

State Board of Education and Early Development
Audio Conference Meeting
November 2, 2017
State Board Room, First Floor
Department of Education & Early Development
801 West 10th Street
Juneau, AK 99801

Mission Statement: An excellent education for every student every day.

Thursday, November 2, 2017

10:00 AM

Call to Order and Roll CallJames Fields, Chair

Pledge of AllegianceJames Fields, Chair

Adoption of Agenda.....James Fields, Chair

Disclosures of potential conflicts of interest.....James Fields, Chair

This meeting is a work session only. The board will not take public comment. This meeting will be streamed through the Legislative Information Office over <http://www.alaskalegislature.tv/> beginning at 10:00 AM on November 2, 2017. Click on the meeting name to listen to the proceedings.

Work Session

10:10 AM

1. Alaska’s Education Challenge Dr. Michael Johnson, Commissioner

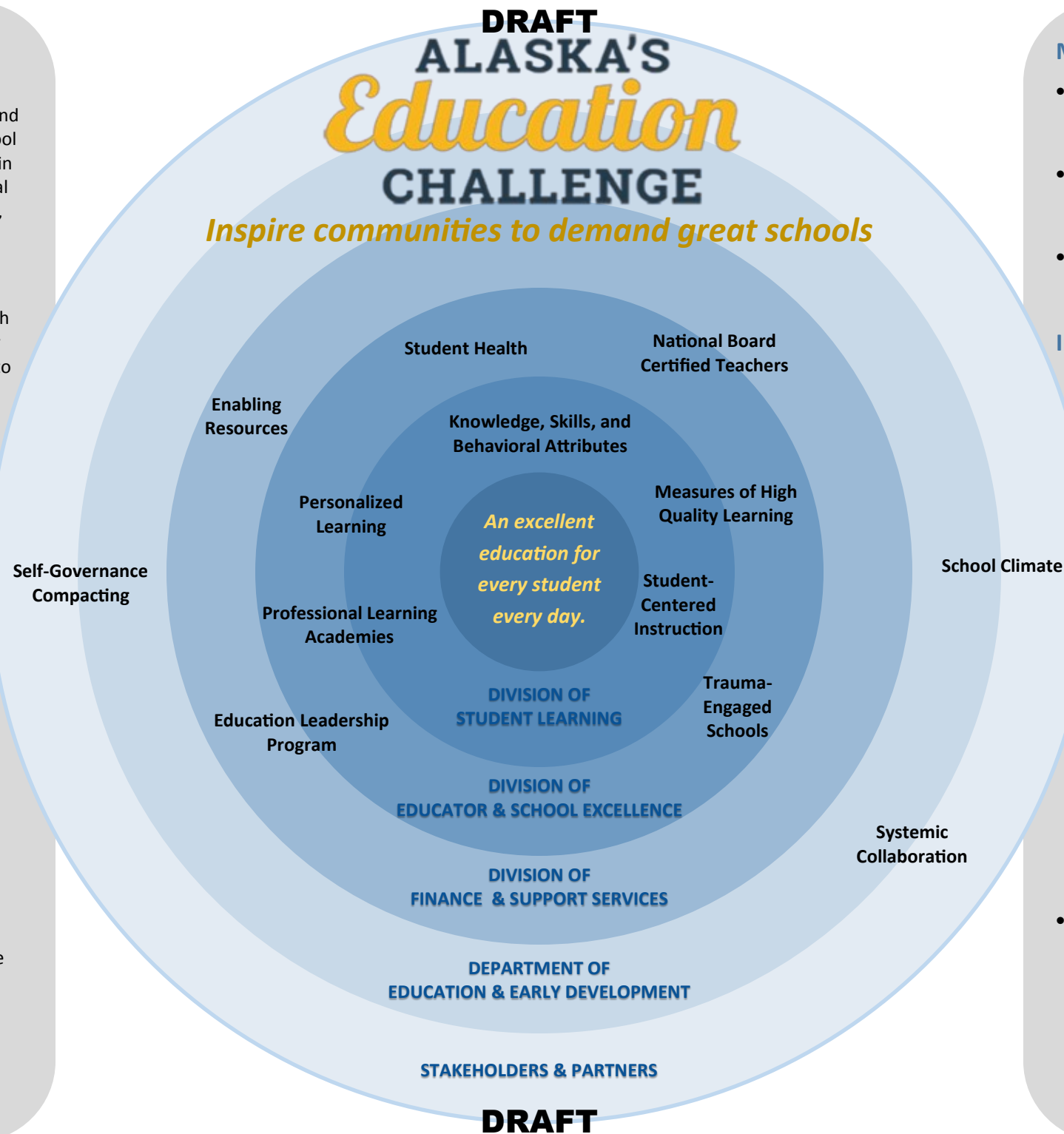
4:00 PM Adjourn

Amplify Student Learning

- **Knowledge, Skills, and Behavioral Attributes:** Identify and articulate the knowledge, skills, and behavioral attributes necessary for all preschool through post-secondary students to succeed in a rapidly changing world, while valuing cultural and traditional knowledge, civic responsibility, and student interests, passions, and goals.
- **Measures of High Quality Learning:** Ensure equity of access to high quality learning experiences for all students, preschool through post-secondary, and use a variety of culturally appropriate methods and multiple measures to identify successes, mitigate underperformance, and accelerate student achievement.
- **Student-Centered Instruction:** Make learning student-centered, ensuring that instruction and curricula are relevant, experiential, culturally responsive, and interest-based for all preschool through post-secondary students.

Ensure Excellent Educators

- **Professional Learning Academies:** Create rigorous cohort-based professional learning academies based on best practices for preservice, new-to-Alaska, new-to-teaching, and career-changing educator candidates to develop Alaska-specific skills.
- **Education Leadership Program:** Grow education leadership through an educator leadership grant program.
- **National Board Certified Teachers:** Triple the number of National Board Certified Teachers (NBCTs) in Alaska, and specifically increase the number of NBCTs in hard-to-staff schools and districts, both through the provision of salary incentives.



Modernize the Education System

- **Personalized Learning:** Establish a systemic foundation for personalized student learning and consistent excellence.
- **Enabling Resources:** Expedite the dollars, expertise, and other assets necessary to enable modernization.
- **Systemic Collaboration:** Facilitate deep systemic collaboration and alignment to ensure effectiveness, efficiency, and innovation.

Inspire Tribal & Community Ownership of Educational Excellence

- **Self-Governance Compacting:** Create the option for self-governance compacting for the delivery of education between the State of Alaska and Tribes or tribally-empowered Alaska Native organizations.

Promote Safety & Well-Being

- **School Climate:** Every Alaska school must work to create a sustainable and positive school climate that is safe, supportive, and engaging for all students, families, staff, and communities.
- **Trauma-Engaged Schools:** Alaska's schools will create a culturally humble (responsive) and safe environment that recognizes the needs of the whole child, institutes trauma informed practices, and understands the vital importance of building all relationships surrounding every child to improve resiliency, health, and academic outcomes.
- **Student Health:** To ensure the physical and mental health needs of all students in all schools are addressed, students enrolled in public education will have direct access to school nursing/health and counseling services.

AN EXCELLENT EDUCATION FOR EVERY STUDENT EVERY DAY

Inspire communities to demand great schools



The purpose of Alaska's Education Challenge was to create ideas for transformative change in order to address achievement gaps and make sure every student has access to equal opportunities to learn and succeed.

Strategic Priorities	Goals/Outcomes			Milestones
	Awareness	Transition	Implementation	
Amplify Student Learning	<p>Clearly Define targets/outcomes for students, parents and community</p> <ul style="list-style-type: none"> Content and Cultural Standards <p>Ensure that assessments and other measures align with standards and outcomes</p>	<p>Provide professional learning opportunities to</p> <ul style="list-style-type: none"> promote student-centered, experiential instruction align expectations to measurement 	<p>Students work collaboratively with teachers to determine their educational path so that all targets and outcomes are met.</p>	<p>Standards clearly defined.</p> <p>Collaboration with University.</p> <p>Aligned accountability system with multiple measures.</p>
Ensure Excellent Educators	<p>Consult with districts and other stakeholders currently offering induction training, leadership development, and support for National Board Certification.</p> <p>Build awareness of current opportunities through DEED website and social media.</p>	<p>Identify promising practices and resources that could be utilized for statewide implementation.</p> <p>Locate additional resources that would be necessary to establish statewide programs.</p>	<p>Partner with districts and other stakeholders that have existing capacity to offer induction training, leadership development, and support for National Board Certification statewide.</p>	<p>Identification of promising practices.</p> <p>Expanded resources available to support implementation.</p> <p>Increase the percentage of new to Alaska teachers receiving induction training, educator retention rates and the number of National Board Certified teachers in Alaska.</p>
Modernize the Education System	<p>Outline how technology has changed within schools to find opportunities for implementation and/or expansion.</p> <p>Educate folks to start thinking differently about how an education is delivered to a child; it is not a one size fits all approach – brick and mortar, correspondence, charter schools, vocational schools, blended learning, etc.</p> <p>Define current statutes and regulations related to funding.</p>	<p>Work with districts to identify existing technology in use within Alaska's schools.</p> <p>Work with districts to find commonalities on educational strategies and learning opportunities.</p> <p>Determine/provide opportunities for collaboration between districts.</p> <p>Identify the statutes and regulations that need to be changed and an outline to change them.</p>	<p>Districts work collaboratively with each other to implement best practices with regards to technology and delivering an education to children.</p> <p>Statutes and regulations are updated for successful implementation.</p>	<p>Technology usage is identified and districts begin implementing changes.</p> <p>Collaboration among districts is occurring to identify/implement best practices.</p> <p>State Legislature reviews and updates applicable statutes.</p> <p>Applicable changes to regulations are presented to the State Board.</p>

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Strategic Priorities	Goals/Outcomes			Milestones
	Awareness	Transition	Implementation	
Inspire Tribal & Community Ownership of Educational Excellence	<p>Consult with a wide variety of stakeholders regarding vision and readiness of compacting.</p> <p>Consult with Dept. of Law to identify next steps.</p>	<p>Create a procedure with stakeholder input regarding identifying criteria for possible district candidates.</p>	<p>Compacting agreements in place.</p> <p>Statute, regulations and policy in place for successful implementation.</p> <p>Statutes and regulations are updated for successful implementation.</p>	<p>Clearly defined expectations, roles and responsibilities for compacting process.</p> <p>Ongoing scheduled meetings with tribal organizations and stakeholders.</p>
Promote Safety and Well-Being	<p>Consult with districts innovating with school climate and trauma engaged practices to establish exemplars for statewide distribution.</p> <p>Institute statewide awareness campaign on ACEs, their impact on learning, and the need for expanded access to student health services to achieve safety and well-being for all students.</p>	<p>Create statewide resources and strengthen partnerships to improve school climate, student health, and implement trauma informed practices.</p> <p>Provide professional learning opportunities that create a paradigm shift in thinking and practices to bolster student and staff resiliency.</p> <p>Encourage school-level needs assessment.</p>	<p>Work with stakeholders to update and align statute, regulation, and policies to support universal implementation.</p> <p>Coordinated efforts to meet the physical and mental health needs of all students are equitably provided in every school.</p>	<p>All schools are trauma engaged.</p> <p>All schools provide direct access to counseling and health services.</p> <p>All schools have positive school climates with robust community engagement.</p> <p>All students feel welcome and indispensable to their school and community.</p>

Capacity Challenges	Promising Practices and Examples	Connections
<p>Fiscal</p> <p>Review/Adoption of Science Standards - One time increment (\$100K)</p> <p>Statewide Professional Development on Curriculum Alignment (\$150K)</p> <p>Statewide Professional Development (\$150)</p> <ul style="list-style-type: none"> Personalized Learning Place Based Learning 	<p>Revision/adoption of new Science Standards</p> <p>PEAKS Assessment aligned to ELA and Math</p> <p>Established Positive Behavioral Interventions and Supports across the state</p> <p>Personalized Learning Initiatives in place in some districts</p> <p>Dual Credit Opportunities</p> <p>Place Based Learning</p>	<p>ESSA State Plan</p> <p>Teacher Certification</p> <p>ESEA Federal Programs</p> <p>Data Dashboard/Report Card/Accountability System</p> <p>Cross Department Collaborations</p>

ALASKA'S
Education
CHALLENGE

ALASKA'S EDUCATION CHALLENGE REPORT

ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT



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Mission

An excellent education for every student every day.

Vision

All students can succeed in their education and work; shape worthwhile and satisfying lives for themselves; exemplify the best values of society; and, be effective in improving the character and quality of the world around them.

Strategic Priorities

- Amplify student learning
- Inspire community ownership of education excellence
- Modernize the education system
- Ensure excellent educators
- Promote safety and well-being

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Alaska's Education Challenge Process

In September 2016, Education Commissioner Dr. Michael Johnson and the Alaska State Board of Education & Early Development (State Board) retooled the Department of Education & Early Development's mission and vision statements and established the following five strategic priorities aimed at improving public education for all students in Alaska.

Strategic Priorities

1. Amplify Student Learning
2. Ensure Excellent Educators
3. Modernize the Education System
4. Inspire Tribal and Community Ownership of Educational Excellence
5. Promote Safety and Well-Being

Following the State Board's initial actions, Governor Walker, in his 2017 State of State address, spoke of his forthcoming plan to improve public education in Alaska. The Governor's comments launched the current effort to craft changes in our education system that will address student achievement gaps and increase graduation rates by making sure that every student across the state has equal opportunities to learn and succeed.

In April, Commissioner Johnson and the State Board formally kicked off the Alaska's Education Challenge. Nearly 100 Alaskans from all corners of the state representing diverse backgrounds, interests, and experiences came together to work collaboratively and focus their efforts on developing transformative recommendations for each of the five strategic priorities set by the State Board.

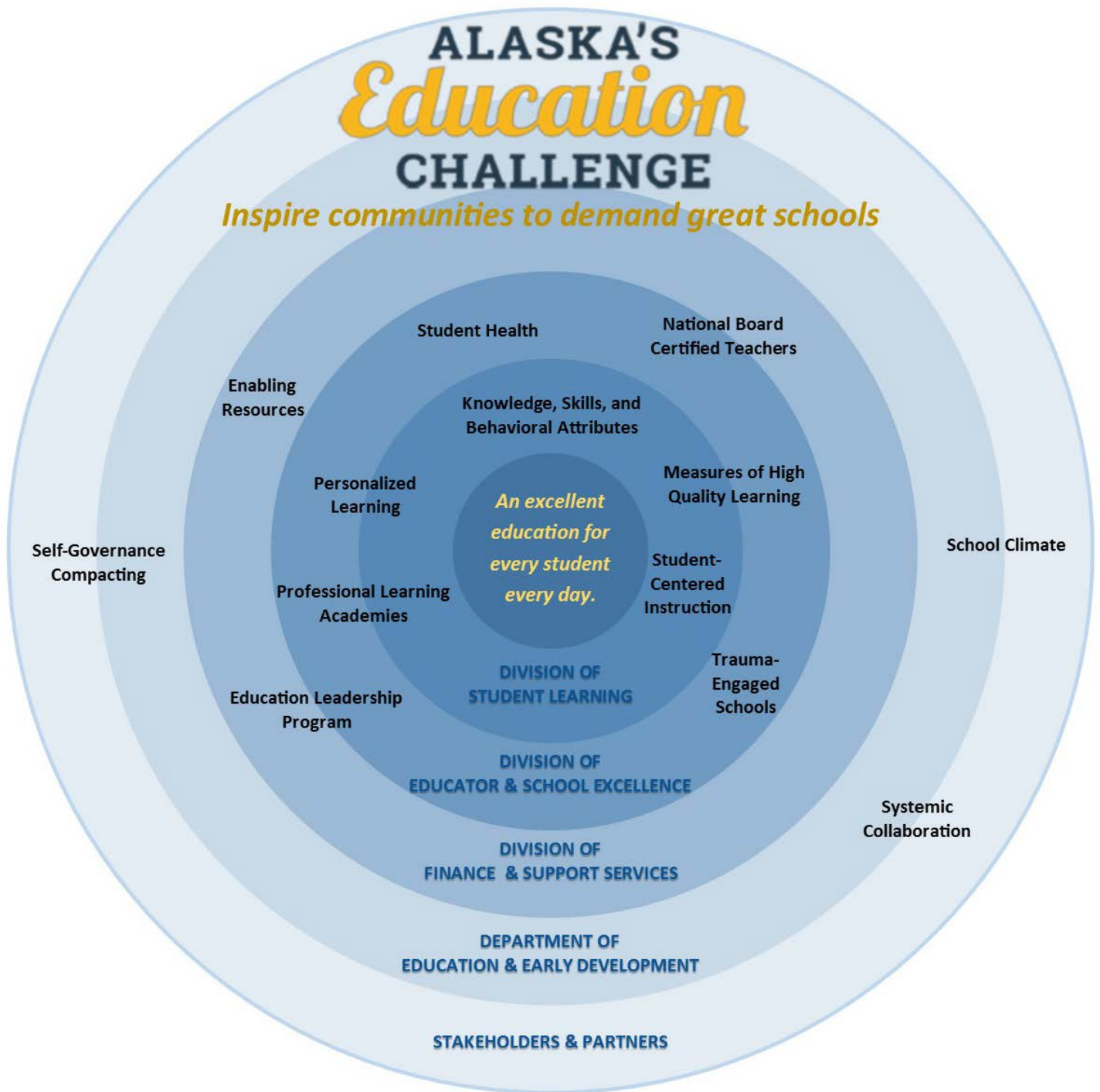
Organized into five committees, the work of each committee spanned almost seven months and included two meetings in Anchorage, five audio-conference meetings, many hours of reading, discussing, and processing ideas. Each committee was facilitated by a recognized Alaska education leader and co-chaired by members of the State Board.

To meet the criteria set forth for Alaska's Education Challenge, the transformative recommendations must:

1. Be systemic and apply to all students, schools, employees, communities, etc.;
2. Not require resources beyond our direct control; and
3. Produce measurable results that can be benchmarked against higher performing states and countries.

On October 4 at the Dena'ina Center in Anchorage, the committees finished their work and presented their recommendations to the State Board of Education. On October 5, the State Board reviewed and approved the recommendations.

Making lasting improvements in our public education system is a tall order; however, it is not beyond our reach. Commissioner Johnson and his staff have developed the following plan to implement recommendations that will transform Alaska's public education system.



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**ALASKA'S
Education
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Ensure Excellent Educators	<p>Consult with districts and other stakeholders currently offering induction training, leadership development, and support for National Board Certification.</p> <p>Build awareness of current opportunities through DEED website and social media.</p>	<p>Identify promising practices and resources that could be utilized for statewide implementation.</p> <p>Locate additional resources that would be necessary to establish statewide programs.</p>	<p>Partner with districts and other stakeholders that have existing capacity to offer induction training, leadership development, and support for National Board Certification statewide.</p>	<p>Identification of promising practices.</p> <p>Expanded resources available to support implementation.</p> <p>Increase the percentage of new to Alaska teachers receiving induction training, educator retention rates and the number of National Board Certified teachers in Alaska.</p>
Modernize the Education System	<p>Outline how technology has changed within schools to find opportunities for implementation and/or expansion.</p> <p>Educate folks to start thinking differently about how an education is delivered to a child; it is not a one size fits all approach – brick and mortar, correspondence, charter schools, vocational schools, blended learning, etc.</p> <p>Define current statutes and regulations related to funding.</p>	<p>Work with districts to identify existing technology in use within Alaska's schools.</p> <p>Work with districts to find commonalities on educational strategies and learning opportunities.</p> <p>Determine/provide opportunities for collaboration between districts.</p> <p>Identify the statutes and regulations that need to be changed and an outline to change them.</p>	<p>Districts work collaboratively with each other to implement best practices with regards to technology and delivering an education to children.</p> <p>Statutes and regulations are updated for successful implementation.</p>	<p>Technology usage is identified and districts begin implementing changes.</p> <p>Collaboration among districts is occurring to identify/implement best practices.</p> <p>State Legislature reviews and updates applicable statutes.</p> <p>Applicable changes to regulations are presented to the State Board.</p>

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Inspire Tribal & Community Ownership of Educational Excellence	Consult with a wide variety of stakeholders regarding vision and readiness of compacting. Consult with Dept. of Law to identify next steps.	Create a procedure with stakeholder input regarding identifying criteria for possible district candidates.	Compacting agreements in place. Statute, regulations and policy in place for successful implementation. Statutes and regulations are updated for successful implementation.	Clearly defined expectations, roles and responsibilities for compacting process. Ongoing scheduled meetings with tribal organizations and stakeholders.
Promote Safety and Well-Being	Consult with districts innovating with school climate and trauma engaged practices to establish exemplars for statewide distribution. Institute statewide awareness campaign on ACEs, their impact on learning, and the need for expanded access to student health services to achieve safety and well-being for all students.	Create statewide resources and strengthen partnerships to improve school climate, student health, and implement trauma informed practices. Provide professional learning opportunities that create a paradigm shift in thinking and practices to bolster student and staff resiliency. Encourage school-level needs assessment.	Work with stakeholders to update and align statute, regulation, and policies to support universal implementation. Coordinated efforts to meet the physical and mental health needs of all students are equitably provided in every school.	All schools are trauma engaged. All schools provide direct access to counseling and health services. All schools have positive school climates with robust community engagement. All students feel welcome and indispensable to their school and community.

Capacity Challenges	Promising Practices and Examples	Connections
Fiscal Review/Adoption of Science Standards - One time increment (\$100K) Statewide Professional Development on Curriculum Alignment (\$150K) Statewide Professional Development (\$150) <ul style="list-style-type: none"> • Personalized Learning • Place Based Learning 	Revision/adoption of new Science Standards PEAKS Assessment aligned to ELA and Math Established Positive Behavioral Interventions and Supports across the state Personalized Learning Initiatives in place in some districts Dual Credit Opportunities Place Based Learning	ESSA State Plan Teacher Certification ESEA Federal Programs Data Dashboard/Report Card/Accountability System Cross Department Collaborations

Strategic Priority: Amplify Student Learning

Goal 1: Knowledge, Skills, and Behavioral Attributes

Identify and articulate the knowledge, skills, and behavioral attributes necessary for all preschool through post-secondary students to succeed in a rapidly changing world, while valuing cultural and traditional knowledge, civic responsibility, and student interests, passions, and goals.

Rationale

- Student success requires going beyond educational “basics”. Student outcomes should include not only knowing, acquiring, and mastering content knowledge, but also demonstrating competency in behavioral attributes such as collaboration, creativity, problem-solving, flexibility, cultural and civic literacy, etc.
- Student success outcomes must be clearly defined so students, parents, and teachers know the learning targets, are able to personalize the delivery system, and can prepare graduates to thrive in all aspects of life. When student success outcomes are clearly defined and students also understand the purpose for what they are learning, students are more successful and engaged. When students believe their experiences and opinions are respected, their motivation, buy-in, and involvement increase no matter what path they choose to follow in life.
- Graduates of Alaska’s schools need to be prepared to contribute in a positive way to Alaska’s modern economy regardless of where they live, their personal interests and passions, or their cultural traditions. Student success will depend on the knowledge, skills, and behavioral attributes defined by Alaska’s student success outcomes and will result in sound decision-making, resilience, and self-reliance as graduates move into the future.

Goal 2: Measures of High Quality Learning

Ensure equity of access to high quality learning experiences for all students, preschool through post-secondary, and use a variety of culturally appropriate methods and multiple measures to identify successes, mitigate underperformance, and accelerate student achievement.

Rationale

- All of Alaska’s students, from preschool through post-secondary, must have equity of access and opportunity to quality learning experiences if they are to achieve the student success outcomes. This equity of access and opportunity does not currently exist.
- Recognizing that no two school districts in our state are alike, school districts must have the flexibility to ensure equity of access and aligned accountability systems while still responding to community and school needs. No single measure should be used to determine student success; instead, measuring success in a variety of ways will allow for a more accurate and fair representation of achievement. Ensuring equity of access to quality education, coupled with consistent accountability and assessments that are aligned to student success outcomes, will maximize Alaska’s investment in education.
- When all of Alaska’s children have equal access to high quality learning experiences that are culturally responsive, student achievement will be accelerated and underperformance will be greatly reduced.

Goal 3: Student-Centered Instruction

Make learning student-centered, ensuring that instruction and curricula are relevant, experiential, culturally responsive, and interest-based for all preschool through post-secondary students.

Rationale

- When students believe their experiences and opinions are respected, then student motivation, buy-in, and involvement increase. Authentic student involvement in decision-making and planning, preschool through post-secondary, deepens student commitment and ownership.
- If school environments are nimble, multifaceted, and student-focused, then instruction will occur in a variety of settings. The school system should adapt to the student rather than expecting the student to adapt to the system. When school systems value students as unique learners and provide opportunities to make relevant connections by relating subject matter to life experience and community, student understanding is improved.
- No two students are alike; each has unique gifts. When meaningful, relevant curricula is student centered and culturally responsive, and teachers adapt instruction to meet the unique strengths and interests of each student, students will thrive. Involving students in designing their learning will help teachers provide the kind of education students need to succeed -- flexible pathways, alternative learning settings, and flexible calendars -- all focused on meeting Alaska's student success outcomes.

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Logic Model

AMPLIFY STUDENT LEARNING



The purpose of the Alaska Education Challenge was to create ideas for transformative change in order address achievement gaps and make sure every student has access to equal opportunities to learn and succeed.

Inputs	Outputs		Division Lead	Outcomes/Impact		
	Participants	Activities		Short-Term	Medium-term	Long-term

Capacity	Promising Practices and Examples	Connections

An excellent education for every student every day.

Strategic Priority: Ensure Excellent Educators

Goal 1: Professional Learning Academies

Create rigorous cohort-based professional learning academies based on best practices for preservice, new-to-Alaska, new-to-teaching, and career-changing educator candidates to develop Alaska-specific skills.

Rationale

- Because many of Alaska's school districts are small, there is a limited capacity in our state to offer professional development that adequately helps educators meet the challenges of working in Alaska's schools. By coordinating districts' professional development efforts into intensive academies, educators both new to the profession and new to the state can receive needed training prior to entering their first Alaska classroom.
- The academies would be offered in multiple locations and would utilize a cohort model to establish supportive and enduring relationships for attending educators. In order to draw on existing best practices found throughout the state, these academies will be offered through partnerships to include public, private, and non-profit organizations.
- The University of Alaska educator preparation students have varying experiences with the management of reading and literacy instruction. As such, the University of Alaska may not offer preservice educators experience in using evidenced-based reading and literacy content knowledge to fully meet the long-term reading and literacy challenges of Alaska. The academies could as needed, address this gap.
- To be successful, Alaska's educators require elements of preservice and professional development that are unique to the Alaska education context. Preservice preparation and induction into teaching in Alaska's classrooms through the academies will include for example, rigorous and research-based coursework on culturally responsive teaching; best practices in literacy education; and trauma-informed practices. The academies' cohorts would span districts to create a professional learning community that is difficult to achieve.

Goal 2: Education Leadership Program

Grow education leadership through an educator leadership grant program.

Rationale

- Educator leadership is defined as additional duties taken on by the educator to influence in a positive manner the school culture, policy, and practices to support student learning. Districts will be invited to apply for educator leadership grants that encourage educators to apply to become professional leaders in locally-determined areas, such as mentoring, research, policy, or micro-credentialing with emphasis in cross-cultural integration, dyslexia, poverty, trauma-informed care, or other specific topics. Best practices in utilizing educational leaders to improve student learning are encouraged to be shared statewide.
- There is a growing national shortage of teachers, with a simultaneous greening of the profession as veteran teachers leave prior to full retirement age. High quality mentoring has been shown to support early career teachers to stay through the critical first few years of practice; principals often are responsible for monitoring and guiding the professional growth of well over 20 educators; and

accomplished career teachers have been shown to benefit from leadership opportunities in addition to their classroom duties.

- By supporting educator leadership development at the district level these three gaps in the current system can be closed, resulting in the retention of earlier career teachers and an overall increase in student success as career educators collaborate to mentor young teachers.

Goal 3: National Board Certified Teachers

Triple the number of National Board Certified Teachers (NBCTs) in Alaska, and specifically increase the number of NBCTs in hard-to-staff schools and districts, both through the provision of salary incentives.

Rationale

- Teacher quality is directly related to student achievement (Harris & Sass, 2011) and competitive salaries attract better qualified teachers (Figlio, 1997; Hanushek et al., 2005).
- National Board Certification (NBC) from the National Board for Professional Teaching Standards is a rigorous process that requires teachers to analyze and reflect on their practice and demonstrate through standards-based evidence their effectiveness in impacting student learning, content knowledge, assessment, and engagement with colleagues and families. National Board Certification is the highest standard of the profession. By attaining National Board Certification, a teacher moves beyond basic licensure to a higher distinction of practice.
- For perspective, in 2000, there were 7 NBCTs in Alaska. That is only 22 less than Washington has prior to the 15% salary increase. After 17 years, Alaska has about 175, about 8,409 less than Washington. Prior to the addition of National Board bonuses for teaching in a high-needs school, about 9% of Washington teachers in these schools were board certified. Currently about 35% of teachers in high-needs schools are board certified.
- There exists a support system with courses offered by the National Education Association (NEA) and an Alaska National Teacher Board Network to support NBCT candidates in completing this rigorous process, one that provides substantial growth opportunities for participants. There are some districts in Alaska who offer incentives to attract and retain educators in hard-to-fill positions (not based on NBC). Achievement of this NBCT goal would move all districts in Alaska from single-district negotiated incentives based on need to a standard practice based on need and teacher quality.

Logic Model

ENSURE EXCELLENT EDUCATORS



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	Participants	Activities		Short-Term	Medium-term	Long-term

Capacity	Promising Practices and Examples	Connections

An excellent education for every student every day.

Strategic Priority: Modernize the Education System

Goal 1: Personalized Learning

Establish a systemic foundation for personalized student learning and consistent excellence.

Rationale

- Change is all around us: Personalization is transforming traditional systems in almost every aspect of modern life. Ubiquitous access to technology is also changing educational options, the modern workplace, and the students we serve.
- Schools must also change: While the world for which we are preparing students has changed, the design of our schools has not. Student outcomes must adapt to the new realities or Alaska will continue to fall behind higher performing areas of the nation and the world.
- Underperformance can be eliminated: Currently, our system lacks consistent accountability and quality control. The highest performing systems in the world faced similar problems and developed mechanisms for eliminating underperformance and instilling quality control. There is much we can learn from them.

Goal 2: Enabling Resources

Expedite the dollars, expertise, and other assets necessary to enable modernization.

Rationale

- Creating systems for sharing expertise and other assets are as important as dollars in enabling student success.
- A strong funding system is: (1) predictable, (2) equitable, (3) responsive, (4) adequate, (5) efficient, and (6) flexible.
- Identifying, capturing, and repurposing savings that may result from modernization can reduce fiscal pressure as the system changes.

Goal 3: Systemic Collaboration

Facilitate deep systemic collaboration and alignment to ensure effectiveness, efficiency, and innovation.

Rationale

- There are efficiencies and new opportunities in areas of common operations, professional growth, and student learning when entities share resources and work together.
- There is recognition by the general public and business community that they have some responsibility and mutual benefit in creating an educated and well-trained citizenry.
- Systemic collaboration toward the use of common educational strategies and learning opportunities helps define learning and teaching that fits Alaska best, provides a united community of learners, and builds a broad base of skills across our state.

Logic Model

MODERNIZE THE EDUCATION SYSTEM



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Capacity	Promising Practices and Examples	Connections

An excellent education for every student everyday.

Strategic Priority: Inspire Tribal & Community Ownership of Educational Excellence

Goal 1: Self-Governance Compacting

Create the option for self-governance compacting for the delivery of education between the State of Alaska and Tribes or tribally-empowered Alaska Native organizations.

- Definition: Self-governance compacting for the delivery of education means the Tribes or tribally-empowered Alaska Native organizations exercise their rights, in partnership with the State of Alaska, to assume the responsibility and associated funding to carry out programs, functions, services, and activities that the State of Alaska would otherwise be obligated to provide.

Rationale

- The State-Tribal compact affirms the State of Alaska's commitment to honor the government to government relationship between the State and Tribes to realize better education outcomes for students.

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Logic Model

INSPIRE TRIBAL & COMMUNITY OWNERSHIP OF EDUCATIONAL EXCELLENCE



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Capacity	Promising Practices and Examples	Connections

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Strategic Priority: Promote Safety & Well-Being

Goal 1: School Climate

Every Alaska school must work to create a sustainable and positive school climate that is safe, supportive, and engaging for all students, families, staff, and communities.

Rationale

- School Climate
 - The climate of a school is the visceral, almost palpable, 'sense' of safety and belonging that people experience on site. It can be described as warm or cool, safe or unsafe.
 - Research shows that a positive school climate directly impacts indicators of school success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement. A positive school climate promotes student learning and healthy development.
 - To transform our schools in Alaska and achieve breakthrough results, we must place school climate as one of our highest priorities.
- School Connectedness and Understanding of School Expectations
 - In a 2012 study conducted by Anchorage United for Youth, it was found that the more protective factors youth report in their life, the greater their likelihood of decreased risk factors (alcohol use, binge drinking, marijuana use, school absenteeism) and increased positive behaviors (attending school regularly, getting As and Bs in school). School climate factors such as believing teachers care about students, clear boundaries and consequences, feeling safe at school, having positive norms, and positive, meaningful youth engagement, all bolster these protective factors that create an environment in which students make healthy choices.
 - 2015 Statewide Alaska Youth Risk Behavior Survey data shows that 62% of students in traditional high schools feel their teachers really care about them and show them encouragement and 66% feel that their schools have clear rules and consequences for behavior. These data points indicate a tremendous opportunity to improve school climate.
- Bullying
 - Bullying of students both on and off school grounds is a growing concern.
 - 2015 Youth Risk Behavior Survey: 8.8% of Alaska high school students reported not going to school on at least one day in the last 30 days before the survey because they felt unsafe at school or on their way to or from school. This percentage has been increasing since 2007.
 - Every school year since DEED began collecting data in 2007, between 1400 and 2100 student suspensions for bullying, harassment, and intimidation have occurred in Alaska K-12 public schools. This data reflects only the most severe incidents.
 - According to the 2015 Alaska Youth Risk Behavior Survey, 22.8% of high school students at traditional high schools were bullied on school property and 17.7% were electronically bullied in the last year.
- Absenteeism
 - School climate impacts school attendance and Alaska's rate of chronic absenteeism is about twice the national average.

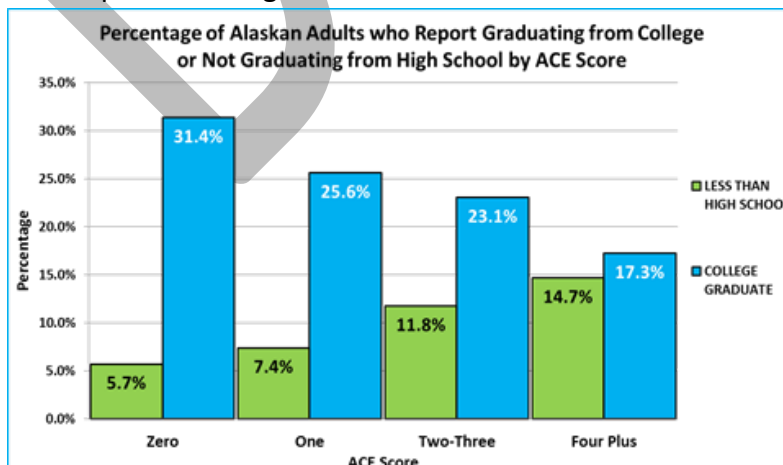
- Alaska Department of Education data show 243,772 full-day unexcused absences were reported by Alaska school districts during 2015-2016 school year. (129,588 students were enrolled in public schools in 2015-2016 school year.)
- The Alaska Department of Education data shows 15,154 students, or approximately one in every 9 students were truant during the 2015-2016 school year. (Truancy in Alaska is defined as five or more full days of unexcused absence during any school year.)

Goal 2: Trauma-Engaged Schools

Alaska’s schools will create a culturally humble (responsive) and safe environment that recognizes the needs of the whole child, institutes trauma informed practices, and understands the vital importance of building all relationships surrounding every child to improve resiliency, health, and academic outcomes.

Rationale

- Adverse Childhood Experiences
 - Unfortunately, Adverse Childhood Experiences or ACEs are common for our children in Alaska as well as for children nationwide. Indeed, in Alaska, for preschool children from birth to age 5, 40.2%; for elementary students age 6-11, 51.9%; and for middle and high school aged students ages 6-12, 61.7%; have already experienced at least one ACE. As educators, we see the impact trauma has on children and youth every day, as they cannot help but bring it to school.
 - ACEs often adversely impact students’ behavior and their ability to learn, but exciting advances in understanding of trauma and how to address it in school settings have emerged over the past decade. This understanding offers public education a tremendous opportunity to improve the health and academic outcomes for countless students.
 - Changes to current school practices, policies, and philosophy that better meet the needs of students struggling with the impacts of trauma will strengthen relationships with students, educators, families, and their communities and transform the educational experience for both vulnerable students and the school staff who support them.
- Adverse Childhood Experiences and Educational Achievement
 - Alaskan adults who have experienced four ACEs are approximately two and a half times less likely to have graduated from high school. Additionally, Alaskans with four ACEs are about half as likely to have graduated from college. Educational achievement outcomes for Alaskan adults who experienced higher ACE scores can be seen here.



- Disciplining Trauma-Based Behavior
 - In the 2015-2016 School Year, there were 10,160 in-school and 10,381 out-of-school suspensions for a total of 20,585 student suspensions in Alaska public schools.
 - 1 in every 13 students was suspended or expelled during the 2015-2016 school year. Most of these suspensions were for non-violent student behaviors.
 - A review of the data suggests that a majority of these suspensions and expulsions were for nonviolent and non-safety-related incidents. With our growing awareness of the impact of trauma, we are compelled to find alternatives that reduce disciplinary actions that remove students from the classroom.
 - Restorative Practices: “The widespread overuse of suspensions and expulsions has tremendous costs. Students who are suspended or expelled from school may be unsupervised during daytime hours and cannot benefit from great teaching, positive peer interactions, and adult mentorship offered in class and in school. Suspending students also often fails to help them develop the skills and strategies they need to improve their behavior and avoid future problems. Suspended students are less likely to graduate on time and more likely to be suspended again, repeat a grade, drop out of school, and become involved in the juvenile justice system.” (US Department of Education 2014)

Goal 3: Student Health

To ensure the physical and mental health needs of all students in all schools are addressed, students enrolled in public education will have direct access to school nursing/health and counseling services.

Rationale

- Universal school access to nursing and counseling services
 - We know that in order to learn, a student must first be healthy and safe. Despite this understanding, the physical and mental health needs of too many students go unaddressed in our schools.
 - Healthy students are better learners and academic achievement bears a lifetime of benefits for health.
 - School health services and counseling, psychological and social services are part of the Whole School, Whole Community, Whole Child model (WSCC) which promotes a collaborative approach designed to improve learning and health in our nation’s schools.
 - School nurses, school counselors and other professionals play a key role in providing services and coordinating care by communicating with families and health care providers outside of the school setting. Unfortunately, not all students in all schools have the benefit of access to these professionals and the critical services they provide.
- Nurses
 - Traditionally, the school nursing role was designed to support educational achievement by promoting student attendance. Over the past century, the role of the school nurse has expanded to include critical components, such as surveillance, chronic disease management, emergency preparedness, behavioral health assessment, ongoing health education, extensive case management, and much more. Although the position has taken on a more comprehensive approach, the core focus of keeping students healthy and in school remains unchanged.

- Nationally:
 - 6% of children missed 11 or more days of school in the past 12 months due to illness or injury.
 - 13% to 18 % of children and adolescents have some sort of chronic health condition.
 - Seven million, or 9.4% of all children have asthma.
 - 8% of all children have a food allergy, with almost 40% of them having a history of a severe reaction.
 - It is estimated that at least twenty percent of Alaska school children do NOT have a school nurse to provide health services in their schools. At least another 10% percent have less than the absolute minimum level of services as recommended by the American Academy of Pediatrics (AAP), the National Association of School Nurses (NASN) and Healthy People 2020. Only 18.2% of secondary schools in Alaska have a full-time registered nurse, compared to 43.9% nation-wide. (2012 CDC School Profiles Survey for Alaska)
- School Counselors
 - School counselors serve as a first line of defense in identifying and addressing student social/emotional/mental health needs within the school setting. They provide education, prevention, and crisis and short-term intervention until the student is connected with available community resources. Students' unmet mental health needs can be a significant obstacle to student academic achievement, career and social/emotional development and even compromise school safety. Schools are often one of the first places where mental health crises and needs of students are recognized and initially addressed.
 - 20% of students are in need of mental health services, yet only 1 out of 5 of these students receive the necessary services.
 - In Alaska, 33.6% to 44.6% high school students reported feeling so sad or hopeless almost every day for two or more weeks in a row that they stopped doing some of their usual activities.
 - Alaska's overall suicide rate is almost twice the national average—currently Alaska's rate is the highest in the nation. In 2015, suicide was the leading cause of death for people ages 14-19.
 - Of school-age children who receive any behavioral and mental health services, 70%–80% receive them at school.
 - 31% of Alaska school districts do not have school counselors & 36% of Alaska schools do not have access to school counseling services

Logic Model

PROMOTE SAFETY & WELL-BEING



The purpose of the Alaska Education Challenge was to create ideas for transformative change in order address achievement gaps and make sure every student has access to equal opportunities to learn and succeed.

Inputs	Outputs		Division Lead	Outcomes/Impact		
	Participants	Activities		Short-Term	Medium-term	Long-term

Capacity	Promising Practices and Examples	Connections

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ENSURE EXCELLENT EDUCATORS



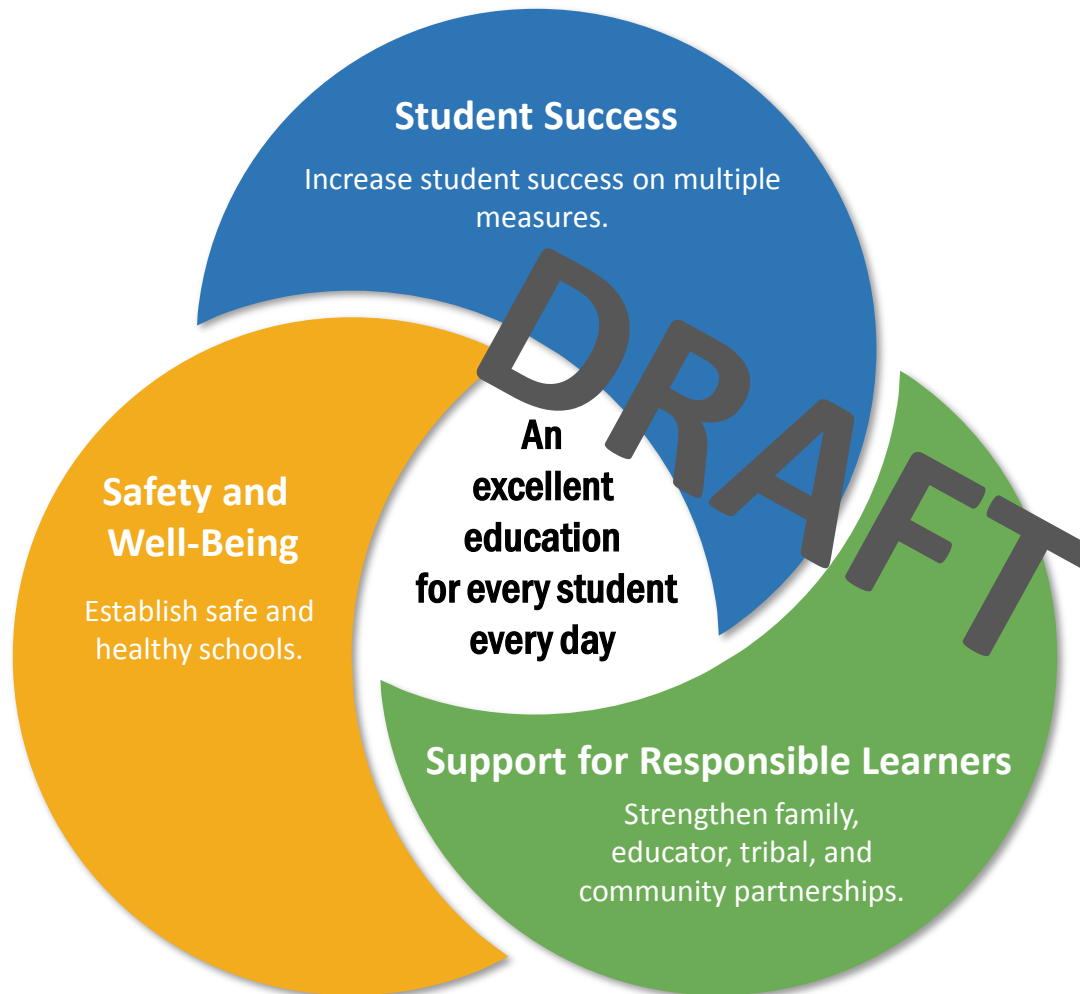
The purpose of the Alaska Education Challenge was to create ideas for transformative change in order to address achievement gaps and make sure every student has access to equal opportunities to learn and succeed.

Inputs	Outputs		Division Lead	Outcomes/Impact		
	Participants	Activities		Short-Term	Medium-term	Long-term
<ul style="list-style-type: none"> DEED staff expertise Title II A state activity funds 	<ul style="list-style-type: none"> DEED Teachers Administrators Superintendents Community & Tribal Stakeholders Statewide education organizations Alaska's teacher preparation programs 	<p>Survey districts and Alaska teacher preparation programs that captures the current programs and their promising practices related to induction training, leadership development, and support for National Board Certification.</p> <p>Determine the funding levels and resources required to support statewide implementation of induction training, leadership development, and support for National Board Certification.</p>	<p>Educator & School Excellence</p>	<p>Summary of induction training, leadership development, and support for National Board Certification currently offered with districts and other stakeholders currently offer.</p> <p>Build awareness of current opportunities through DEED website and social media.</p>	<p>Identification of promising practices and resources that could be utilized for statewide implementation.</p> <p>Location of additional resources that would be necessary to establish statewide programs.</p> <p>Highlight promising practices through website and social media.</p>	<p>Partner with districts and other stakeholders that have existing capacity to offer induction training, leadership development, and support for National Board Certification statewide.</p> <p>Increase the percentage of:</p> <ul style="list-style-type: none"> new-to-Alaska teachers receiving induction training, educator retention rates, and the number of National Board Certified teachers in rural Alaska.

Capacity	Promising Practices and Examples	Connections
<ul style="list-style-type: none"> DEED will be taking a look at what additional resources will be needed in order to implement a transformative, statewide initiative at this time. Additional resources (both staffing and funds) would need to be located. 	<ul style="list-style-type: none"> Alaska school districts' educator induction training programs Culture camps for educators Cohort models used by university and other training programs Alaska Transition to Teaching Program 	<ul style="list-style-type: none"> Trauma-engaged classroom and school training Alaska Statewide Mentorship Project (ASMP) Alaska School Leadership Institute (ASLI) RTI Annual Conference Alaska studies and multicultural coursework requirement Alaska Learning Forward

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ALASKA'S *Education* CHALLENGE



Student Learning	Goal 1: Identify and articulate the knowledge, skills, and behavioral attributes necessary for all preschool through post- secondary students to succeed in a rapidly changing world, while valuing cultural and traditional knowledge, civic responsibility, and student interests, passions, and goals.	Goal 2: Ensure equity of access to high quality learning experiences for all students, preschool through post-secondary, and use a variety of culturally appropriate methods and multiple measures to identify successes, mitigate underperformance, and accelerate student achievement.	Goal 3: Make learning student-centered, ensuring that instruction and curricula are relevant, experiential, culturally responsive, and interest-based for all preschool through post-secondary students.
Educator Excellence	Goal 1: Create rigorous cohort-based professional learning academies based on best practices for preservice, new-to-Alaska, new-to-teaching, and career-changing educator candidates to develop Alaska-specific skills.	Goal 2: Grow education leadership through an educator leadership grant program.	Goal 3: Triple the number of National Board Certified Teachers (NBCTs) in Alaska, and specifically increase the number of NBCTs in hard- to-staff schools and districts, both through the provision of salary incentives.
Modernization & Finance	Goal 1: Personalized learning Establish a systemic foundation for personalized student learning and consistent excellence.	Goal 2: Available resources Leverage the talents, expertise, and other assets necessary to modernize.	Goal 3: Systemic collaboration Facilitate deep systemic collaboration and alignment to ensure effectiveness, efficiency, and innovation.
Tribal & Community Ownership	Goal 1: Create the option for self-governance compacting for the delivery of education between the State of Alaska and Tribes or tribally- empowered Alaska Native organizations.		
Safety & Well-Being	Goal 1: Transforming School Climate. Every Alaska school must work to create a sustainable and positive school climate that is safe, supportive, and engaging for all students, families, staff, and communities.	Goal 2: Building Trauma Engaged Schools. Alaska's schools will create a culturally humble (responsive) and safe environment that recognizes the needs of the whole child, institutes trauma informed practices, and understands the vital importance of building all relationships surrounding every child to improve resiliency, health, and academic outcomes.	Goal 3: Student Health To ensure the physical and mental health needs of all students in all schools are addressed, students enrolled in public education will have direct access to school nursing/health and counseling services.