

Sanctions for Schools Receiving Title I Funds

Level 1	"Alert" – Fails to meet AYP one year. Technical assistance available to develop and implement a school plan.
Level 2	"School Improvement, Level 1" – Fails to meet AYP two years in a row, in the same content area. School must submit a school plan to the Department. Provide school choice or supplemental services and inform parents.
Level 3	"School Improvement, Level 2" – Fails to meet AYP an additional year after Level 1, in the same content area. Continue to implement improvement plan, continue to provide school choice and supplemental services, and inform parents.
Level 4	"Corrective Actions" – Fails to meet AYP an additional year after Level 2, in the same content area. Continue to implement improvement plan, continue to provide school choice and supplemental services, and inform parents. District required to take one of the following actions: replacement of staff, implementation of a new curriculum, decrease management authority at school level, appoint an outside expert, extend the school day or year, restructure the internal organization of the school.
Level 5	"Reconstitution Plan" – Fails to meet AYP an additional year after Level 3, in the same content area. Continue to implement improvement plan, continue to provide school choice and supplemental services, and inform parents. District required to prepare a plan to take one of the following actions: reopen school as a public charter school, replace all or most of the staff, enter into a contract with a management company, turnover operation of the school to the state.
Level 6	"Reconstitution" – Fails to meet AYP an additional year after Level 4, in the same content area. Continue to implement improvement plan, continue to provide school choice and supplemental services, and inform parents. Implement Reconstitution Plan.

Sanctions for Schools that Do Not Receive Title I Funds

Level 1	"Alert" – Fails to meet AYP one year. School must develop and implement a school plan.
Level 2	"School Improvement, Level 1" – Fails to meet AYP two years in a row, in the same content area. School must submit a school plan to the Department.
Level 3	"School Improvement, Level 2" – Fails to meet AYP an additional year after Level 1, in the same content area. State creates a monitoring plan for the school.

Sanctions for Districts

Level 1	“Alert” – Fails to meet AYP one year. Technical assistance available to develop and implement a district plan.
Level 2	“District Improvement, Level 1” – Fails to meet AYP two years in a row, in the same content area. District must submit a district plan to the Department.
Level 3	“Corrective Action” – Fails to meet AYP an additional year after Level 1, in the same content area. Districts subject to corrective action will be required to institute and fully implement a new curriculum which is based on state standards that offers substantial promise of improving educational achievement for low-achieving students. The State will establish a monitoring plan with the district.

Recognition for Schools

The State of Alaska is developing a system of rewards that includes distinguished schools. The system will recognize schools that have significantly closed the achievement gap, have exceeded adequate yearly progress without use of the confidence interval, or have made the greatest gains in student achievement. All schools and districts in the state that significantly exceed the adequate yearly progress expectations for any given year will be recognized as distinguished schools. The Department of Education and Early Development is working with various committees, including the Title I Committee of Practitioners and the Technical Advisory Committee, as well as with outside consultants. The committees will develop specific criteria on what constitutes a significant gain in student achievement and defines closing the gap between the highest achieving group and lowest achieving group based on adequate yearly progress performance.

The gains will be measured over two years, and no school or district will be recognized unless it demonstrates the required performance over a two-year period in the area of significant gains in student achievement and closing the achievement gap. Distinguished schools and districts will receive certificates of distinction and public recognition for the distinguished status.

Recognition for Districts

Recognition shall be provided for districts that meet AYP and are designated as Distinguished. Alaska will recognize high-performing districts by instituting a Distinguished District Award Program. Districts that have a majority of the schools in the district designated as distinguished will receive this award.

The following is reproduced, as displayed on the State of Alaska Department of Education and Early Development website found at:

www.eed.state.ak.us/tls/assessment/benchmark.html.

Reading Performance Standards

Approved January 20, 1999 by the Alaska State Board of Educators

RELATIONSHIP TO ALASKA CONTENT STANDARDS FOR ENGLISH / LANGUAGE ARTS

The CONTENT STANDARDS FOR ALASKA STUDENTS were adopted by the Alaska State Board of Education in 1994 and 1995.

The Reading Performance Standards support the sections of the English/Language Arts Content Standards noted below. The Benchmark Assessments and High School Graduation Qualifying Examination will assess students' competencies on these performance standards.

A: A student should be a competent and thoughtful reader, listener, and viewer of literature, technical materials, and a variety of other information. A student who meets the content standard should:

- 1) Comprehend meaning from written text and oral and visual information by applying a variety of reading, listening, and viewing strategies; these strategies include phonic, context, and vocabulary cues in reading, critical viewing, and active listening;
- 2) Reflect on, analyze, and evaluate a variety of oral, written, and visual information and experiences, including discussions, lectures, art, movies, television, technical materials, and literature; and,
- 3) Relate what the student views, reads, and hears to practical purposes in the student's own life, to the world outside, and to other texts and experiences.

B: A student should be able to think logically and reflectively in order to present and explain positions based on relevant and reliable information. A student who meets the content standard should:

- 1) Develop a position by:
 - a. reflecting on personal experience, prior knowledge, and new information,
 - b. formulating and refining questions,
 - c. identifying a variety of pertinent sources of information,
 - d. analyzing and synthesizing information, and
 - e. determining an author's purposes; and

-
- 2) Evaluate the validity, objectivity, reliability, and quality of information read, heard, and seen.
- C: A student should understand and respect the perspectives of others in order to communicate effectively. A student who meets the content standard should:
- 1) Use information, both oral and written, and literature of many types and cultures to understand self and others;
 - 2) Recognize content from the speaker's or author's perspective;
 - 3) Recognize bias in all forms of communication; and
 - 4) Recognize the communication styles of different cultures and the possible effects on others.

Writing Performance Standards

Approved January 20, 1999 by the Alaska State Board of Educators

RELATIONSHIP TO ALASKA CONTENT STANDARDS FOR ENGLISH / LANGUAGE ARTS

The CONTENT STANDARDS FOR ALASKA STUDENTS were adopted by the Alaska State Board of Education in 1994 and 1995.

The Writing Performance Standards support the sections of the English/Language Arts Content Standards noted below. The Benchmark Assessments and High School Graduation Qualifying Examination will assess students' competencies on these performance standards.

- A: A student should be able to speak and write well for a variety of purposes and audiences. A student who meets the content standard should:
- 1) Apply elements of effective writing and speaking; these elements include ideas, organization, vocabulary, sentence structure, and personal style;
 - 2) In writing, demonstrate skills in sentence and paragraph structure, including grammar, spelling, capitalization, and punctuation;
 - 3) Write and speak well to inform, to describe, to entertain, to persuade, and to clarify thinking in a variety of formats, including technical communication;
 - 4) Revise, edit, and publish the student's own writing as appropriate;
 - 5) Evaluate the student's own speaking and writing and that of others using high standards.
- B. A student should be able to think logically and reflectively in order to present and explain positions based on relevant and reliable information. A student who meets the content standard should:

-
- 1) Develop a position by:
 - a. Reflecting on personal experiences, prior knowledge, and new information,
 - b. Formulating and refining questions,
 - c. Identifying a variety of pertinent sources of information,
 - d. Analyzing and synthesizing information, and
 - e. Determining an author's purpose;
 - 2) Evaluate the validity, objectivity, reliability, and quality of information read, heard and seen;
 - 3) Give credit and cite references as appropriate; and
 - 4) Explain and defend a position orally, in writing, and with visual aids as appropriate.

Mathematics Performance Standards

Approved January 20, 1999 by the Alaska State Board of Educators

- A. A student should understand mathematical facts, concepts, principles, and theories. A student who meets the content standard should:
 - 1) Understand and use numeration, including:
 - a. numbers, number systems, counting numbers, whole numbers, integers, fractions, decimals, and percents; and
 - b. irrationals and complex numbers;
 - 2) Select and use appropriate systems, units, and tools of measurement, including estimation;
 - 3) Perform basic arithmetic functions, make reasoned estimates, and select and use appropriate methods or tools for computation or estimation including mental arithmetic, paper and pencil, a calculator, and a computer;
 - 4) Represent, analyze, and use mathematical patterns, relations, and functions using methods such as tables, equations, and graphs;
 - 5) Construct, draw, measure, transform, compare, visualize, classify, and analyze the relationships among geometric figures; and
 - 6) Collect, organize, analyze, interpret, represent, and formulate questions about data and make reasonable and useful predictions about the certainty, uncertainty,

-
- or impossibility of an event.
- B. A student should understand and be able to select and use a variety of problem-solving strategies. A student who meets the content standard should:
- 1) Use computational methods and appropriate technology as problem-solving tools;
 - 2) Use problem solving to investigate and understand mathematical content;
 - 3) Formulate mathematical problems that arise from everyday situations;
 - 4) Develop and apply strategies to solve a variety of problems;
 - 5) Check the results against mathematical rules;
 - 6) Use common sense to help interpret results;
 - 7) Apply what was learned to new situations; and
 - 8) Use mathematics with confidence.
- C. A student should understand and be able to form and use appropriate methods to define and explain mathematical relationships. A student who meets the content standard should:
- 1) Express and represent mathematical ideas using oral and written presentations, physical materials, pictures, graphs, charts, and algebraic expressions;
 - 2) Relate mathematical terms to everyday language;
 - 3) Develop, test, and defend mathematical hypotheses; and
 - 4) Clarify mathematical ideas through discussion with others.
- D. A student should be able to use logic and reason to solve mathematical problems. A student who meets the content standard should:
- 1) Analyze situations;
 - 2) Draw logical conclusions;
 - 3) Use models, known facts, and relationships to explain the student's reasoning;
 - 4) Use deductive reasoning to verify conclusions, judge the validity of arguments, and construct valid arguments; and
 - 5) Use inductive reasoning to recognize patterns and form mathematical propositions.
- E. A student should be able to apply mathematical concepts and processes to

situations within and outside of school. A student who meets the content standard should:

- 1) explore problems and describe results using graphical, numerical, physical, algebraic, and verbal mathematical models or representations;
- 2) use mathematics in daily life; and
- 3) use mathematics in other curriculum areas.

For additional copies of this report
or to download a particular regional area summary,
visit <http://www.firstalaskans.org/>.

For additional information, call the First Alaskans Institute
Alaska Native Policy Center at (907) 677-1700.