
.....Margaret MacKinnon, Director

**1:25 PM** Board Comments

**1:45 PM** Adjourn

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

**October 9, 2015**

**From: Michael Hanley, Commissioner**

**Agenda Item: 1A**

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◆ **ISSUE**

The board is being asked to adopt amendments to regulations related to assessment achievement level scores on the Alaska Measures of Progress and Alaska Alternate Assessment in English language arts and math.

◆ **BACKGROUND**

- The new Alaska Measures of Progress (AMP) and Alaska Alternate Assessment for English language arts (ELA) and mathematics were administered in spring 2015.
- New assessments require the development of new score ranges to determine student performance in each achievement level. These score ranges are adopted in regulations.
- Additional changes are required to other regulations to conform to the new achievement levels and the change from separate reading and writing assessments to one English/language arts assessment, reflecting the standards adopting 2012.
- On the AMP ELA and math assessments, students score on a scale placing them into one of four achievement categories: Level 1, 2, 3 and 4 (from low to high). Level 3 and 4 represent meeting the standards.
- The Alaska Alternate Assessment (AA) is taken by students with severe cognitive disabilities who are not able to complete either regular curricular offerings or substitute courses. The items on the AA are linked to the ELA and math standards.
- On the Alaska Alternate Assessment, students' scores place them into one of four achievement categories: emerging, approaching target, at target, or advanced (from low to high).
- Behind this cover memo are: 1) the proposed regulations, 2) public comment, and 3) the impact data showing the percentage of students that would score at each level based on the proposed score ranges.
- Margaret MacKinnon, Director of Assessment & Accountability, will be present to brief the board.

◆ **OPTIONS**

- This is a work session item. Action will take place under Agenda Item 2A.

Register \_\_\_\_\_, \_\_\_\_\_ 2016 EDUCATION AND EARLY DEV.

4 AAC 06.737 is amended to read:

**4 AAC 06.737. Standards-based test.** The commissioner will select a standards-based test to estimate the degree to which students have mastered the state's standards for **English language arts** [READING, WRITING], mathematics, and science. For school years 2012 - 2014, the standards-based test must test for mastery of the reading, writing, mathematics, and science standards described in the department's publication Alaska Standards: Content and Performance Standards for Alaska Students, as revised as of March 2006, and adopted by reference for purposes of administering a standards-based test through school year 2013 - 2014. For school years after school year 2013 - 2014, the standards-based test must test for mastery of the English language arts, mathematics, and science standards adopted by reference in 4 AAC 04.140(a). Except for students eligible for an alternate assessment under 4 AAC 06.775(b), each district shall administer the standards-based test in **English language arts** [READING, WRITING,] and mathematics annually to every student in grades three through ten, and each district shall administer the standards-based test in science annually to every student in grades four, eight, and ten. (Eff. 3/3/2000, Register 153; am 9/11/2004, Register 171; am 11/10/2005, Register 176; am 5/18/2006, Register 178; am 10/16/2012, Register 204; am 12/26/2014, Register 212; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

**Authority:** AS 14.07.020 AS 14.07.060

4 AAC 06.739(a) is amended to read:

**4 AAC 06.739. Assessment achievement level [PROFICIENCY] scores.** (a) The subject matter [PROFICIENCY] **achievement** levels **of proficiency** [OF ADVANCED, PROFICIENT, BELOW PROFICIENT, OR FAR BELOW PROFICIENT] for a student enrolled

in grades 3-10 will be determined as set out in this section, based on the student's scores on the applicable state assessment described in 4 AAC 06.737.

4 AAC 06.739(b) is repealed and readopted to read:

(b) Achievement levels for English language arts and mathematics are levels one through four, with level one being the lowest and level four the highest achievement level. Students obtaining achievement levels of three or four meet standards. To obtain an achievement level of one, two, three, or four in English language arts and mathematics, a student must obtain a score as set out in the following table:

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
English language arts: Level 4	727 or above	729 or above	737 or above	736 or above	729 or above	736 or above	732 or above	736 or above
English language arts: Level 3	700-726	700-728	700-736	700-735	700-728	700-735	700-731	700-735
English language arts: Level 2:	686-699	686-699	680-699	667-699	664-699	662-699	668-699	666-699
English language arts: Level 1	685 or below	685 or below	679 or below	666 or below	663 or below	661 or below	667 or below	665 or below
Mathematics: Level 4	726 or above	732 or above	741 or above	731 or above	747 or above	754 or above	740 or above	737 or above
Mathematics: Level 3	700-725	700-731	700-740	700-730	700-746	700-753	700-739	700-736
Mathematics: Level 2	675-699	671-699	671-699	673-699	668-699	665-699	681-699	678-699
Mathematics: Level 1	674 or below	670 or below	670 or below	672 or below	667 or below	664 or below	680 or below	677 or below

4 AAC 06.739(c) is amended to read:

(c) **Achievement levels for science are advanced, proficient, below proficient, or far below proficient. Students obtaining achievement levels of advanced or proficient meet standards.** To obtain **an achievement** [A PROFICIENCY] level of advanced, proficient, below proficient, or far below proficient in science, a student must obtain a score as set out in the following table:

<b><u>Achievement</u></b> <b><u>[PROFICIENCY]</u></b> <b><u>Level</u></b>	Grade 4	Grade 8	Grade 10
Science: Advanced	357 or above	359 or above	369 or above
Science: Proficient	300-356	300-358	300-368
Science: Below Proficient	233-299	258-299	245-299
Science: Far Below Proficient	232 or below	257 or below	244 or below

(Eff. 3/16/2001, Register 157; am 11/23/2003, Register 168; am 9/4/2005, Register 175; am 5/18/2006, Register 178; am 9/3/2006, Register 179; am 9/27/2008, Register 187; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

**Authority:** AS 14.03.015            AS 14.07.030            AS 14.07.060  
AS 14.07.020

The introductory language of 4 AAC 06.775(b) is amended to read:

(b) The commissioner shall select an alternate assessment for use in this state, to be known as the Alaska Alternate Assessment, for assessment of students with significant cognitive disabilities who are not able to complete either regular curricular offerings or substitute courses under 4 AAC 06.078 that would lead to a diploma. A student's eligibility for the Alaska Alternate Assessment shall be established in the student's IEP in accordance with the criteria in the Participation Guidelines for Alaska Students in State Assessments, adopted by reference in (a) of this section. Each district shall administer the Alaska Alternate Assessment to eligible students whenever it administers the state assessments described in 4 AAC 06.710[, EXCEPT THAT A STUDENT WILL NOT BE REQUIRED TO TAKE THE ALASKA ALTERNATE ASSESSMENT TWICE IN ONE SCHOOL YEAR]. **Achievement levels for the English language arts and mathematics Alaska Alternate Assessment are advanced, at target, approaching target, or emerging. Students obtaining an achievement level of advanced or at target meet standards. Achievement levels for the science Alaska Alternate Assessment are advanced, proficient, below proficient, or far below proficient. Students obtaining an achievement level of advanced or proficient meet standards.** To obtain **an achievement** [A PROFICIENCY] level [OF ADVANCED, PROFICIENT, BELOW PROFICIENT, OR FAR BELOW PROFICIENT] in

...

4 AAC 06.775(b)(1) is repealed and readopted to read:

(1) English language arts and mathematics on the Alaska Alternate Assessment, a student must obtain a score as set out in the following table:

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
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English language arts: Advanced	71 or above	75 or above	76 or above	65 or above	73 or above	72 or above	68 or above	72 or above
English language arts: At Target	50-70	57-74	53-75	46-64	52-72	48-71	48-67	47-71
English language arts: Approaching Target	36-49	38-56	35-52	27-45	27-51	23-47	20-47	17-46
English language arts: Emerging	35 or below	37 or below	34 or below	26 or below	26 or below	22 or below	19 or below	16 or below
Mathematics: Advanced	37 or above	56 or above	48 or above	38 or above	53 or above	53 or above	33 or above	36 or above
Mathematics: At Target	21-36	30-55	32-47	28-37	37-52	40-52	21-32	21-35
Mathematics: Approaching Target	12-20	20-29	15-31	13-27	19-36	17-39	10-20	8-20
Mathematics: Emerging	11 or below	19 or below	14 or below	12 or below	18 or below	16 or below	9 or below	7 or below

(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 10/3/2011, Register 200; am 4/20/2012, Register 202; am 12/26/2014, Register 212; am 3/4/2015, Register 213; am 5/15/2015, Register 214; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

**Authority:** AS 14.03.075                      AS 14.07.060                      AS 14.07.165  
AS 14.07.020

4 AAC 06.815(b) is amended to read:

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(b) Each annual measurable objective established under (a) of this section is the percentage of students enrolled for a full academic year who are expected to score **at achievement level three or four** [PROFICIENT OR HIGHER] on the state **English language arts** [READING, WRITING,] and mathematics standards-based assessments described in 4 AAC 06.737.

4 AAC 06.815(d) is amended to read:

(d) The department will give each district or school a performance score for **English language arts** [READING, WRITING,] and mathematics for the all-students group and each subgroup with five or more students. The performance score will be calculated based on the percentage of students who score **at achievement level three or four** [PROFICIENT OR HIGHER] on the state **English language arts** [READING, WRITING,] and mathematics **standards** [STANDARD]-based assessments described in 4 AAC 06.737, as compared to the total number of students tested who were enrolled for a full academic year.

4 AAC 06.815(h) is amended to read:

(h) In calculating whether a school or subgroup has met its annual measurable objective under this section, the department will include as **meeting standards** [PROFICIENT OR HIGHER] **those** students who [TEST] **score** at the **at target or advanced achievement levels** [PROFICIENT LEVEL OR HIGHER] on the alternate assessment **for English language arts and mathematics**, for those grades in which the alternate assessment is available under 4 AAC 06.775(b). However, for the purpose of determining whether an annual measurable objective has been met under this section, not more than one percent of the students in the district may be

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included as **meeting standards** [PROFICIENT OR HIGHER] under the alternate assessment.

(Eff. 11/23/2003, Register 168; am 7/9/2005, Register 175; am 9/4/2005, Register 175; am 9/7/2012, Register 203; am 10/19/2013, Register 208; am 11/13/2014, Register 212; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_\_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080  
AS 14.07.020

4 AAC 06.820(d) is amended to read:

(d) For purposes of measures of school and district accountability under 4 AAC 06.800 - 4 AAC 06.899, including measurements of participation and graduation rates, attainment of an annual measurable objective, and inclusion in the Alaska school performance index, the score of a student who participates in a state assessment and is enrolled at more than one school at a time will be included in the performance of the school at which the student is counted under 4 AAC 09.040 as more than 0.5 full-time equivalent. If the student cannot be counted under 4 AAC 09.040 as more than 0.5 full-time equivalent at any of those schools, the student's state assessment score and participation will be included in the performance of the school at which the student receives instruction in **English language arts** [READING AND WRITING].

4 AAC 06.820(f)(1) is amended to read:

(1) excuse the student from participation in the state assessments in **English language arts** [READING OR WRITING]; and

(Eff. 11/23/2003, Register 168; am 10/24/2004, Register 172; am 10/16/2013, Register 208; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_\_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 06.899(24) is amended to read:

(24) "alternative school" means a school that is specifically designed to exclusively serve secondary-school students who are at high risk of failing to graduate because of credit deficiencies, below-proficient academic performance, a history of low attendance, a history or high risk of dropping out, or other barriers to graduation. **In this paragraph, "below-proficient academic performance" means obtaining an achievement level on a standards-based assessment under 4 AAC 06.739 that does not meet standards.** (Eff. 11/23/2003, Register 168; am 6/13/2004, Register 170; am 1/19/2006, Register 177; am 7/25/2007, Register 183; am 2/4/2011, Register 197; am 10/3/2011, Register 200; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_\_\_)

**Authority:** AS 14.03.123                      AS 14.07.060                      AS 14.50.080  
AS 14.07.020

4 AAC 33.421(a)(1) is amended to read:

(1) monitoring of each student by the assigned certificated teacher; the monitoring must include at least monthly teacher-student or teacher-parent contact for a student who has obtained **an achievement level that did not meet standards** [A PROFICIENCY LEVEL OF BELOW PROFICIENT OR FAR BELOW PROFICIENT] on the most recent administration of the statewide standards-based assessments under 4 AAC 06.710 - 4 AAC 06.790 and quarterly reviews of a student's work or progress in the individual learning plan; the district must maintain a record of the contact required under this paragraph;

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4 AAC 33.421(b) is amended to read:

(b) In addition to meeting the requirements set out in AS 14.03.300 and this section, an individual learning plan for a student who has obtained **an achievement level that did not meet standards** [A PROFICIENCY LEVEL OF BELOW PROFICIENT OR FAR BELOW PROFICIENT] on the most recent administration of the statewide standards-based assessments under 4 AAC 06.710 - 4 AAC 06.790 must identify strategies to move the student toward **meeting standards** [PROFICIENCY] in the related subject.

(Eff. 12/25/2002, Register 164; am 8/6/2004, Register 171; am 2/20/2005, Register 173; am 9/19/2008, Register 187; am 3/6/2015, Register 213; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_\_\_)

<b>Authority:</b>	AS 14.03.090	AS 14.07.030	AS 14.14.090
	AS 14.03.300	AS 14.07.050	AS 14.17.430
	AS 14.03.320	AS 14.07.060	AS 14.30.010
	AS 14.07.020	AS 14.08.111	

4 AAC 33.426(b) is amended to read:

(b) A district may waive the requirement of (a) of this section if the district determines that the student is a senior and needs less than 50 percent of the student's curriculum in core courses to qualify for high school graduation from the correspondence study program in which the student is enrolled. A district shall waive the requirement of (a) of this section if the student obtained **achievement levels that met standards** [A PROFICIENCY LEVEL OF ADVANCED OR PROFICIENT] in **English language arts** [READING, WRITING,] and mathematics as set out in 4 AAC 06.739(b) during the previous academic year.

(Eff. 8/6/2004, Register 171; am 9/19/2008, Register 187; am 2/16/2013, Register 205; am 3/6/2015, Register 213; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_\_\_)

**Authority:** AS 14.03.300 AS 14.07.060 AS 14.17.430  
AS 14.07.020 AS 14.08.101 AS 14.30.010  
AS 14.07.030

4 AAC 34.090(a)(2) is amended to read:

(2) "limited English proficient pupil" or "LEP pupil" means an individual

(A) who is between 3 and 21 years old;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) who falls into one or more of the following categories of individuals:

(i) an individual not born in the United States or whose native language is a language other than English;

(ii) an American Indian, Alaska Native, or native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the

(i) ability to obtain **an achievement level that meets standards** [A PROFICIENCY LEVEL OF PROFICIENT OR ADVANCED], as described in 4 AAC 06.739, on the state assessments in **English language arts** [READING AND WRITING OR IN READING AND LANGUAGE ARTS] under 4 AAC 06.737 [OR 4 AAC 06.755];

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(ii) ability to successfully achieve in classrooms where the language  
of instruction is English; or

(iii) opportunity to participate fully in society;

(Eff. 12/29/76, Register 60; am 5/4/2000, Register 154; am 11/23/2003, Register 168; am  
6/30/2013, Register 206; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_\_\_)

**Authority:** AS 14.07.060 AS 14.30.410

# LNAKC

Literate Nation Alaska Coalition  
Anchorage, Alaska - Posie Boggs, Alaska State Team Captain

September 17, 2015



Alaska State Board of Education & Early Development  
801 West 10th Street, Suite 200  
PO Box 110500  
Juneau, AK 99811-0500

Re: **Proposal to Eliminate Reading and Writing as State Standards Terms in 4 AAC 06**

Dear State Board Chair and Board Members,

We strongly disagree with replacing the terms “reading and writing” with the term “English language arts” in 4 AAC 06.

## What LNAKC wants

Literate Nation Alaska coalition once the state regulations to continue requiring the department to report each student's respective reading and writing scores separately on the statewide test.

## Why We Want Reading and Writing Reports to report each student's respective reading and writing scores separately on the statewide test.

The state of Alaska has a historical credibility problem in the reporting of reading proficiency and in setting very low standards in reading for our students. Rolling up reading and writing into English Language Arts (ELA) does not repair Alaska's credibility problems. Transparency does.

## Parents are watching carefully.

Parents simply want to know their students reading, writing, and oral language achievement reported separately. English Language Arts has always been an incomprehensible term to parents. Parent want *solid* separate information on reading, writing, and oral language. In fact, they may even want the component skills broken down into subskills such as decoding, fluency, and comprehension so that they can communicate to tutors they must likely hire due to Alaska's low reading achievements. A similar case exists for writing.

More critically, parents with students being evaluated for special education under the IDEA law will not have the de-aggregated empirical scores to establish eligibility. ELA is not a standard term on the evaluation tests given to such students. Reading levels based on age or grade are.

Parents with students in special education with reading, writing, and oral language goals will not have true data comparable to evaluate if their students are making progress on those goals. IEP teams will need specific data to back up their progress measures on a state level to gauge if they are meeting student goals.

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Phone (907) 727-5077 Fax (907) 337-0460  
Email: [posieboggs@literatealaska.org](mailto:posieboggs@literatealaska.org); Website: [literatealaska.org/states/AK/](http://literatealaska.org/states/AK/)

# LNAKC

Literate Nation Alaska Coalition  
Anchorage, Alaska - Posie Boggs, Alaska State Team Captain

Reporting only ELA scores to teachers, schools, districts, and the state legislature means that no empirical measurements are available to know if programmatic or instructional changes are needed or have been effective. Teachers would not know whether they are effective teachers of reading or teachers of writing.

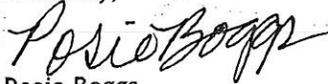
Innovating districts will not have the data needed to evaluate empirically the outcomes of those innovations.

Given that the National Assessment of Educational Progress (NAEP) reports separate reading and writing data, Alaska would have no direct comparison to other states. Without a direct comparison reported, Alaskan families, as has been the case in the past from previous Alaska SBA results, would have no way to compare their students reading and writing achievement to students in other states. Again, should parents have to leave the state for work they may think their student is proficient in ELA and find out their student does not meet proficiency standards in another state.

In a climate that demands transparency, it does not bode well for the State of Alaska to roll up reading and writing into ELA. It must be transparent that enough test items are in the AMP to produce an empirically independent data point for reading and writing achievement in our state.

Reading achievement must be revealed independently because it is extremely important for the legislature to understand the costs of low reading levels that impact the economics of Alaska. Reading levels are correlated directly to the number of welfare participants, correction inmates, and health care costs in Alaska. For the legislature to have an understanding of the cost of poor reading levels is one of the most critical data points in these difficult economic times.

Sincerely,



Posie Boggs  
Alaska State Team Captain  
Literate Nation Alaska Coalition

Cc: NAACP  
Governor Walker  
Chair, Senate Education Committee  
Chair, House Education Committee

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**LNAKC**

Literate Nation Alaska Coalition  
Anchorage, Alaska - Posie Boggs, Alaska State Team Captain



Literate Nation

September 17, 2015

To: Department of Education & Early Development Fax: (907) 465-4156

From: Posie Boggs  
Literate Nation Alaska Coalition

Re: **Proposal to Eliminate Reading and Writing as State Standards Terms in 4 AAC 06** Pages: 3 with this cover sheet

Cc: Alaska State School Board, Department of Education & Early Development

Urgent  For Review  Please Comment  Please Reply  Please Recycle

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Alaska Department of Education  
& Early Development

SEP 17 2015

Commissioner's Office

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## Fry, Eric V (EED)

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**From:** Sara Erickson <theericksons56@gmail.com>  
**Sent:** Wednesday, September 02, 2015 12:28 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comment on new AMP scores

The impact data of the new cut scores concerns me both as an educator and as a parent. I don't know if the problem is the standards, the ALDs, the assessment, or what we did with the cut scores but it doesn't seem reasonable to me that the levels 2-4 should be so unattainable to so much of our population in Alaska.

I wonder if it is the AMP assessment itself. I have written tests for students at the district level and I know that even though I spend every day with students, what I write for assessments often come out too high when I put them into the lexile website to be scored. Those who write tests are college educated so they tend to write at that level and it can be difficult to write low enough for students. I wonder if the passages that were supposed to be readily accessible are really at a low lexile score (or another type of analyzing reading passages) for the grades that they are testing and if the moderately complex texts are at the mid ranges for the grades that they are testing. I did not work with the math assessment so I'm not sure but it sounds like the questions had multiple steps, which requires a great deal of abstract and analytical thinking. That can be difficult for all students and even developmentally inappropriate for the lower ages. I do not have enough information about the test to know if I am correct that the assessment itself is a problem which is why I am letting you know my concerns.

My other concern is that maybe Alaska is spending time and money on a test that is not going to be useful. If the test is so unattainable for our population, then what is it going to do but cause problems? I know that Alaska ranks low in the NAEP. However, when I looked at the NAEP, I saw that even the highest states had 41%-52% of their students below proficient. When we as educators are creating standards that the majority of the students in even the best states can't achieve, then we are not doing our job. I could make standards that required mastery of long division in Kindergarten. That standard is high, which is good, but that doesn't mean that my standard is reasonable or developmentally appropriate. I am concerned that our standards and/or our assessments are getting to that point. We can see the backlash in the lower 48. Parents across the country are refusing to allow their children to take the state tests because they aren't giving anyone good information anymore. They are just getting harder and harder and human children haven't changed and can't keep up. We are expecting mastery of skills now at much lower grades that I was expected to master when I was growing up in the 70's and 80's. There has to be a stopping point and I think that parents are pushing back because we as educators have gone too far. Alaska is a few years behind the lower 48 on the common core road but if we keep the AMP and cut scores, then we will have the same backlash and I predict that the test will need to be thrown out in a few years.

I also think that it is difficult to compare Alaska with the other states because we have some unique circumstances. My children's Alaskan grandfather had a 3<sup>rd</sup> grade education and their Alaskan father didn't complete high school so my children are the first in the Alaskan side of the family to hopefully graduate. It is unusual in the lower 48 for students to be the first generation to complete secondary education but it is usual here. There are still communities in Alaska where school is looked at with suspicion and it will take

generations for that to change. However, I don't think this test will help that situation. If the state tells the majority of students that they don't make the standard, it will not make the students or their communities more willing to work hard in school. It will not make the schools better if they know that it will be next to impossible for them to make standard either. I agree that the GLE's needed updating and revising. They were low but it would have made more sense to increase the expectations a little bit at a time rather than such a huge jump all at once. If people don't think they have a chance, then they are less likely to try.

It has been mentioned to me that we need to increase our standards because students have to take remedial classes in college and that students in our state can't pass the military entrance exam. There is also the concern that internship jobs for companies like BP aren't given to Alaskan students. I would argue that colleges are taking more and more students, which is why the remedial classes are more prevalent. When I went to college, it was difficult to get in so the ones who did were ready. We can't expect everyone to now be where only the top students were a generation ago. I would also argue that the military are taking less people so their standards are more rigorous than they were. Finally, I really doubt that there are no students in Alaska who qualify for the internships you mentioned. There are gifted programs in Alaska so there are high academic students. The issue is that our state's population is small so the number of students who are both qualified for the positions and are interested in them is smaller than in other states. Again, I don't have a problem with raising the standards but these are not reasons to raise them to such an extreme all at once.

Finally, on a side note, I am concerned that the advanced scores are at the level they are. The population that achieved them was so low that for most of the grades, students would need to be truly gifted to make advanced. There are many students in my district who work hard and are at grade levels above their age in certain subjects. However they are not gifted, they are just hard workers who are above average in intelligence and have adults who have supported them to do better in school. It bothers me on a philosophical level that we as a state are saying extra hard work doesn't count as advanced.

I am concerned that the state of Alaska is not going in a good direction and it is going to hurt the students, the educators, and the parents.

## **Fry, Eric V (EED)**

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**From:** eric.fry@alaska.gov  
**Sent:** Thursday, September 24, 2015 2:44 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: David Boyle

E-Mail: info@alaskapolicyforum.org

Telephone: 907 334-5853

I am commenting on: 4AAC 34.090 (a)(c) Definitions My Comments: Para (c)(i) states that "an individual not born in the United States...English is defined as a Limited English Proficiency student. There are many Americans who are born overseas, especially U.S. military dependents, who would fit into this definition. They are English proficient and this definition should be changed to delete "an individual not born in the United States".

Thank you.

Sincerely,

David Boyle  
Alaska Policy Forum

## **Fry, Eric V (EED)**

---

**From:** eric.fry@alaska.gov  
**Sent:** Thursday, September 24, 2015 1:40 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: David Boyle  
E-Mail: info@alaskapolicyforum.org  
Telephone: 907 334-5853

I am commenting on: 4AAC 06.737 Standards Based Tests My Comments: I want to commend the Commissioner and the Department of Education & Early Development on the excellent job of developing new test scores for Alaskan students. The Alaska Policy Forum had an observer at the cut score process to observe how the process actually worked. Your explanations were excellent and we believe the bookmarking process was a valid tool to set the cut scores for students.

We do have one concern and that is combining the reading and writing scores into a singular language arts score. Our concern centers on whether or not a parent/student will be able to know if they are performing above/below the standards on reading or writing. Will the parent and teacher know if the student needs additional help in reading, which is the most important subject mastery as you know? We believe it is most critical to a child's education that mastery of reading is readily identified to the parent, student and teacher. Please reconsider separating out the language arts scores into both reading and writing scores.

Thank you.

Sincerely,

David Boyle  
Alaska Policy Forum

Dear State Board Member,

As an educator in Alaska since 1981 I am sometimes, proud, sometimes sad and sometimes embarrassed. I am always embarrassed when we try to mislead the public about where the students in Alaska stand in accomplishment. Regulation 4 AAC 06.737, 4 AAC 06.739, 4 AAC 06.775, 4 AAC 06.815, 4 AAC 06.820, 4 AAC 06.899, 4 AAC 33.421, 4 AAC 33.426, and 4 AAC 34.090, causes that embarrassment. There have been so many changes in testing and "terms" the past 10 years in education, educators are confused, and I can't imagine how confusing it must be for parents.

Educators are constantly accused of not being straightforward in what they relay to the public. I make these comments as a former AK State School Board Member, teacher, principal, EED Coach, Moore Grant Consultant and now private consultant with low performing schools in AK.

I was a principal when the first state assessments began. They were good, honest and very specific about where a student stood at grade level. But the next few years brought changes because our state did not look good with over half of the students failing the state assessments. So, our response was to lower the cut scores to make us all look better. When that didn't help we left the original tests and went to a model "showing district and student growth." If you or at the bottom you look much better when using a growth model.

Then we decided that the standards done in the early 90's were the problem, so we began writing new standards. Along with new standards came new tests. The one thing always consistent was individual students were placed in 4 categories. A (Advanced), P (Proficient), NP (Not Proficient), BP (Well Below Proficient). These terms are not based on grade level proficiency but a cut score developed by a group of people. In an analysis done by a district in the state they found a student could at Proficient Level on the State Assessments and be at 12% on a Norm-referenced test such as the Terra Nova.

I always felt this was somewhat misleading because when a parent saw proficient, they assumed their children were Proficient at that grade level. Many districts and schools do not inform parents their student was measured based on "growth" not grade level. But at least we were willing to use a term that better identified whether or not their student was proficient.

So now we want to change the terms to even sound better. Words like "emerging." If we have a 6<sup>th</sup> grader reading on a 3<sup>rd</sup> grade level they will not be NP or BP they will be "emerging." How long does that student get to "emerge?" Or let's use numbers: 1 2, 3,4. It goes with our "stars" we now give schools! Would it not be more honest to say that child or school is failing or not proficient? Would we not be more respected in the community if we were not misleading and dishonest? For years in education we told parents their child was "reading just fine" and parents later discovered their child could not read. Is that not what we are doing here?

I am not sure who came up with these terms but it seems to me they are more interested in all of us "looking good" than giving the facts. For the past 6 years I have worked in a low performing school district in AK. This year for the first time we have, with the exception of special needs students, every student in grades K-5 on grade level in reading. We did it by being honest to parents, holding high expectations for all students and holding teachers accountable for change in their instruction.

I encourage you as State Board Members and leaders in our communities to speak in clarity and honesty. Doing so will require you to continue with the more accurate terms of Advanced, Proficient, Not Proficient, Far Below Proficient.

Regards,  
Judy Eledge  
Anchorage, AK 907-351-1876  
Retired AK Educator  
Consultant

PS: My concern with changing reading and writing to Language Arts is the possibility of there not being sub categories with scores in the area of reading and writing. (As there is currently) These are very different skills. Please retain the subcategories in each of the content areas so it can be used to specifically help a child in that area.



September 22, 2015

State Board of Education & Early Development  
P.O. Box 110500  
Juneau, AK 99511 -0500

Dear Board Members,

On behalf of the board of directors for Education Matters, Inc., I write in support of the proposed regulations that set the assessment achievement level scores on the Alaska Measures of Progress.

Many Alaskans learned for the first time that Alaska had set a low “cut score” for the Standards Based Assessment at the Education Summit convened in 2011 by then-Mayor Sullivan. For too many years the combination of what the SBAs measured coupled with a low proficiency bar resulted in an illusion that most graduates were well prepared and on-track to college and career readiness.

We commend the State Board for re-designing the state’s assessment and other accountability tools to better ensure that Alaska’s students are prepared for life’s challenges. At the same time, we urge you to take steps to ensure Alaska’s teachers are well prepared to deliver academic excellence in the classroom. We urge the department and school districts to work closely with the University of Alaska to ensure that teacher education programs align with the required content area knowledge and best teaching practices.

Thank you for your work and leadership on this and other reforms.

Respectfully,

Cheryl Frasca  
Executive Director



# Anchorage School District

## Education Center

5530 E. Northern Lights Blvd. • Anchorage, AK 99504 • 907-742-4000 • www.asdk12.org

September 23, 2015

Commissioner Mike Hanley  
Alaska Department of Education & Early Development  
P.O. Box 110500  
Juneau, Alaska 99811-0500

RE: Proposed Amendments to Student Assessment

Dear Commissioner Hanley,

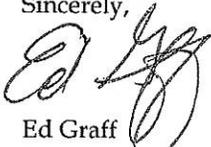
In response to the request for review and public comment to the proposed changes in Title 4 of the Alaska Administrative Code to amend 4 AAC 06, specifically to changes dealing with student assessment, Anchorage School District provides the following comment:

On behalf of Anchorage School District, we support the proposed changes to 4 AAC 06.739 and 4 AAC 06.775. The process used for determining score ranges for the four achievement levels of the new AMP assessment was transparent and conducted with reliability and validity. Integrating participation and feedback from educators across the state of Alaska, including Anchorage, ensured best practice outcomes for the process.

We also support the change of "English Language Arts" to replace "Reading and Writing," for consistency with national terminology.

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

Sincerely,



Ed Graff  
Superintendent

cc: Anchorage School Board  
Mike Graham, Chief Academic Officer  
Linda Carlson, Assistant Superintendent, Instructional Support  
Diane Hoffbauer, Assistant Superintendent, Instruction  
Mike Henry, Executive Director, Secondary Education  
Jane Stuart, Executive Director, Assessment and Evaluation

*Educating All Students for Success in Life*

Anchorage School Board Kameron Perez-Verdia, President

Kathleen Plunkett, Vice President

Tam Agosti-Gisler, Clerk

Bettye Davis, Treasurer

Eric Croft

Pat Higgins

Elisa Snelling

Superintendent Ed Graff

## Fry, Eric V (EED)

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**From:** eric.fry@alaska.gov  
**Sent:** Monday, September 14, 2015 11:39 AM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Ron Fuhrer

E-Mail: Ron.Fuhrer@neaalaska.org

Telephone: 907 274-0536

I am commenting on: 4 AAC 06.737, 4 AAC 06.739, 4 AAC 06.775, 4 AAC 06.815, 4 AAC 06.820, 4 AAC 06.899, 4 AAC 33.421, 4 AAC 33.426, and 4 AAC 34.090 My Comments: September 14th, 2015

Dear Commissioner Hanley and State Board Members, As President of NEA-Alaska I write to you in support of the regulation changes in Title 4 of the Alaska Administrative Code pertaining to student achievement levels for the Alaska Measures of Progress assessment as detailed in 4 AAC 06.739(b) and 4 AAC 06.775(b).

NEA-Alaska commends the Department of Education and Early Development, as well as the Alaska State School Board for establishing these benchmarks in coordination with Alaska educators. With nearly 100 classroom teachers involved in the process we are confident that the standards will be rigorous, fair, and will ultimately lead to a greater understanding of how Alaska students are performing in the classroom.

The Alaska Measures of Progress is a new instrument, and as is the case when using any new instrument, small adjustments may be necessary to truly gauge how Alaska students are performing. We encourage DEED and the State Board to continue its collaboration with Alaska educators when tweaking the assessment and adjusting achievement levels.

As educators, we know that an assessment is only useful when it helps to guide instruction and improve student learning. Our hope is that the proposed regulation changes will be adopted and will help Alaska educators provide the best possible learning opportunities for our students.  
Please adopt the regulation changes stated above.

Sincerely,

Ron Fuhrer, President, NEA-Alaska

## Fry, Eric V (EED)

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**From:** eric.fry@alaska.gov  
**Sent:** Thursday, September 10, 2015 4:08 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Dr. Deena Paramo  
E-Mail: deena.paramo@matsuk12.us  
Telephone: 907 746-9255

I am commenting on: Establishing the score ranges for the four achievement levels for English language arts and mathematics for the standards-based assessment (Alaska Measures of Progress) and for the Alaska Alternate Assessment in 4 AAC 06.739(b) and 4 AAC 06.775(b); My Comments: To Members of the Alaska State School Board:

Mat-Su Borough School District has concerns with some of the newest Alaska Measures of Progress (AMP) language and testing requirements. This letter articulates the changes, concerns, and recommendations to the regulations.

### Performance Tasks

The state added additional testing sections to the Alaska Measures of Progress (AMP). They are called Performance Tasks, which are essentially written responses. Last year, the AMP assessment was only a multiple-choice format. The previous state assessment (SBAs) had a series of short and extended written responses. This year the Performance Task items are being field tested; districts will not receive any results. While MSBSD supports the assessment of extended responses as valuable student learning data, there are concerns with the prescribed structure for delivering the new assessments.

The performance task assessments for English/Language Arts (ELA) and Math are three separate tests. In conferencing with E.E.D.s assessment staff, there is no plan to integrate the tests into the existing ELA and Math AMP content assessments in future years. In order to protect the security of the Performance Task test questions, the state is requesting all students in a specific grade level test on the same day.

### Concerns

1. Testing days for students will increase by three days. Below is the comparison of testing days for this year and last year. In addition to the loss of instruction time, this is a huge burden for Correspondence families who will be transporting their child/ren to a testing site each day.

3rd & 5th Grades:	7 days total	(4 days last year)
4th Grade:	8 days total	(5 days last year)
6th, 7th, & 9th Grades:	5 days total	(2 days last year)
8th & 10th Grades:	6 days total	(3 days last year)

2. While students are required to test an additional three days, the testing window was only extended for one week. This creates a potential capacity issue with access to technology.

3. If we were to use the data already gathered, Kansas state field tested the performance tasks in FY15. On average, students took 15 to 20 minutes to complete the Math section; ELA sections took 30 minutes. The transition from classroom instruction and moving to computer labs takes time and disrupts student learning. The district wants to be diligent about the length of time students are required to test; however, a 15 to 30 minute assessment session is a very inefficient use of the instructional day. MSBSD staff have determined 60 minutes for elementary and 90 minutes for secondary provides valid assessment results.

4. Computer labs are currently being used year round for on-line courses, technology courses, core instruction, and electronically delivered intervention classes. AMP requires schools to harness all existing computers to deliver the assessment, essentially halting student learning during the testing window.

5. Performance Tasks must be administered district-wide to all students in the same grade on the same scheduled day. In addition, students must complete the Math and ELA Performance Tasks before beginning the content assessments. While the majority of schools are on the same calendar, charter schools and correspondence schools are not always synchronous with the district calendar. Requiring every third grader to test on the same day will be very challenging. However more concerning for MSBSD is the prescription of specific testing dates, which seems to be contrary to the practice of allowing districts a larger testing window and flexibility in administering the assessments. This was one of the primary benefits in moving to an electronic format.

#### Recommendation

The current ELA and Math assessments are formatted in blocks of items: 25 +15 +15 +15. This allows for flexibility in setting the length and number of testing days required. MSBSD is recommending the performance tasks be added as a fifth block to the existing ELA and Math assessments. This will allow districts the flexibility warranted in determining schedules and appropriate lengths of testing sessions.

#### AMP Results Language

The new language for AMP scores is divided into four achievement levels on a scale of 1 to 4. Levels one and two represent partially meeting the standards. Levels 3 and 4 represent meeting the standards. The prior SBA language had four achievement levels: far below proficient, below proficient, proficient, and advanced.

#### Concern

Staff, students, and parents are familiar with the SBA terminology. While MSBSD recognizes there is a learning curve with explaining the new student data, using consistent key terminology will help in explanations about student performance. In addition, the terms 'partially meeting' or 'meeting' seem to be less descriptive than far below proficient, below proficient, proficient, and advanced. If a student is far below proficient (usually two to three grade levels behind), MSBSD does not want confusion or 'softening' of communication about student performance.

#### Recommendation

MSBSD recommends using the previous language (far below proficient, below proficient, proficient, and advanced) in describing student achievement.

MSBSD appreciates your time in reviewing these concerns and recommendations. Please feel free to contact us if you have further questions or clarifications. Thank you for your service to all Alaskan children.

Sincerely,

Dr. Deena M. Paramo

## **Fry, Eric V (EED)**

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**From:** eric.fry@alaska.gov  
**Sent:** Friday, August 28, 2015 12:57 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Holly Abel  
E-Mail: timeclock79@hotmail.com  
Telephone: 907 252-5162  
I am commenting on: 4 AAC 06.775(b)

My Comments: Like many parents, I cringe when I hear what a large role testing plays in education. I would like the education of my children to be driven by their interests, their relationships with teachers and peers, their involvement with their community, and their goals outside of school. I want each child to be treated like a whole person. I want school to prepare my kids for life.

Teachers could put so much more time into differentiating instruction, providing enrichment, and building relationships without the emphasis on testing. Testing is ruining education! While I think it's good to monitor student progress, I think this can be done in the classroom by those who know the students personally. Energy should be taken away from high-stakes testing and put towards pre-/post- testing to inform differentiation (remediation or acceleration as needed) or tracking through learning portfolios that reflect authentic learning through projects.

I'm sure I speak for many parents (who couldn't find the time to navigate these regulations or figure out how to make a comment) when I urge these regulatory committees to move away from high stakes testing to the greatest degree possible. I see how the stress of it negatively impacts the performance of both students and teachers. If I wasn't so committed to community schools, the education of my kids' peers and healthy communities in general, I would be among the growing number of homeschool parents in the state.

I realize you are probably restricted by law in how you modify regulations. Please just consider what is good for kids when making your decisions. Consider what you would want for your own children and let the "Golden Rule" be your guide.

Thank you for taking the time to consider these comments.  
Holly Abel



# NAACP

## National Association for the Advancement of Colored People

Anchorage, Alaska Branch - Wanda V. Laws, President

Alaska Department of Education  
& Early Development

SEP - 8 2015

September 4, 2015  
P. O. Box 200089  
Anchorage, Alaska  
99502

Commissioner's Office  
Department Education and Early Development  
Attention: Regulations Review  
801 West Tenth Street, Room 200  
P. O. Box 110500  
Juneau, Alaska 99811

Commissioner's Office

### **Re: Proposal to Eliminate Reading and Writing as State Standards' Terms in 4 AAC 06**

Dear Commissioner:

Do not eliminate the terms "reading and writing" and replace them entirely with the term "English language arts" in 4 AAC 06 as the State School Board proposed recently.

#### **What the NAACP Wants**

The Anchorage NAACP wants state regulations to continue requiring the department to report each student's respective reading and writing score on the statewide test. (See the attached mark-up of the proposed regulation.)

#### **Why We Want Reading and Writing Reports Retained**

It is important to us that parents and teachers see their students' reading and writing scores reported in individual lines and not merely obscured in an overall "English language arts" score. An English language arts index by itself does not provide the data helpful for selecting the right reading programs and intervention teachers for special needs kids and other poor readers. Teachers and employers, to say nothing of parents and students, need to know how well students read and write. After all, their decisions regarding the student's instruction and job placement hinge on reading and writing as discrete skills. They care less about an artificial conglomeration called the art of the English language.

Furthermore, the public needs to see reading and writing scores, not simply English language art scores, for each grade-level at each school. Why? Because the public and policy makers will not tolerate reading and writing skills that are so bad that two thirds of third-graders, for example, don't meet the state's standards for reading and writing. If the proposed regulation changes have the effect of eliminating school-level AMP reading and writing scoreboards by burying them in a bundled AMP English language arts line, we'll find ourselves handicapped in our effort to improve instruction in each of the key elements your regulations roll up into a higher-level term called English language arts.

On a more general level, the Anchorage NAACP believes that improving reading instruction statewide will involve legislation for placing expert reading teachers in classrooms to help poor readers scoring below state standards. We know from other states that abysmal performances like ours can be dramatically improved by way of lots of hard work by highly-skilled teachers. Your preliminary AMP

results extrapolated from third grade to kindergarten support our conclusion that about 25,000 students K-3 are reading below grade level. We expect that raising those kids to the state standards by third grade will likely require hundreds of expert reading teachers. Such a policy decision will need the right data, specifically reading scores, from the AMP.

We recommend that the 4 AAC 06 regulation's language continue to support the practice of reporting reading, writing and mathematics scores at the level of detail you reported from the former Standards Based Assessment. (See an example attached.) Each student's report to parents had listed the reading score, the writing score, and the mathematics score, along with scores at the even finer level of the individually numbered state standard. We expect you to preserve that granularity because it is so important. And we expect you to report to the public each school's overall AMP reading, writing and math scores for each grade.

Sincerely,



Mike Bronson  
Education Chair  
NAACP Anchorage Branch

cc: Literate Nation  
Governor Walker  
Chair, Senate Education Committee  
Chair, House Education Committee

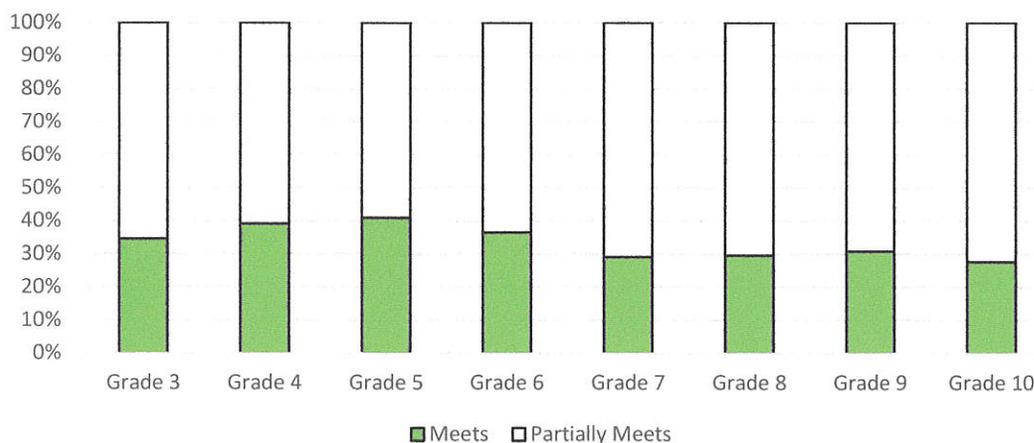
Attachments: School Board packet's AMP – ELA preliminary data  
Marked up proposed regulations  
Example SBA reports showing details

**Alaska Measures of Progress -- ELA**  
**Preliminary Impact Data Based on Score Setting Process**

*final data may vary slightly and will be posted when available*

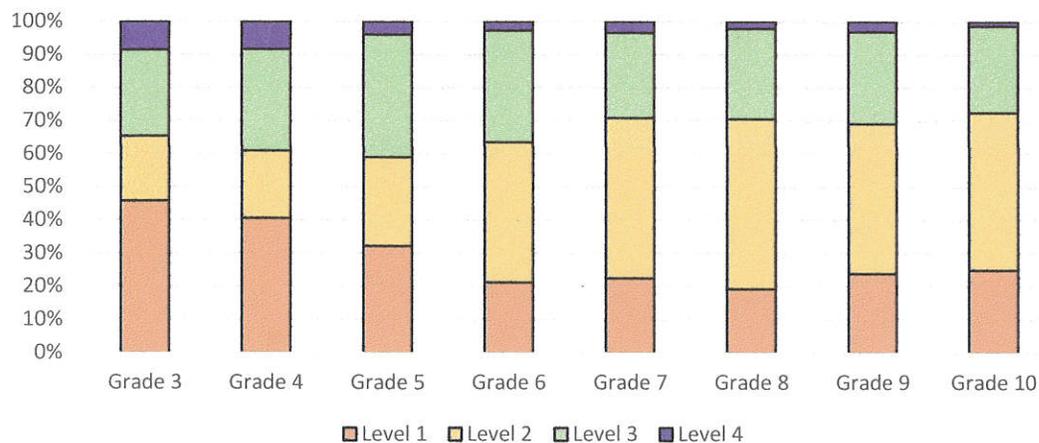
ELA	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Partially Meets	65.4%	60.9%	59.0%	63.5%	70.9%	70.5%	69.1%	72.5%
Meets	34.6%	39.1%	41.0%	36.5%	29.1%	29.5%	30.9%	27.6%

**AMP -- Preliminary ELA Impact Data, Two-Way**



ELA	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Level 4	8.6%	8.5%	3.9%	2.8%	3.4%	2.2%	3.1%	1.3%
Level 3	26.0%	30.6%	37.1%	33.8%	25.8%	27.3%	27.7%	26.3%
Level 2	19.7%	20.3%	26.8%	42.4%	48.4%	51.3%	45.3%	47.5%
Level 1	45.7%	40.6%	32.2%	21.1%	22.5%	19.3%	23.9%	25.0%

**AMP -- Preliminary ELA Impact Data, Four-Way**



Register \_\_\_\_\_, \_\_\_\_\_ 2016 EDUCATION AND EARLY DEV.

4 AAC 06.737 is amended to read:

**4 AAC 06.737. Standards-based test.** The commissioner will select a standards-based test to estimate the degree to which students have mastered the state's standards for **English language arts** [READING, WRITING], mathematics, and science. For school years 2012 - 2014, the standards-based test must test for mastery of the reading, writing, mathematics, and science standards described in the department's publication Alaska Standards: Content and Performance Standards for Alaska Students, as revised as of March 2006, and adopted by reference for purposes of administering a standards-based test through school year 2013 - 2014. For school years after school year 2013 - 2014, the standards-based test must test for mastery of the English language arts, mathematics, and science standards adopted by reference in 4 AAC 04.140(a). Except for students eligible for an alternate assessment under 4 AAC 06.775(b), each district shall administer the standards-based test in **English language arts** [READING, WRITING,] and mathematics annually to every student in grades three through ten, and each district shall administer the standards-based test in science annually to every student in grades four, eight, and ten. (Eff. 3/3/2000, Register 153; am 9/11/2004, Register 171; am 11/10/2005, Register 176; am 5/18/2006, Register 178; am 10/16/2012, Register 204; am 12/26/2014, Register 212; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

**Authority:** AS 14.07.020 AS 14.07.060

4 AAC 06.739(a) is amended to read:

**4 AAC 06.739. Assessment achievement level** [PROFICIENCY] scores. (a) The subject matter [PROFICIENCY] **achievement** levels **of proficiency** [OF ADVANCED, PROFICIENT, BELOW PROFICIENT, OR FAR BELOW PROFICIENT] for a student enrolled

Delete brackets.  
Retain "reading, writing."

Register \_\_\_\_\_, \_\_\_\_\_ 2016 EDUCATION AND EARLY DEV.

(b) Each annual measurable objective established under (a) of this section is the percentage of students enrolled for a full academic year who are expected to score at achievement level three or four [PROFICIENT OR HIGHER] on the state **English language arts** [READING, WRITING,] and mathematics standards-based assessments described in 4 AAC 06.737.

4 AAC 06.815(d) is amended to read:

*Delete brackets.*  
(d) The department will give each district or school a performance score for **English language arts** [READING, WRITING,] and mathematics for the all-students group and each subgroup with five or more students. The performance score will be calculated based on the percentage of students who score at achievement level three or four [PROFICIENT OR HIGHER] on the state **English language arts** [READING, WRITING,] and mathematics **standards** [STANDARD]-based assessments described in 4 AAC 06.737, as compared to the total number of students tested who were enrolled for a full academic year.

4 AAC 06.815(h) is amended to read:

(h) In calculating whether a school or subgroup has met its annual measurable objective under this section, the department will include as meeting standards [PROFICIENT OR HIGHER] those students who [TEST] score at the at target or advanced achievement levels [PROFICIENT LEVEL OR HIGHER] on the alternate assessment for English language arts and mathematics, for those grades in which the alternate assessment is available under 4 AAC 06.775(b). However, for the purpose of determining whether an annual measurable objective has been met under this section, not more than one percent of the students in the district may be



# ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA) STANDARDS BASED ASSESSMENT (SBA) STUDENT REPORT 2011 SPRING

DISTRICT : ANCHORAGE SCHOOLS  
SCHOOL : CENTRAL MIDDLE SCHOOL OF SCIENCE

GRADE : 08

DISTRICT ID NUMBER : 000100256

### Overall Performance

	Student's Scale Score	Student's Proficiency Level	Proficient Scale Score
Reading	521	Advanced	300
Writing	497	Advanced	300
Mathematics	509	Advanced	300

### STANDARDS SKILL PERFORMANCE

This report provides a record of Anna's test results on the SBA in reading, writing, and mathematics.

#### Proficiency Levels

The SBA is designed to measure knowledge and skills against state standards. Scores on these tests are grouped into four proficiency levels. The proficiency level chart shows the scale score ranges associated with each level. Typical characteristics for the proficiency levels can be found at [www.eed.state.ak.us/t1s/assessment](http://www.eed.state.ak.us/t1s/assessment).

#### Scale Score

The scale score earned by the student determines the student's performance level of proficient or not proficient on the SBA. The points earned are converted into a scale score that takes into consideration the fact that some items that make up a standard on the test are more difficult than others. Therefore, a student can earn the same raw score on two standards and end up with two different scale scores. For this reason, you cannot divide the points earned by the points possible for a standard to derive the scale score.

#### Skills Performance

Reading, writing, and mathematics are composed of different skills. The chart on the right shows how Anna did on these skills.

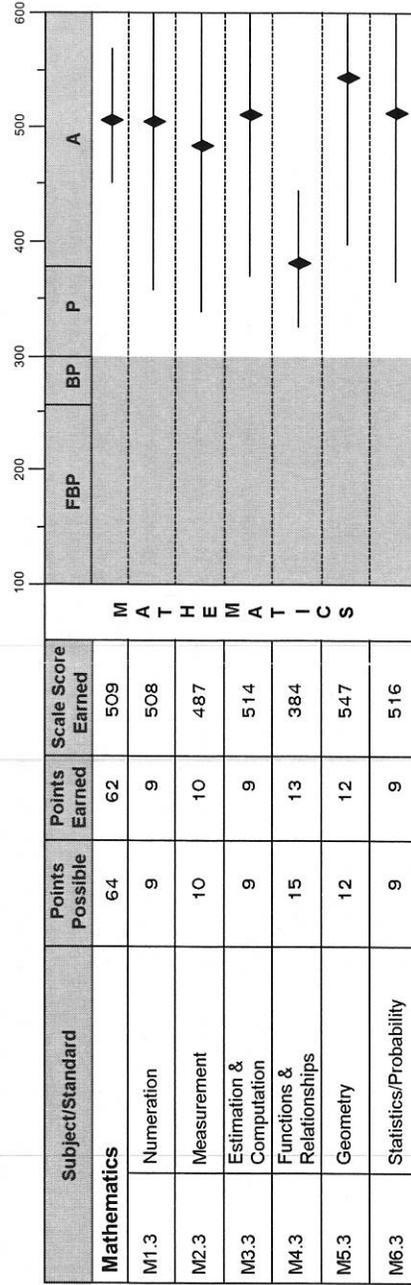
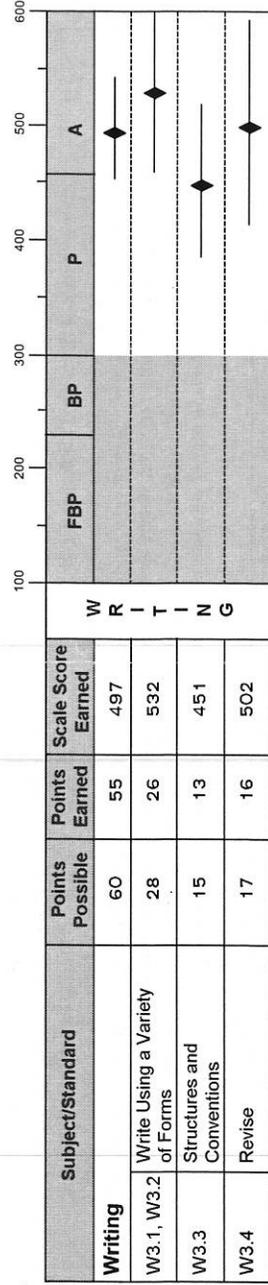
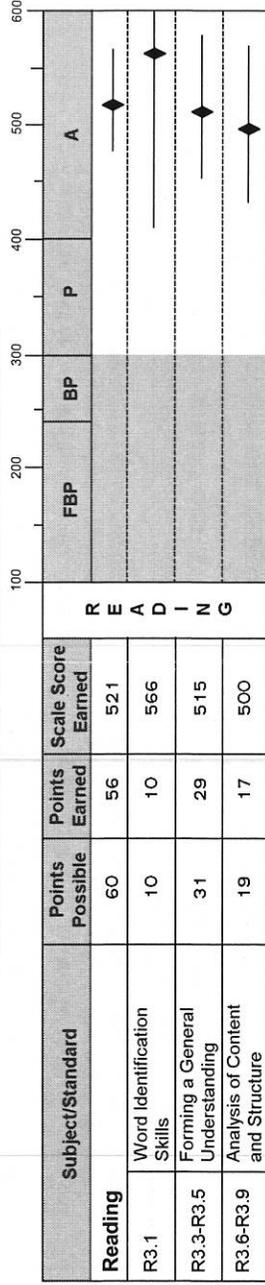
#### Interpretation of Chart

Scale scores are represented by the diamond (♦). For each subject, the chart displays where the proficient cut score lies within the possible scale score range (100 - 600). Scores in the shaded area indicate not proficient, whereas scores in the non-shaded area indicate proficient.

For example, Anna's scale score in Reading is 521. Note that the diamond representing this score falls in the Advanced scale score range. If Anna were to take a similar test multiple times, the range of these scores would fall between 476 and 566 (as represented by the line) 80% of the time.

### Performance by Standard

#### PROFICIENCY LEVELS AND PROBABLE SCALE SCORE RANGES\*



\*Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient

Department of Education & Early Development

# Assessment, Accountability and Student Information

## SPRING 2014 - Standards Based Assessment (SBA) Anchorage Schools

Total Numbers and Percentages of Students  
Scoring Above and Below Proficiency

To view data disaggregated by the subgroups of race/ethnicity, gender, disability status, LEP status and Low Income status, select the "Groups" link located at the end of each row. Only those subgroups that have representation in the population being queried will be displayed.

### Grade 3

Subject	Test Year	Advanced/Proficient		Below/Not Proficient		Enrollment	Participation Rate	
		Count	Percentage <sup>1</sup>	Count	Percentage <sup>1</sup>			
Reading	2014	3105	86.51%	484	13.49%	3610	99.42%	Groups
Writing	2014	2998	83.46%	594	16.54%	3610	99.50%	Groups
Mathematics	2014	2876	79.89%	724	20.11%	3625	99.31%	Groups

### Grade 4

Subject	Test Year	Advanced/Proficient		Below/Not Proficient		Enrollment	Participation Rate	
		Count	Percentage <sup>1</sup>	Count	Percentage <sup>1</sup>			
Reading	2014	2870	81.51%	651	18.49%	3554	99.07%	Groups
Writing	2014	2888	82.26%	623	17.74%	3554	98.79%	Groups
Mathematics	2014	2747	78.35%	759	21.65%	3560	98.48%	Groups
Science	2014	1860	54.27%	1567	45.73%	3458	99.10%	Groups

### Grade 5

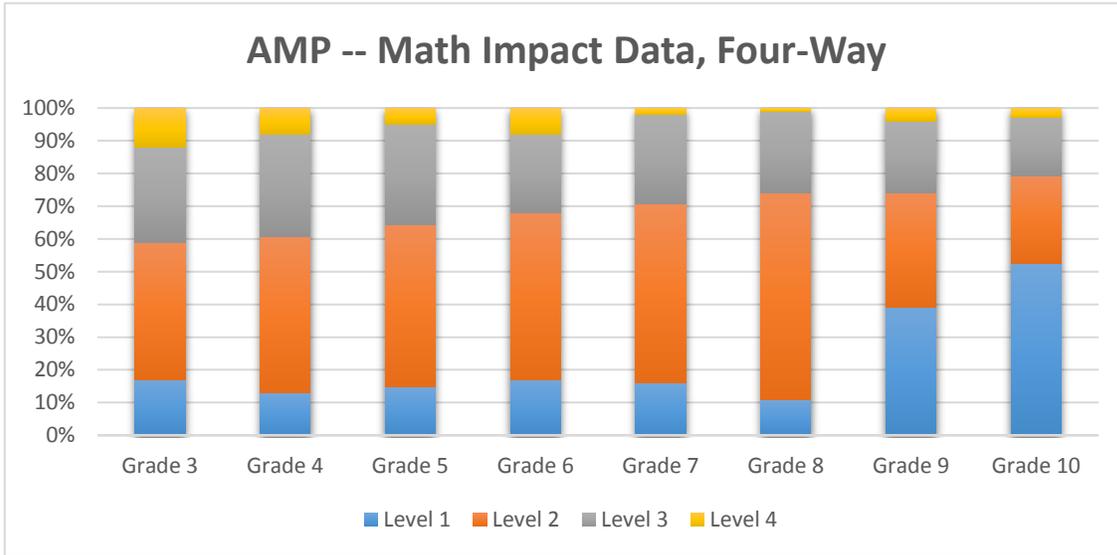
Subject	Test Year	Advanced/Proficient		Below/Not Proficient		Enrollment	Participation Rate	
		Count	Percentage <sup>1</sup>	Count	Percentage <sup>1</sup>			
Reading	2014	2958	85.49%	502	14.51%	3492	99.08%	Groups
Writing	2014	2866	82.78%	596	17.22%	3492	99.14%	Groups
Mathematics	2014	2605	74.94%	871	25.06%	3505	99.17%	Groups

### Grade 6

Impact Data for Proposed Score Ranges

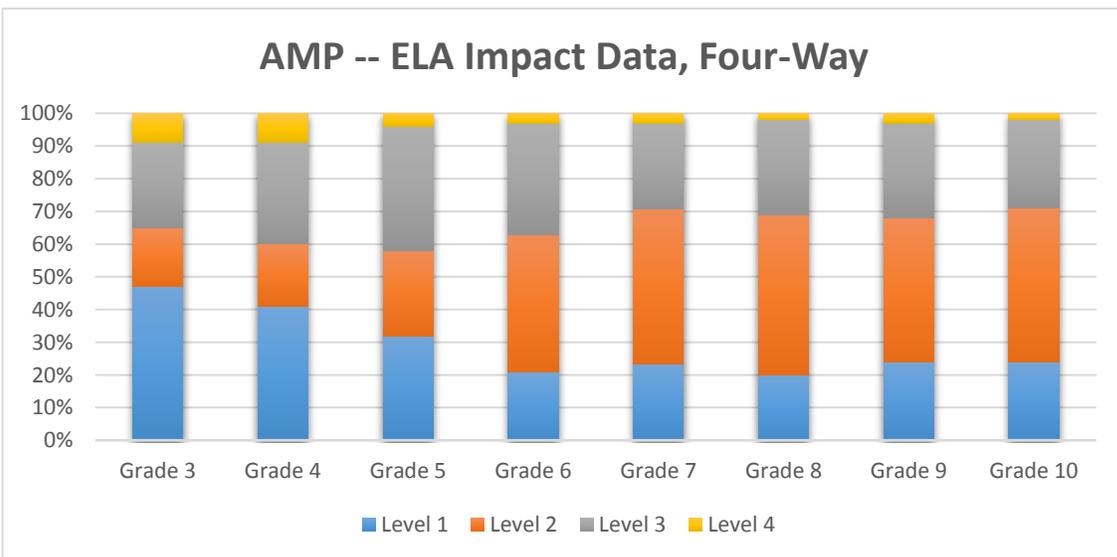
**Alaska Measures of Progress -- Math**

Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Level 4	12%	8%	5%	8%	2%	1%	4%	3%
Level 3	29%	31%	31%	24%	27%	25%	22%	18%
Level 2	42%	47%	50%	51%	54%	63%	35%	27%
Level 1	17%	13%	15%	17%	16%	11%	39%	53%



**Alaska Measures of Progress -- ELA**

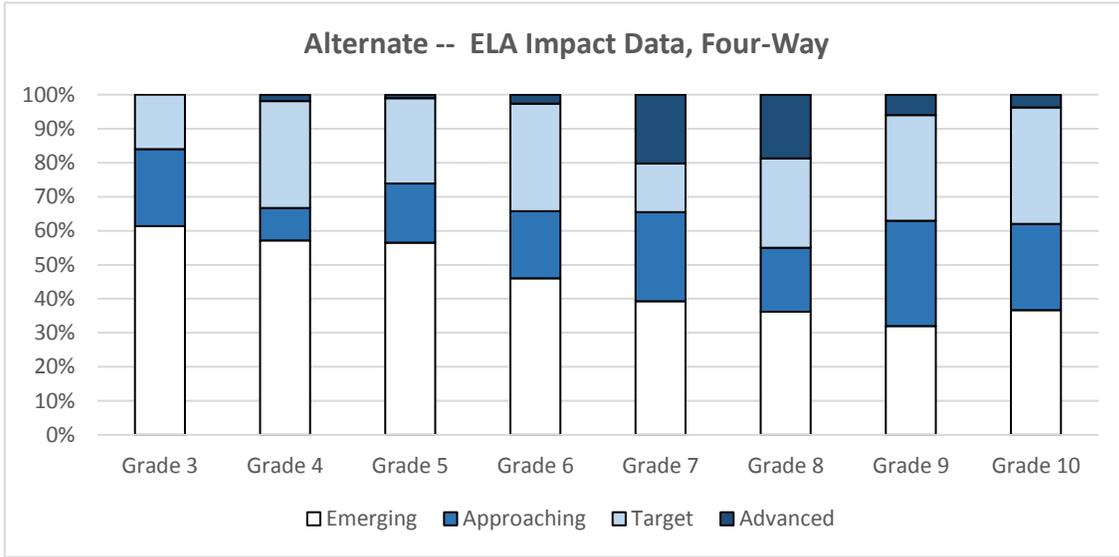
ELA	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Level 4	9%	9%	4%	3%	3%	2%	3%	2%
Level 3	26%	31%	38%	34%	26%	29%	29%	27%
Level 2	18%	19%	26%	42%	47%	49%	44%	47%
Level 1	47%	41%	32%	21%	23%	20%	24%	24%



Impact Data for Proposed Score Ranges

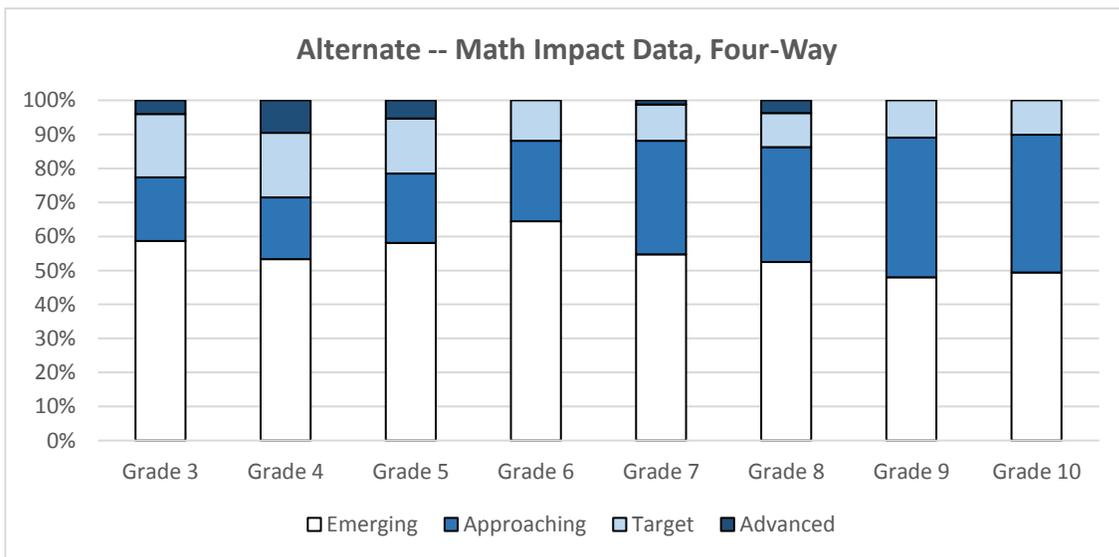
**Alaska Alternate Assessment -- ELA**

ELA	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Advanced	0%	2%	1%	3%	20%	19%	6%	4%
Target	16%	31%	25%	32%	14%	26%	31%	34%
Approaching	23%	10%	17%	20%	26%	19%	31%	25%
Emerging	61%	57%	57%	46%	39%	36%	32%	37%



**Alaska Alternate Assessment -- Math**

Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Advanced	4%	10%	5%	0%	1%	4%	0%	0%
Target	19%	19%	16%	12%	11%	10%	11%	10%
Approaching	19%	18%	20%	24%	33%	34%	41%	41%
Emerging	59%	53%	58%	64%	55%	53%	48%	49%



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

**October 9, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 2A**

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**◆ ISSUE**

The board is being asked to adopt amendments to regulations related to assessment achievement level scores on the Alaska Measures of Progress and Alaska Alternate Assessment in English language arts and math.

**◆ BACKGROUND**

- The new Alaska Measures of Progress (AMP) and Alaska Alternate Assessment for English language arts (ELA) and mathematics were administered in spring 2015.
- New assessments require the development of new score ranges to determine student performance in each achievement level. These score ranges are adopted in regulations.
- Additional changes are required to other regulations to conform to the new achievement levels and the change from separate reading and writing assessments to one English/language arts assessment.
- On the AMP ELA and math assessments, students score on a scale placing them into one of four achievement categories: Level 1, 2, 3 and 4 (from low to high). Level 3 and 4 represent meeting the standards. Level 1 and 2 represent partially meeting the standards.
- The Alaska Alternate Assessment (AA) is taken by students with severe cognitive disabilities who are not able to complete either regular curricular offerings or substitute courses. The items on the AA are linked to the ELA and math standards.
- On the Alaska Alternate Assessment, students' scores place them into one of four achievement categories: emerging, approaching target, at target, or advanced (from low to high).
- The proposed regulations are behind this cover memo.
- Margaret MacKinnon, Director of Assessment & Accountability, will be present to brief the board.

**◆ OPTIONS**

Adopt the proposed regulations.

Amend the proposed regulations and adopt the amended regulations.

Seek more information.

**◆ ADMINISTRATION'S RECOMMENDATION**

Adopt the proposed regulations.

**◆ SUGGESTED MOTION**

After considering all public comment, I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 06.737 Standards-based test, 4 AAC 06.739 Assessment achievement level scores, 4 AAC 06.775 Statewide assessment program for students with disabilities, 4 AAC 06.815 Annual measurable objectives, 4 AAC 06.820 Participation, 4 AAC 06.899 Definitions, 4 AAC 33.421 Correspondence study program requirements, 4 AAC 33.426 Core course requirements, 4 AAC 34.090 Definitions.

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4 AAC 06.737 is amended to read:

**4 AAC 06.737. Standards-based test.** The commissioner will select a standards-based test to estimate the degree to which students have mastered the state's standards for **English language arts** [READING, WRITING], mathematics, and science. For school years 2012 - 2014, the standards-based test must test for mastery of the reading, writing, mathematics, and science standards described in the department's publication Alaska Standards: Content and Performance Standards for Alaska Students, as revised as of March 2006, and adopted by reference for purposes of administering a standards-based test through school year 2013 - 2014. For school years after school year 2013 - 2014, the standards-based test must test for mastery of the English language arts, mathematics, and science standards adopted by reference in 4 AAC 04.140(a). Except for students eligible for an alternate assessment under 4 AAC 06.775(b), each district shall administer the standards-based test in **English language arts** [READING, WRITING,] and mathematics annually to every student in grades three through ten, and each district shall administer the standards-based test in science annually to every student in grades four, eight, and ten. (Eff. 3/3/2000, Register 153; am 9/11/2004, Register 171; am 11/10/2005, Register 176; am 5/18/2006, Register 178; am 10/16/2012, Register 204; am 12/26/2014, Register 212; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

**Authority:** AS 14.07.020 AS 14.07.060

4 AAC 06.739(a) is amended to read:

**4 AAC 06.739. Assessment achievement level [PROFICIENCY] scores.** (a) The subject matter [PROFICIENCY] **achievement** levels **of proficiency** [OF ADVANCED, PROFICIENT, BELOW PROFICIENT, OR FAR BELOW PROFICIENT] for a student enrolled

in grades 3-10 will be determined as set out in this section, based on the student's scores on the applicable state assessment described in 4 AAC 06.737.

4 AAC 06.739(b) is repealed and readopted to read:

(b) Achievement levels for English language arts and mathematics are levels one through four, with level one being the lowest and level four the highest achievement level. Students obtaining achievement levels of three or four meet standards. To obtain an achievement level of one, two, three, or four in English language arts and mathematics, a student must obtain a score as set out in the following table:

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
English language arts: Level 4	727 or above	729 or above	737 or above	736 or above	729 or above	736 or above	732 or above	736 or above
English language arts: Level 3	700-726	700-728	700-736	700-735	700-728	700-735	700-731	700-735
English language arts: Level 2:	686-699	686-699	680-699	667-699	664-699	662-699	668-699	666-699
English language arts: Level 1	685 or below	685 or below	679 or below	666 or below	663 or below	661 or below	667 or below	665 or below
Mathematics: Level 4	726 or above	732 or above	741 or above	731 or above	747 or above	754 or above	740 or above	737 or above
Mathematics: Level 3	700-725	700-731	700-740	700-730	700-746	700-753	700-739	700-736
Mathematics: Level 2	675-699	671-699	671-699	673-699	668-699	665-699	681-699	678-699
Mathematics: Level 1	674 or below	670 or below	670 or below	672 or below	667 or below	664 or below	680 or below	677 or below

4 AAC 06.739(c) is amended to read:

(c) **Achievement levels for science are advanced, proficient, below proficient, or far below proficient. Students obtaining achievement levels of advanced or proficient meet standards.** To obtain **an achievement** [A PROFICIENCY] level of advanced, proficient, below proficient, or far below proficient in science, a student must obtain a score as set out in the following table:

<b><u>Achievement</u></b> <b><u>[PROFICIENCY]</u></b> <b><u>Level</u></b>	Grade 4	Grade 8	Grade 10
Science: Advanced	357 or above	359 or above	369 or above
Science: Proficient	300-356	300-358	300-368
Science: Below Proficient	233-299	258-299	245-299
Science: Far Below Proficient	232 or below	257 or below	244 or below

(Eff. 3/16/2001, Register 157; am 11/23/2003, Register 168; am 9/4/2005, Register 175; am 5/18/2006, Register 178; am 9/3/2006, Register 179; am 9/27/2008, Register 187; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

**Authority:** AS 14.03.015            AS 14.07.030            AS 14.07.060  
AS 14.07.020

The introductory language of 4 AAC 06.775(b) is amended to read:

(b) The commissioner shall select an alternate assessment for use in this state, to be known as the Alaska Alternate Assessment, for assessment of students with significant cognitive disabilities who are not able to complete either regular curricular offerings or substitute courses under 4 AAC 06.078 that would lead to a diploma. A student's eligibility for the Alaska Alternate Assessment shall be established in the student's IEP in accordance with the criteria in the Participation Guidelines for Alaska Students in State Assessments, adopted by reference in (a) of this section. Each district shall administer the Alaska Alternate Assessment to eligible students whenever it administers the state assessments described in 4 AAC 06.710[, EXCEPT THAT A STUDENT WILL NOT BE REQUIRED TO TAKE THE ALASKA ALTERNATE ASSESSMENT TWICE IN ONE SCHOOL YEAR]. **Achievement levels for the English language arts and mathematics Alaska Alternate Assessment are advanced, at target, approaching target, or emerging. Students obtaining an achievement level of advanced or at target meet standards. Achievement levels for the science Alaska Alternate Assessment are advanced, proficient, below proficient, or far below proficient. Students obtaining an achievement level of advanced or proficient meet standards.** To obtain **an achievement** [A PROFICIENCY] level [OF ADVANCED, PROFICIENT, BELOW PROFICIENT, OR FAR BELOW PROFICIENT] in

...

4 AAC 06.775(b)(1) is repealed and readopted to read:

(1) English language arts and mathematics on the Alaska Alternate Assessment, a student must obtain a score as set out in the following table:

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
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English language arts: Advanced	71 or above	75 or above	76 or above	65 or above	73 or above	72 or above	68 or above	72 or above
English language arts: At Target	50-70	57-74	53-75	46-64	52-72	48-71	48-67	47-71
English language arts: Approaching Target	36-49	38-56	35-52	27-45	27-51	23-47	20-47	17-46
English language arts: Emerging	35 or below	37 or below	34 or below	26 or below	26 or below	22 or below	19 or below	16 or below
Mathematics: Advanced	37 or above	56 or above	48 or above	38 or above	53 or above	53 or above	33 or above	36 or above
Mathematics: At Target	21-36	30-55	32-47	28-37	37-52	40-52	21-32	21-35
Mathematics: Approaching Target	12-20	20-29	15-31	13-27	19-36	17-39	10-20	8-20
Mathematics: Emerging	11 or below	19 or below	14 or below	12 or below	18 or below	16 or below	9 or below	7 or below

(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 10/3/2011, Register 200; am 4/20/2012, Register 202; am 12/26/2014, Register 212; am 3/4/2015, Register 213; am 5/15/2015, Register 214; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

**Authority:** AS 14.03.075                      AS 14.07.060                      AS 14.07.165  
AS 14.07.020

4 AAC 06.815(b) is amended to read:

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(b) Each annual measurable objective established under (a) of this section is the percentage of students enrolled for a full academic year who are expected to score **at achievement level three or four** [PROFICIENT OR HIGHER] on the state **English language arts** [READING, WRITING,] and mathematics standards-based assessments described in 4 AAC 06.737.

4 AAC 06.815(d) is amended to read:

(d) The department will give each district or school a performance score for **English language arts** [READING, WRITING,] and mathematics for the all-students group and each subgroup with five or more students. The performance score will be calculated based on the percentage of students who score **at achievement level three or four** [PROFICIENT OR HIGHER] on the state **English language arts** [READING, WRITING,] and mathematics **standards** [STANDARD]-based assessments described in 4 AAC 06.737, as compared to the total number of students tested who were enrolled for a full academic year.

4 AAC 06.815(h) is amended to read:

(h) In calculating whether a school or subgroup has met its annual measurable objective under this section, the department will include as **meeting standards** [PROFICIENT OR HIGHER] **those** students who [TEST] **score** at the **at target or advanced achievement levels** [PROFICIENT LEVEL OR HIGHER] on the alternate assessment **for English language arts and mathematics**, for those grades in which the alternate assessment is available under 4 AAC 06.775(b). However, for the purpose of determining whether an annual measurable objective has been met under this section, not more than one percent of the students in the district may be

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included as **meeting standards** [PROFICIENT OR HIGHER] under the alternate assessment.

(Eff. 11/23/2003, Register 168; am 7/9/2005, Register 175; am 9/4/2005, Register 175; am 9/7/2012, Register 203; am 10/19/2013, Register 208; am 11/13/2014, Register 212; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_\_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080  
AS 14.07.020

4 AAC 06.820(d) is amended to read:

(d) For purposes of measures of school and district accountability under 4 AAC 06.800 - 4 AAC 06.899, including measurements of participation and graduation rates, attainment of an annual measurable objective, and inclusion in the Alaska school performance index, the score of a student who participates in a state assessment and is enrolled at more than one school at a time will be included in the performance of the school at which the student is counted under 4 AAC 09.040 as more than 0.5 full-time equivalent. If the student cannot be counted under 4 AAC 09.040 as more than 0.5 full-time equivalent at any of those schools, the student's state assessment score and participation will be included in the performance of the school at which the student receives instruction in **English language arts** [READING AND WRITING].

4 AAC 06.820(f)(1) is amended to read:

(1) excuse the student from participation in the state assessments in **English language arts** [READING OR WRITING]; and

(Eff. 11/23/2003, Register 168; am 10/24/2004, Register 172; am 10/16/2013, Register 208; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_\_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 06.899(24) is amended to read:

(24) "alternative school" means a school that is specifically designed to exclusively serve secondary-school students who are at high risk of failing to graduate because of credit deficiencies, below-proficient academic performance, a history of low attendance, a history or high risk of dropping out, or other barriers to graduation. **In this paragraph, "below-proficient academic performance" means obtaining an achievement level on a standards-based assessment under 4 AAC 06.739 that does not meet standards.** (Eff. 11/23/2003, Register 168; am 6/13/2004, Register 170; am 1/19/2006, Register 177; am 7/25/2007, Register 183; am 2/4/2011, Register 197; am 10/3/2011, Register 200; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_\_\_)

**Authority:** AS 14.03.123                      AS 14.07.060                      AS 14.50.080  
AS 14.07.020

4 AAC 33.421(a)(1) is amended to read:

(1) monitoring of each student by the assigned certificated teacher; the monitoring must include at least monthly teacher-student or teacher-parent contact for a student who has obtained **an achievement level that did not meet standards** [A PROFICIENCY LEVEL OF BELOW PROFICIENT OR FAR BELOW PROFICIENT] on the most recent administration of the statewide standards-based assessments under 4 AAC 06.710 - 4 AAC 06.790 and quarterly reviews of a student's work or progress in the individual learning plan; the district must maintain a record of the contact required under this paragraph;

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4 AAC 33.421(b) is amended to read:

(b) In addition to meeting the requirements set out in AS 14.03.300 and this section, an individual learning plan for a student who has obtained **an achievement level that did not meet standards** [A PROFICIENCY LEVEL OF BELOW PROFICIENT OR FAR BELOW PROFICIENT] on the most recent administration of the statewide standards-based assessments under 4 AAC 06.710 - 4 AAC 06.790 must identify strategies to move the student toward **meeting standards** [PROFICIENCY] in the related subject.

(Eff. 12/25/2002, Register 164; am 8/6/2004, Register 171; am 2/20/2005, Register 173; am 9/19/2008, Register 187; am 3/6/2015, Register 213; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_\_\_)

<b>Authority:</b>	AS 14.03.090	AS 14.07.030	AS 14.14.090
	AS 14.03.300	AS 14.07.050	AS 14.17.430
	AS 14.03.320	AS 14.07.060	AS 14.30.010
	AS 14.07.020	AS 14.08.111	

4 AAC 33.426(b) is amended to read:

(b) A district may waive the requirement of (a) of this section if the district determines that the student is a senior and needs less than 50 percent of the student's curriculum in core courses to qualify for high school graduation from the correspondence study program in which the student is enrolled. A district shall waive the requirement of (a) of this section if the student obtained **achievement levels that met standards** [A PROFICIENCY LEVEL OF ADVANCED OR PROFICIENT] in **English language arts** [READING, WRITING,] and mathematics as set out in 4 AAC 06.739(b) during the previous academic year.

(Eff. 8/6/2004, Register 171; am 9/19/2008, Register 187; am 2/16/2013, Register 205; am 3/6/2015, Register 213; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_\_\_)

**Authority:** AS 14.03.300 AS 14.07.060 AS 14.17.430  
AS 14.07.020 AS 14.08.101 AS 14.30.010  
AS 14.07.030

4 AAC 34.090(a)(2) is amended to read:

(2) "limited English proficient pupil" or "LEP pupil" means an individual

(A) who is between 3 and 21 years old;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) who falls into one or more of the following categories of individuals:

(i) an individual not born in the United States or whose native language is a language other than English;

(ii) an American Indian, Alaska Native, or native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the

(i) ability to obtain **an achievement level that meets standards** [A PROFICIENCY LEVEL OF PROFICIENT OR ADVANCED], as described in 4 AAC 06.739, on the state assessments in **English language arts** [READING AND WRITING OR IN READING AND LANGUAGE ARTS] under 4 AAC 06.737 [OR 4 AAC 06.755];

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(ii) ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) opportunity to participate fully in society;

(Eff. 12/29/76, Register 60; am 5/4/2000, Register 154; am 11/23/2003, Register 168; am 6/30/2013, Register 206; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_\_\_)

**Authority:** AS 14.07.060 AS 14.30.410