



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

April 1, 2021

The Honorable Michael Johnson  
Commissioner of Education  
Alaska Department of Education  
and Early Development  
P.O. Box 110500  
Juneau, AK 99811-0500

Dear Commissioner Johnson:

I am writing in response to Alaska's request to the U.S. Department of Education (Department) on April 28, 2020 to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act. Prior to implementing any revisions to its approved consolidated State plan, a State must submit its proposed amendments to the Department for review and approval.

I have determined that the amended request meets the requirements in the ESEA and, for this reason, I am approving Alaska's amended State plan. A summary of the Alaska's amendment is enclosed. This letter, as well as Alaska's revised ESEA consolidated State plan, will be posted on the Department's website. Any further requests to amend Alaska's ESEA consolidated State plan must be submitted to the Department for review and approval.

Please be aware that approval of this amendment to Alaska's consolidated State plan is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is Alaska's responsibility to comply with these civil rights requirements.

[www.ed.gov](http://www.ed.gov)

400 MARYLAND AVE., SW, WASHINGTON, DC 20202

*The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.*

Thank you for all of the work that the Alaska Department of Education and Early Development has put into its consolidated State plan under the ESEA. If you need any assistance regarding the implementation of your ESEA consolidated State plan, please contact Mary Frances Street in the Office of School Support and Accountability at: [OESE.TitleI-a@ed.gov](mailto:OESE.TitleI-a@ed.gov).

Sincerely,



Ian Rosenblum  
Delegated the Authority to Perform the  
Functions and Duties of the Assistant Secretary  
Office of Elementary and Secondary Education

Enclosure

cc: Tamara Van Wyhe, Director of Innovation and Education Excellence  
Deborah Riddle, Division Operations Manager: Assessments & Accountability  
Courtney Preziosi, ESEA/Title I Administrator  
Christian Colton, Data Manager

### **Amendment to the Alaska Consolidated State Plan**

The following is a summary of Alaska’s amendment request. Please refer to the U.S. Department of Education’s website <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/> for Alaska’s complete consolidated State plan.

#### *Graduation Rate – Long Term Goals:*

The Alaska Department of Education and Early Development (DEED) will use a one-year lagging adjusted cohort graduation rate (ACGR) for accountability purposes beginning with the calculation of the ACGR for the 2019-2020 school year.

#### *Graduation Rate – Long Term Goals:*

DEED shifted its graduation rate long term goal from the 2025-2026 school year to the 2027-2028 school year; the goal of 90 percent for the four-year ACGR for all students remains the same.

#### *Progress in Achieving English Language Proficiency (ELP) Indicator:*

DEED revised its definition of proficient on the statewide ELP assessment, WIDA ACCESS. Previously, to be considered “proficient,” a student had to achieve a composite score of 5.0 and attain a specified minimum score on the sub-domains. DEED changed its definition of achieving ELP to require students to achieve a 4.5 composite score on its ELP assessment and no longer requires a minimum domain score.

#### *Weighting of Indicators:*

DEED clarified that it has one weighting system for schools serving grades 7-12.

#### *Frequency of Identification – Comprehensive Support and Improvement (CSI):*

DEED changed the frequency of identification for CSI schools to every three years. Previously, DEED identified these schools annually.

#### *CSI Exit Criteria:*

DEED will permit a school to exit CSI status after three years only if it no longer meets the lowest 5% entrance criteria and if the school’s accountability index score has improved since the CSI identification year. DEED will no longer use its second exit criterion to permit a school to exit if it met its long-term goals or measurements of interim progress.

DEED amended its exit criteria for a school identified as CSI based on low graduation rate or subgroup performance to exit CSI status after three years, rather than one year.