

ALASKA COMPREHENSIVE CENTER PROGRAM EVALUATION YEAR 6

October 2011



ALASKA COMPREHENSIVE CENTER PROGRAM EVALUATION: YEAR 6

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EXECUTIVE SUMMARY

Title II of the *Educational Technical Assistance Act of 2002* authorized the U.S. Department of Education to establish a nationwide system of comprehensive centers to develop the capacity of the states to assist their districts and schools, especially those needing improvement. The U.S. Department of Education established two types of comprehensive centers: regional centers and content centers. The U.S. Department of Education awarded a contract to the Southeast Regional Resource Center (SERRC) to operate the Alaska Comprehensive Center (ACC) as a regional center on October 1, 2005. The continuing mission of the ACC is to assist the Alaska Department of Education & Early Development (EED) in meeting its obligations to improve districts and schools, as required by the *No Child Left Behind Act of 2001*.

During the first three years of the ACC work (July 1, 2006 to June 30, 2009), evaluators from the Northwest Regional Educational Laboratory (NWREL) conducted the evaluation of ACC activities. During the fourth and fifth year of ACC operation, the evaluation work shifted as a subcontract from Education Northwest (formerly NWREL) to the staff of Portland-based Educational Support Services, an independent consulting company.. Education Northwest was contracted to complete the Year 6 ACC evaluation.

As in the previous years, the overall purposes of the evaluation during this sixth year were, first, to assess progress made by the ACC in meeting the goals and objectives identified in its 2010–2011 year management plan and, second, to assess the quality, usefulness, and relevance of the services ACC provided to EED.

Evaluation Questions

The evaluation addressed the following three questions:

1. To what extent has the ACC accomplished the goals and objectives in its 2010–2011 management plan?
2. What school improvement resources are available to Alaska’s educators through ACC’s contribution to the Statewide System of Support (SSOS) and the ACC website, and how are these resources being used?
3. How is ACC’s work viewed by significant stakeholders (Advisory Board and EED staff members)?

Methods

The methods and data used in the evaluation consisted of:

- Status review of the management plan

- Review of documents, including conference call meeting notes and materials posted on the ACC website
- Interviews with ACC Director Jerry Schoenberger, ACC staff member Gerry Briscoe and Education Northwest staff member Deborah Davis
- Interviews with EED Deputy Commissioner Les Morse and EED staff members Jon Paden, Elizabeth Davis, and Margaret McKinnon
- Surveys of members of the ACC Advisory Board
- Interviews and surveys with superintendents and educators
- Review of the work completed as part of the ACC website revision, along with website usage analytics

Summary of Results

ACC achieved a number of significant accomplishments in its sixth year of operation. These included:

- Fully accomplishing 83 percent of its intended activities.
- Developing and delivering training and materials for the pilot districts using AK STEPP
- Developing a survey for all 54 districts in Alaska to gather information regarding teacher/principal evaluation processes/tools
- Assisting EED in providing technical assistance to school improvement grantees (SIG)
- Monitoring EED's continuous improvement according to the SSOS indicators provided by the Center on Innovation and Improvement CII
- Developing a DVD on collaborative meetings, currently in use in Alaska's schools
- Assisting EED in implementing Curriculum Alignment Institutes

Summary of Stakeholders' Perceptions of ACC

EED

During this sixth year, EED staff members reported that the coordination and collaboration between the two agencies has never been better. According to EED, the work that was accomplished by the SSOS team could not have been completed without support from ACC. As in years past, contributions from ACC came not only in the form of ACC staff assistance but also as monetary support for crucial projects that EED was not able to fund, yet were crucial capacity-building efforts.

ACC Advisory Board

The majority of ACC Advisory Board members gave high ratings to the usefulness and quality of ACC's work of strengthening EED's SSOS, ACC's website, Alaska STEPP, collaborative meetings, teacher evaluation systems, and support for School Improvement Grantees (SIG).

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ACKNOWLEDGEMENTS

The evaluator would like to thank staff members of the Alaska Comprehensive Center and the Alaska Department of Education & Early Development for providing data used in the evaluation. We also acknowledge members of the Advisory Board for responding to surveys concerning their experiences with the ACC.

CHAPTER I: BACKGROUND

Introduction

This report presents the results of an evaluation of the Alaska Comprehensive Center (ACC) during its sixth year of operation (October 1, 2010 to September 30, 2011). As in the previous years, an outside third party evaluator prepared this report—Education Northwest conducted the Year 6 ACC evaluation. For the sake of consistency, the evaluation process used, and the organization of the report, maintains many of the same data collection and reporting components that were used in earlier reports.

Also, as in previous years, the report is divided into three chapters. The first chapter gives background information about the federal Comprehensive and Content Centers Program and particularly about the Alaska Comprehensive Center. The second chapter provides an overview of the evaluation questions and methodological details of the evaluation. The third and final chapter presents the results, conclusions, and recommendations. Supporting documentation and instrumentation is provided in the attached appendices.

The Federal Comprehensive Centers Program¹

Section 203 of Title II of the *Educational Technical Assistance Act of 2002* authorized the U.S. Department of Education to establish a nationwide system of comprehensive centers to develop the capacity of the states to assist their districts and schools, especially those needing improvement. The U.S. Department of Education established two types of comprehensive centers: regional centers and content centers. The Alaska Comprehensive Center is one of the 16 regional centers. All of the regional centers provide services to state education agencies (SEAs) to further their mission of assisting school districts, regional education agencies, and schools, especially low-performing schools. The major goal of the regional centers is to help increase state capacity to assist districts and schools in meeting their student achievement goals by providing frontline assistance to states. Regional centers' assistance to States will enable states to:

- Assess the improvement needs of districts and schools
- Develop solutions to address those needs
- Build and sustain systemic support for district and school improvement efforts related to closing achievement gaps and improving achievement outcomes
- Improve the tools and systems for school improvement and accountability (from Cooperative Agreement).

¹ Material in this section is derived from the description of the comprehensive centers program on the U.S. Department of Education Web site: <http://www.ed.gov/programs/newccp/index.html>.

Content Centers

Content centers work closely with regional centers to provide technical assistance to states. They must focus almost entirely on specific content areas, analyzing research, developing useful products and tools for regional centers and other clients, and supplying much of the research-based information, products, guidance, analysis, and knowledge on key topics that regional centers use when working with states. The regional centers draw heavily on these materials. The purpose of having national-level content centers is to avoid duplication of efforts across centers and ensure depth of content knowledge in these areas. There are currently five content centers:

- Center on Accountability and Assessment
- Center on Teacher Quality
- Center on Instruction
- Center on Innovation and Improvement
- National High School Center

Services, materials, and online resources developed or gathered by these content centers are shared with the regional centers to support their work with state departments of education.

The Alaska Comprehensive Center

According to the Educational Technical Assistance Act, regional comprehensive centers were each established to serve a specific geographic area. That legislation indicated that an Alaska Comprehensive Center would be formed and charged with the work of exclusively serving the state of Alaska. Consequently a Request for Proposal was released asking for contractors to describe how they would take on the work outlined in the legislation.

In Spring 2005, the South East Regional Resource Center (SERRC) in Juneau, Alaska submitted a proposal to the U.S. Department of Education to establish the Alaska Comprehensive Center. The SERRC proposal was selected for funding, and on October 1, 2005, the U.S. Department of Education awarded SERRC a five-year contract for the Alaska Comprehensive Center under CFDA 84.283B. As required by the Educational Technical Assistance Act, the proposal for the Alaska Comprehensive Center focused on building the capacity of the Alaska Department of Education & Early Development. In the original management plan submitted in the SERRC proposal, the following three overall goals were identified for the Alaska Comprehensive Center:

- Goal 1: Improve the capacity of the Alaska Department of Education & Early Development (EED) to implement the goals and provisions of NCLB

- Goal 2: Increase the capacity of the Alaska Department of Education & Early Development to access high-quality resources
- Goal 3: Improve the capacity of the state and the Alaska Department of Education & Early Development to assist schools in need of improvement with increased access to high-quality professional development and technical assistance

In the summer of 2010, ACC was notified by the Office of Elementary and Secondary Education that they would received a one-year extension to their original five-year grant. As such, ACC submitted a management plan that outlined Year 6 work that built upon its work of the previous five years. ACC focused its work on the continued support of the Six Domains of Effective Schools and Districts, as defined in the Alaska State System of Support Operations manual. These areas include Curriculum, Instruction, Assessment, Supportive Learning Environment, Professional Development, and Leadership. As in the previous five years, ACC subcontracted with Education Northwest to complete the work outlined in the Year 6 management plan.

To attain the goals of the contract, it was necessary for all ACC staff members (including those at Education Northwest) to work closely with staff members from EED. At the time of this report, a strong working relationship across all three agencies had been established. As the Deputy Commissioner of EED stated, “ACC has really stepped up this year. They have been responsive to our needs, have built great relationships, and have delivered quality work by quality staff.” In addition, both agencies already had an impressive list of accomplishments achieved in the earlier years of ACC operation. As a result, an impressive list of accomplishments has been achieved throughout the six-year collaboration. These are highlighted in Table 1.

Table 1
Selected Alaska Comprehensive Center Accomplishments to Date

Year 1

- Prepared and pilot tested an audit process and tools based on rubrics in these six domains: Curriculum, Assessment, Instruction, School Learning Environment, Professional Development, and Leadership.
- Trained 15 audit team members on the audit process and protocols.
- Created an Advisory Board and held the initial meeting.
- Created a plan for selecting evidence-based materials for the resource center.
- Published a user-friendly website for educators on the Internet.

Year 2

- Made progress towards 21 of the 22 objectives in its second-year management plan.
- Continued and refined the instructional audit process initiated during its first year of operation.
- Together with NWREL, trained 17 audit team members and three EED staff members on the audit process and data-collection procedures. Audit teams visited 13 schools in five districts. Audit reports were used by EED in formulating improvement plans that districts are required to follow.
- Published to the Internet an attractive and user-friendly website that is rich in materials related to improving schools.
- Collaborated with other agencies in sponsoring a symposium on professional development for teachers and in piloting an outreach program to parents concerning Supplemental Education Services.

Year 3

- Continued support for implementation of the instructional audit.
- Supported an evaluation of the district improvement coaching process.
- Maintained an attractive and user-friendly website, rich in materials related to improving schools and that is drawing visitors from many locations within Alaska.

Table 1 (continued)

Selected Alaska Comprehensive Center Accomplishments to Date

Year 4

- Together with Education Northwest, finalized revisions of the instructional audit process initiated during its first year of operation and trained three site-visit teams and three EED staff members on the data-collection procedures. Audit teams visited three districts and reported on the process.
- Began the process of revamping the website to meet EED specifications and trained both technical assistance coaches and content specialists to assume their new roles in the fall of 2009.
- Collaborated with other agencies in sponsoring a webinar on data use in schools. Mike Schmoker supported the content.

Year 5

- Provided significant support for key elements in the SSOS, including, but not limited to, the development of Alaska STEPP.
- Revised the ACC website to meet EED's specifications and to align with the SSOS.
- Produced a high-quality video to showcase the process and impacts of principal walk-throughs.
- Launched the revised ACC website.
- Consolidated services into a comprehensive Statewide System of Support through intensive participation in the Pacesetter Academy Development of the Self-Study Tool workshop and trainings that led to the electronic version of the Tool on the Alaska STEPP site.

Year 6

- Developed and delivered training and materials for the pilot districts using AK STEPP
- Developed a survey for all 54 districts in Alaska to gather information regarding teacher/principal evaluation processes/tools
- Assisted EED in providing technical assistance to SIG grantees
- Monitored EED's continuous improvement according to the SSOS indicators provided by CII
- Developed a DVD on collaborative meetings, currently in use in Alaska's schools
- Assisted EED in implementing Curriculum Alignment Institutes

CHAPTER II: METHODOLOGY

This chapter provides details about the methodology of the evaluation. Topics addressed in this chapter include the scope of the evaluation, the evaluation questions, data-collection procedures, and indicators required by the *Government Performance Results Act (GPRA)*.

Scope of the Evaluation

The purpose of the evaluation was to assess progress made by the ACC in meeting the goals and objectives identified in its 2010–2011 management plan and to assess the quality, relevance, and usefulness of services that ACC provided to the Alaska Department of Education & Early Development.

Evaluation Questions

This evaluation continued to address three questions that are similar to the evaluation questions that have guided the data collection work in previous years. These three questions are:

1. To what extent has the ACC accomplished the goals and objectives in its 2010–2011 management plan?
2. What school improvement resources are available to Alaska’s educators through ACC’s contribution to the Statewide System of Support (SSOS) and the ACC website, and how are these resources being used?
3. How is ACC’s work viewed by significant stakeholders (Advisory Board and EED staff members)?

Evaluation Methods

This section presents an overview of the methods used to gather data relevant to the evaluation questions. The evaluation used a variety of methods to collect data and document progress over the course of the year.

Status Review of the Management Plan

At the beginning of each year of ACC funding, ACC and EED staff members meet to develop a management plan organized around specific objectives to be accomplished for each of its goals. The management plan showing the activities in each goal area and the results of a status review of accomplishments of these activities for 2010–2011 is attached in Appendix A.

For the purpose of this report, the accomplishment of items on the management plan was reviewed in two ways. First, the evaluator reviewed the status of items on the management plan

with ACC staff members to identify the activities that were accomplished, partially accomplished, or not accomplished.

Second, EED staff members were surveyed both about their perceptions of the degree to which the ACC accomplished its goals and objectives and about the quality, relevance, and usefulness of the actions that the ACC took over the year.

Surveys

Members of the ACC Advisory Board in attendance at the January 12, 2011 Board meeting completed a survey asking them about their understanding of the mission of the ACC and its role in assisting EED to meet its obligations under NCLB, and for opinions of the quality and usefulness of the operations of the ACC. They were also asked for suggestions for improving the functioning and focus of future work of the ACC.

Interviews

The evaluator collected data from four EED staff members (Les Morse, Jon Paden, Margaret McKinnon, and Elizabeth Davis) in face-to-face interviews in June 2011. Interviews were also conducted with ACC staff members (Jerry Schoenberger, Gerry Briscoe, and Deborah Davis). The purpose of the interviews was to gather information about ACC's activities, to clarify accomplishment of items on the management plan, and to gather information about the functional relationship between ACC and EED. In addition, EED staff members were asked about the overall quality, relevance, and usefulness of ACC's work over the past year.

Meeting Notes and Personal Communications

The ACC evaluator gathered data through personal communication with ACC and EED staff members during various phases of the evaluation.

Report on Use of the Website

For the purpose of this report, SERRC staff members responsible for the ACC website tracked two dimensions of usage of the website—the numbers of visitors, and the number of pages that were downloaded during each visit.

GPRA Indicators

In accordance with the *Government Performance Results Act of 1993*, the U.S. Department of Education established performance measures to gauge the success of federally funded educational programs. These measures are used to report on the success of federal programs in accomplishing the policy goals established by Congress. Three measures have been identified to assess the success of the Comprehensive Center Program:

1. The percentage of technical assistance services provided that are deemed to be of high quality by an independent review panel of expert stakeholders
2. The percentage of technical assistance services provided that are deemed to be of high relevance to educational policy or practice by an independent review panel of qualified practitioners
3. The percentage of technical assistance services provided that are deemed to be of high usefulness to educational policy or practice by target audiences

GPRA reports were due on July 31, 2011, so the data presented on GRPA Project Status Chart (Appendix C) summarizes the project performance as of July 15, 2011. To measure the GPRA indicator of usefulness, the evaluator for the Alaska Comprehensive Center (ACC) collected data on each of the six project goals/objectives listed in the 2010–2011 management plan. The GPRA report indicated the following:

Project Objective 1: Build district knowledge through training and tools to align curriculum to state GLE's. The two tasks related to this area were: 1) Identify districts interested in sharing their curriculum alignment process, and 2) Assist with support that would provide EED coaches and school administrators the tools to determine if the curriculum is being enacted. These tools could provide data sets that include information about 1) At what level of cognitive demand are teachers challenging their students? and 2) Is the content aligned with district curriculum and state standards and assessment expectations? Each EED respondent rated the objective on a four-point scale ("not useful," "minimally useful," "moderately useful," "and very useful"). The services related to this goal were rated as "Moderately Useful" or "Very Useful" by 100 percent of EED staff. All (100%) of the Advisory Board members rated the services to be both useful and of high quality.

Project Objective 2: Increase teacher and principal utilization of research-based instructional strategies linked to varied levels of diverse learner needs. The three tasks related to this area were: 1) Identify research to support instruction for ELL/LEP students from heritage language backgrounds, 2) Provide materials and training incorporating instructional strategies for students with heritage and immigrant language backgrounds, and 3) Facilitate establishment of a stakeholder group to provide input and review draft materials and framework of linguistically and culturally appropriate

practices linked to GLEs. According to the Evaluation Accomplishment Matrix, of the four milestones for the three activities, 50 percent were completed. Two of the milestones (creation of a toolkit and trainings on the toolkit) were still ongoing. The services related to this objective were rated as “Moderately Useful” or “Very Useful” by 100 percent of EED staff. Eighty-eight percent of the Advisory Board members rated the services as useful, and 86 percent of the members rated them as being of high quality.

Project Objective 3: Increase district knowledge and skills to enhance supportive learning environments. The three tasks related to this area were: 1) Assist EED by creating a self-evaluation tool of the implementation of culturally responsive standards (Culturally Responsive Schools Evaluation Tool (CRSET), 2) Identify and disseminate resources that highlight best practices for culturally responsive learning environments for ALL students, and 3) Assist EED in supporting parent engagement analysis, program implementation, and ongoing support for districts and schools. According to the Evaluation Accomplishment Matrix, of the four milestones for the three activities 75 percent were completed; work on the fourth milestone (Assist EED in supporting the implementation of the *Parent Involvement Analysis Tool* in participating districts and schools) was still ongoing, but plans were to complete it by September 30. The services related to this objective were rated as “Moderately Useful” or “Very Useful” by 100 percent of EED staff. All (100%) of the Advisory Board members rated the services to be both useful and of high quality.

Project Objective 4: Support districts’ ability to develop and implement assessment systems. The three tasks related to this area were: 1) Compile and disseminate resources that highlight best practices for comprehensive assessment systems and data analysis for all SBA tested subject areas, 2) Provide support in the area of data analysis that informs the school improvement planning process and complements the AK STEPP process, and 3) Assist EED in evaluating the quality of High School Graduation Qualifying Examination (HSGQE) individual remediation plans. According to the Evaluation Accomplishment Matrix, of the seven milestones for the three activities, 57 percent were completed. It was decided by EED staff members to move three milestones (Identify and share remediation plans of high quality both within and outside of Alaska on the ACC website, Develop a rubric for evaluating the content of these plans, and Develop a pamphlet on remediation plans for HSGQE for distribution) to the Year 7 work plan. The services related to this objective were rated as “Moderately Useful” or “Very Useful” by 100 percent of EED staff. All (100%) of the Advisory Board members rated the services to be both useful and of high quality.

Project Objective 5: Increase utilization of knowledge and skills to improve school and district instructional leadership. The three tasks related to this area were: 1) Create DVDs and accompanying materials to enhance instructional leadership in collaborative meetings and use of formative assessment, 2) Collaborate with EED in planning for the Alaska School Leadership Institute in 2011, and 3) Assist EED in gathering information

regarding district evaluation systems for teachers and leaders. According to the Evaluation Accomplishment Matrix, of the seven milestones for the three activities, 100 percent were completed. The services related to this objective were rated as “Moderately Useful” or “Very Useful” by 100 percent of EED staff. All (100%) of the Advisory Board members rated the services to be both useful and of high quality.

Project Objective 6: Assist with the Implementation of Statewide System of Support. The nine tasks related to this area were: 1) Facilitate continued implementation of the Alaska State System of Support, 2) Provide comprehensive resources on the ACC website that support school/district improvement planning activities, 3) Provide ongoing training and support for Instructional Audits, as needed, 4) Continue participation in Pacesetter activities with EED, 5) Document the automated Desk Audit process that EED’s SSOS administrator developed, 6) Conduct a formative evaluation of the TAC and CC programs, 7) Provide support to improve communication mechanisms and protocols within the SSOS, 8) Provide training and support with the Self Study Tool process and AK STEPP, and 9) Provide EED and LEAs with access to the tools and resources necessary to support high quality implementation of SIG grants. According to the Evaluation Accomplishment Matrix, of the 21 milestones for the three activities 100 percent were completed. The services related to this objective were rated as “Moderately Useful” or “Very Useful” by 100 percent of EED staff. Eighty-five percent of the Advisory Board members rated the services to be both useful and of high quality — one member did not have enough information about the utility or quality of the services to be able to rate them.

The data reported in Appendix A shows that across all six goals, 83 percent of ACC’s activities were accomplished during Year 6, surpassing the target measure of completing 75 percent of the activities.

CHAPTER III: RESULTS

Chapter III presents the evaluation results in three sections. The first section reviews accomplishments made by ACC toward the objectives identified in its Year 6 management plan. The second section presents updated information about the usage of the ACC website and other resources sponsored by ACC. The final section examines the opinions of EED, ACC and Education Northwest staff members, and members of the ACC Advisory Board, concerning ACC activities this year.

Accomplishment of Action Items in the 2010–2011 Management Plan (Evaluation Question 1)

Following the pattern established in previous evaluation reports, the first section of this report will examine the degree to which ACC accomplished the activities under each of the goals identified in its 2010–2011 management plan. This management plan had been organized around six domain areas designed to improve school and student performance and included in the Statewide System of Support. The six domains are: curriculum, instruction, supportive learning environment, assessment, leadership, and statewide system of support (recognized as the professional development domain). A copy of the management plan, listing 23 tasks (with 48 milestones/outcomes), organized under these six goal areas, is presented in Appendix A.

This section of the report provides a status review of the overall management plan, reporting the degree to which ACC accomplished tasks identified in the management plan. Data for both parts of this section comes, as it has in previous years, from document analysis, surveys, meeting notes and observations during meetings, and interviews with key personnel. This information was used to determine if the activities to meet these goals were undertaken and also to determine the perception of the quality and usefulness of each one of these activities,

Specifically the process used was as follows. Throughout the year the evaluator attended and/or reviewed meeting notes related to SSOS activities. For each task, progress was categorized (as has been done in previous evaluation reports) as “accomplished,” “partially accomplished,” or “not accomplished.” After interviewing ACC staff on June 16 and EED staff on June 17, a fourth category was added for specific activities with timeline adjustments requested by EED.

Last year’s evaluation report for the 2009–2010 year indicated that 70 percent of the activities listed under the overall goals were accomplished. As Table 2 shows, the analysis of this year’s management plan shows a higher rate of accomplishment— 83 percent of the 23 activities in the plan were completed. Another 13 percent were partially completed. The one remaining activity was with a timeline, adjusted at EED’s request, to enable EED to clarify the state’s priorities in these areas; this ultimately led to the work being moved to Year 7. Furthermore, when looking at the milestones/outcomes of the management plan, 40 of the 48 milestones (83%) were

accomplished as planned, with two activities postponed until Year 7, two activities not completed at all, and four activities partially completed.

Table 2
Summary of the Accomplishment of 2010–2011 Management Plan Objectives

Goal	Activities	Accomplished	Partially Accomplished	Not Accomplished	Timeline Adjusted
1	2	1	1	-	-
2	3	3		-	-
3	3	3		-	-
4	3	1	1	-	1
5	3	3	-	-	-
6	9	8	1	-	-
Total	23	19(83%)	3 (13%)	-	1 (4%)

Capacity Building Area 1: Curriculum

Goal/Outcome: Build district knowledge through training and tools to align curriculum to state GLE's

The two tasks related to this area were: 1) Identify districts interested in sharing their curriculum alignment process, and 2) Assist with support that would provide EED coaches and school administrators the tools to determine if the curriculum is being enacted. According to the Evaluation Accomplishment Matrix, of the five milestones to be completed for the two tasks, 60 percent were completed. While the ACC provided training to LEAs and EED coaches on cognitive rigor and curriculum alignment, and posted best practices of curriculum alignment on their website, they did not provide additional in-depth analyses of the curriculum used by 54 districts that were surveyed last year because the state did not request this work to proceed.

Two EED staff members recognized what great work ACC provided in meeting the target goals. However, both staff members questioned whether the work could be sustained by EED without additional resources. One staff member stated that while their knowledge was being increased, there was a question as to whether EED's capacity was being built. As one EED staff member stated, "It's phenomenal work. ACC is doing very well with this, but there is no funding so sustainability is an issue. There are just no resources to bring people in"

Capacity Building Area 2: Instruction

Goal/Outcome: Increase teacher and principal utilization of research-based instructional strategies linked to varied levels of diverse learner needs

The three tasks related to this area were: 1) Identify research to support instruction for ELL/LEP students from heritage language backgrounds, 2) Provide materials and training incorporating

instructional strategies for students with heritage and immigrant language backgrounds, and 3) Facilitate establishment of a stakeholder group to provide input and review draft materials and framework of linguistically and culturally appropriate practices linked to GLEs. According to the Evaluation Accomplishment Matrix, of the four milestones for the three tasks, 100 percent were completed. A research-based document summary of the research on heritage language issues facing Alaska's teachers and students has been created and submitted to EED. A toolkit focused on culturally responsive teaching was being developed based on decisions of the stakeholder group led by Phyllis Carlson of EED. The final toolkit was to be submitted to EED by September 31, 2011. In addition, the stakeholders made future recommendations on this work and reviewed the development of a rubric on what a culturally responsive classroom looks like. The final document was still in development at the end of Year 6. Recommendations by stakeholder group to the complete a self-study guide based on the rubric pushed the development of a toolkit into Year 7.

George Washington University Center for Equity and Excellence in Education was contracted by ACC to provide technical assistance to the EED staff on issues related to English language learners. The assistance is an effort to help EED staff as they update and refine state ELL assessment policies.

Both the EED staff members who commented on this goal thought ACC was doing a very good job of facilitating this goal. An e-mail from Phyllis Carlson indicated she was very pleased with the support and resources she had received. According to one EED staff member, "Instruction as it relates to culture is a big deal. Keisha Edwards (who helped facilitate the stakeholder's meeting) is very valuable. The rubric is great. ACC paid for part of it. ACC helped make the connections with Keisha. The website is great too."

Capacity Building Area 3: Supportive Learning Environment

Goal/Outcome: Increase district knowledge and skills to enhance supportive learning environments

The three tasks related to this area were: 1) Assist EED by creating a self-evaluation tool of the implementation of culturally responsive standards (Culturally Responsive Schools Evaluation Tool (CRSET), 2) Identify and disseminate resources that highlight best practices for culturally responsive learning environments for ALL students, and 3) Assist EED in supporting parent engagement analysis, program implementation, and ongoing support for districts and schools. According to the Evaluation Accomplishment Matrix, of the four milestones for the three tasks, all were completed. ACC is continually posting resources on its website (please see the section below about their website usage) and as mentioned above, ACC provided support in the creation of a rubric of what a culturally responsive classroom looks like.

Two EED staff members who responded to how ACC supported this goal focused on ACC's website. Both EED staff members thought the site provided high quality resources, especially

on parent involvement, culture, STEPP, CII, and Solid Foundation material. Both staff members commented that they liked the vetting process of what materials were posted on ACC's website, and that they particularly appreciated that the site was more about quality than quantity. One staff member thought the website was accomplishing a lot by having such quality resources. Another EED staff member stated the site didn't do much good if it didn't have people, most notably rural Alaskan, visit the site.

Capacity Building Area 4: Assessment

Goal/Outcome: Support districts' ability to develop and implement assessment systems.

The three tasks related to this area were: 1) Compile and disseminate resources that highlight best practices for comprehensive assessment systems and data analysis for all SBA-tested subject areas, 2) Provide support in the area of data analysis that informs the school improvement planning process and complements the AK STEPP process, and 3) Assist EED in evaluating the quality of HSGQE individual remediation plans. According to the Evaluation Accomplishment Matrix, of the seven milestones for the three tasks, 57 percent were completed. It was decided by EED staff members to move three milestones (Identify and share remediation plans of high quality both within and outside of Alaska on the ACC website; Develop a rubric for evaluating the content of these plans; and Develop a pamphlet on remediation plans for HSGQE for distribution) to the Year 7 work plan.

All the resources from the Curriculum Alignment Conference were also in the process of being posted on ACC's website. ACC was working with Lexi Domaradzki (independent consultant) on putting together training videos/webinars as part of the TAC/CC training; this would allow coaches to access the information on an ongoing basis or for periodic reviews. To date, two of Lexi Domaradzki's trainings have been videotaped and ACC was in the process of posting the videos to its website. ACC has worked with EED to embed a needs assessment into STEPP which will be rolled out during their work with Cohort II districts (Year 7).

All three EED staff noted that ACC took more of a supportive role in implementing activities for this goal. One EED staff member said it was ACC's intention from the beginning to be more supportive rather than taking on more of a leadership role. However two other EED staff members thought ACC needed to be more involved in the discussion and implementation of this particular goal.

Capacity Building Area 5: Leadership

Goal/Outcome: Increase utilization of knowledge and skills to improve school and district instructional leadership

The three tasks related to this area were: 1) Create a DVD and accompanying materials to enhance instructional leadership in collaborative meetings and use of formative assessment,

- 2) Collaborate with EED in planning for the Alaska School Leadership Institute in 2011, and
- 3) Assist EED in gathering information regarding district evaluation systems for teachers and leaders. According to the Evaluation Accomplishment Matrix, of the seven milestones for the three tasks, 100 percent were completed.

Filming for this DVD took place in two sites in Mat-Su district, one site in Anchorage, and a rural school in Ruby. The DVD was completed and over 200 copies have been disseminated. All principals who attended the Alaska School Leadership Institute received a DVD. A Collaborative Meeting Guidebook will be posted on ACC's website. Year 7 of ACC's work will focus on the training aspects of this activity. All four EED staff members commented on how the DVDs helped build capacity for Alaskan school leaders. Comments about the relevance and quality of the DVDs included, "Information transferred to field. Principals now have something tangible," "Everyone loves the DVD.," "The walkthrough and collaborative videos are great. Superintendents are asking for more videos. They want to use these materials to training their staff.," and "They are really powerful learning tools." Respondents commented that the DVDs were much more credible to Alaskan educators because the examples provided in the DVDs included roadway and bush schools, and the DVD included research.

ACC staff created a 50-question survey regarding district evaluation systems for teachers and leaders that was sent to all 54 districts in March, 2011, via Survey Monkey. Survey results were submitted to EED. EED staff members praised the work done as part of this task. One EED staff member noted that ACC helped put the focus on what "leader" means and they made it clear to districts the difference between instructional leaders and building managers. Another EED staff member was thankful that ACC helped bring districts together to discuss teacher effectiveness and that ACC connected EED to Laura Goe who helped districts develop a teacher effectiveness process. As the Deputy Commissioner said, "Work done by ACC and Laura is nothing but positive."

Capacity Building Area 6: Statewide System of Support

Goal/Outcome: Build capacity that supports a highly competent statewide coaching cadre

Goal/Outcome: Provide technical assistance and support to EED in areas as needed

Goal/Outcome: Assist with the Implementation of Statewide System of Support

The nine tasks related to this area were: 1) Facilitate continued implementation of the Alaska State System of Support; 2) Provide comprehensive resources on the ACC website that support school/district improvement planning activities; 3) Provide ongoing training and support for Instructional Audits, as needed; 4) Continue participation in Pacesetter activities with EED; 5) Document the automated Desk Audit process that EED's SSOS administrator developed; 6) Conduct a formative evaluation of the Technical Assistant Coaches (TAC) and Content Coaches (CC) programs; 7) Provide support to improve communication mechanisms and protocols within the SSOS, 8) Provide training and support with the Self Study Tool process and AK STEPP; and 9) Provide EED and LEAs with access to the tools and resources necessary to

support high quality implementation of SIG grants. According to the Evaluation Accomplishment Matrix, of the 21 milestones for the nine tasks, 95 percent were completed. EED decided that one milestone (training for the instructional audits) was not a priority for Year 6 work..

Highlights of ACC activities in this task included:

- ACC staff members met with EED (Jon Paden) in October and created a timeline of events through June, 2011. A broader SSOS team was created—membership grew from a 5- to an 18-member team from EED. The team convened quarterly, but Jon Paden and ACC staff members kept them informed of activities on a more regular basis.
- ACC staff members discussed with EED relevant research and resources and were consistently updating their website with new resources.
- Support for instructional audits was limited this year because the state was not doing any. ACC worked with Susan Garton of University of Alaska Anchorage to develop and deliver a presentation on Instructional Audits and the Self-Study process to an Educational Leadership Graduate class on February 28, 2011.
- ACC continued to participate in/facilitate quarterly SSOS calls and activities with the Center on Innovation and Improvement. ACC staff members and Jon Paden (EED) presented on Alaska's SSOS and management plan to 14 Pacesetter states via webinar.
- ACC worked with Jon Paden to develop a step-by-step document on the Desk Audit process. The document was completed and staff members were trained on its content by the EED staff in June, 2011.
- A coaching log database was developed on ACC's website.
- ACC conducted a formative evaluation of the TAC and CC programs.
- ACC assisted EED in training TACs/CCs/schools/districts with the AK STEPP process through participation in webinars, in-person meetings, and the development of materials and webinar topics. EED wants ACC to be heavily involved in rolling out STEPP to the next cohort of districts.
- A SIG conference on teacher evaluation was co-planned with EED and held on March 25, 2011. Laura Goe conducted a webinar that was so successful that the intervention invited Goe to attend their in-service. ACC is maintaining a website for materials useful to SIG grantees. A two-day meeting in June for SIG grantees, devoted to teacher evaluation, was co-planned and implemented by ACC and EED. ACC has developed a Google group for SIG grantees to share information relevant to grant implementation. ACC actively participated in planning the regional SIG meeting for rural sites, and ACC staff members and 15 educators from SIG schools attended on May 24th and 25th in Denver. Two state-level meetings for grantees and SEA staff members were facilitated by ACC.

As is certainly apparent, ACC worked very hard in supporting EED's state system of support. That hard work was also recognized by the EED staff. One EED staff member said that ACC's work on SSOS and STEPP was amazing and that ACC was always available to provide support and resources. Another EED staff member was appreciative to ACC for providing the Pacesetter information because it is really specific to EED's SSOS. Another EED staff member noted that ACC and CII were very supportive in helping Pacesetter and STEPP become so successful. The staff member went on to say, "ACC really helped in designing this for Alaska. ACC helped shape how to address the six domains. They helped with training districts with STEPP, and we couldn't have done it without them." Another EED staff member pointed out that ACC staff members were very thoughtful in how they rolled out STEPP.

When it came to ACC supporting the SIG work, the EED staff was equally appreciative. ACC was recognized for supporting EED's work from assisting in organizing meetings to suggesting that Laura Goe be involved in the teacher evaluation portion of the SIG work. One EED staff member stated, "Without ACC we would not have reached out to Laura. We'll be looking for some support from ACC in the future, like continuing to provide resources to SIG schools."

In summary, during the current year ACC fully accomplished or partially accomplished 96 percent of the activities. The remaining activities were ones where discussion about the work had begun, but ACC's targeted work on these activities has been postponed until EED more clearly identifies the direction that this work will take.

Resources Available to Alaska's Educators Through ACC's Contributions (Evaluation Question 2)

The three major school improvement resources that ACC staff continued to work on this year were the Alaska STEPP, the convening and support of School Improvement Grant schools (SIGs), and the ACC website.

ACC has worked over the past year with EED and the Center on Innovation and Improvement (CII) on the development of Alaska Steps Toward Educational Progress and Partnership (STEPP). According to ACC's website, STEPP is "...an entirely web-based school improvement system used by district and school improvement teams to inform, coach, sustain, track, and report improvement activities. When AK STEPP is implemented, it replaces paper-based templates such as the Self-Study Tool for Alaska Schools, the District Improvement Plan, the School Improvement Plan, the Intervention District Improvement Plan, as well as certain Title I planning and report requirements. It will guide improvement teams through a continuous cycle of assessment, planning, implementation, and progress tracking, using the domains and key indicators from the AK Self-Study Tool."

As it has been conceptualized, Alaska STEPP includes the following six steps in the school improvement process:

1. Register school (done once)

2. School information (optional; done yearly)
3. Form a team
4. Assess indicators
5. Based on those assessments, write a plan for improvement
6. Monitor your progress and revise plan

The first application of the STEPP process by Alaska districts was initiated in the fall of 2010, with 11 districts participating, four of which were intervention districts. According to EED staff members, ACC was instrumental in designing STEPP for Alaska. As one EED staff member stated, "ACC helped shape how to address the six domains. They helped with training districts with STEPP." EED staff members indicated they wanted ACC to be heavily involved in rolling out STEPP to the next cohort of districts. Recruitment of Cohort 2 districts was well underway and EED staff members reported that several districts had signed up to participate for the 2011–2012 school year. It is anticipated that by fiscal year 2012, all the districts in Alaska will be implementing STEPP. As part of their work, ACC conducted an evaluation of the process and trainings of STEPP whereby ACC was able to survey and interview LEA staff members. Results of those survey data were not available at the time of this report.

The support of Alaska SIG schools was also an area where ACC devoted a lot of resources. As stated in the previous section, ACC was instrumental in supporting EED in convening a SIG conference on March 25, 2011. During this conference the staff members of the seven SIG sites were introduced to Laura Goe from the Comprehensive Center on Teacher Quality, who presented on teacher evaluation. The presentation was so successful that Dr. Goe was invited to Alaska to continue her work on teacher evaluation with the SIG sites. As a continued support of SIG schools, ACC maintained resource materials targeted for SIG users on their website. In addition, ACC's website allowed for SIG grantees to share information relevant to grant implementation. As one EED staff member indicated, without ACC's work in this area, EED would not have had such an abundance of resources for SIG grantees, nor would they have known about Dr. Goe's quality work.

The third area of focus for ACC during Year 6 was the continued development of their website. The goal of the website is to provide an online library of resources to help teachers, schools, districts, and technical assistance providers implement research-based practices that raise student achievement. Major reconstruction of the website occurred in Year 5, when it was aligned to the framework used by EED. The website continues to bring current information about school improvement planning into a single location. It also provides strategies that districts can use to meet the provisions of No Child Left Behind and to increase student performance. Specific pages of the website include resources for STEPP (allowing districts and schools to do their school improvement planning on the site), SIG (with over 30 links to resources), and curriculum alignment. While a page exists for culturally responsive resources, it has not been populated with any resources. Other information on the site includes resources for professional development and information on research and best practices in 13 content areas

and in the six domains. Material considered for the ACC website continues to be vetted to ensure that useful and relevant material for Alaska educators is posted. As of September 20, 2011, this website was linked to more than 215 resources, with approximately 28 percent of the content dedicated to Alaskan resources.

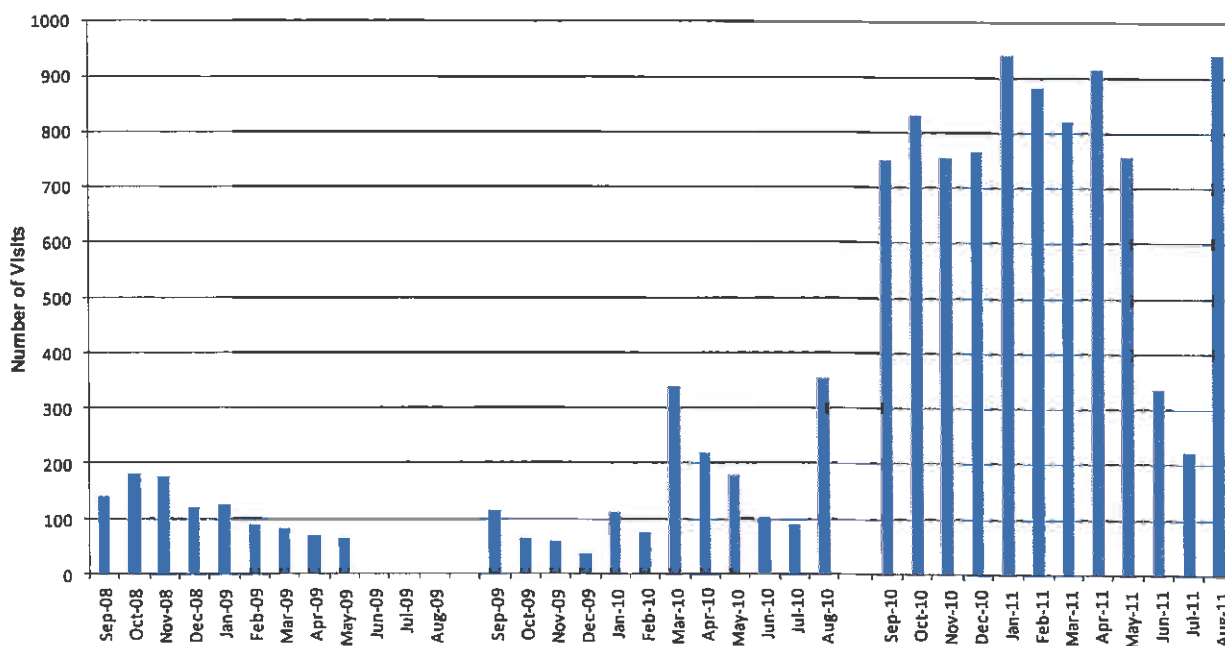
Usage of the ACC Website

The Web analytic data demonstrate that over a 12-month period (from September 1, 2010 to September 1, 2011) the ACC website had a total of 12,176 visits or an average of 1,015 visits per month. This is an increase of nearly 30 percent more visits than the previous year. These visitors viewed a total of 29,019 pages, with an average of 2.38 pages viewed per visit. Thirty-seven percent of these visitors were new to the site. These data revealed that visitors were from all over the world, including visits from nearly all the states within the United States. Visitors averaged over five minutes per website visit.

Keeping in mind that the ACC website was designed to be used by Alaskan educators, data show that the site was visited 8,918 times by Alaskans—73 percent of those visiting the site were from Alaska. Alaskan viewers averaged reading more pages at the site, with a mean viewing of 2.49 pages per visit, compared to 2.1 for other visitors. Alaskan viewers also spent more time on the site, averaging 5:32 minutes on the website compared to 2:03 minutes for all other users. On the other hand, 78 percent of Alaskan users were repeat visitors. One EED staff member felt this was a concern—although ACC had a very useful website it might be that not enough people in the state know about the site nor utilize the information the way EED had hoped. Seventy-four percent of the visitors to the ACC website were from Anchorage (41%), Juneau (21%), or Fairbanks (11%)—these three cities make up 46 percent of the state’s population. Overall, thirty-one cities were represented by someone visiting the website. The top content area viewed by users was related to STEPP, with nearly 8,000 page views. This was followed by 7,234 views of the ACC home page. The fourth most viewed content area was the “Alaskan Resources” page with 977 views.

The monthly pattern of visits by Alaskan users shows substantially greater use during the past year. Figure 1 illustrates monthly use between September 2008 and August 2011. No data was available on Alaskan users during the summer months (June, July and August) in 2009. The graph illustrates the trend of increased usage of the site over the past three years. For example, the number of website visits in March 2009 was 88, in March 2010 it was 342, and in March 2011 it was 822.

Figure 1.



Number of Alaskan Users' Visits to ACC Website Per Month Between September 2008 and August 2010

Stakeholder and Staff Member Perceptions of the Work of the ACC (Evaluation Question 3)

To answer the third evaluation question, data was collected from two important groups of stakeholders: EED staff members and members of the ACC Advisory Board. This section of the report summarizes the results of:

- Interviews conducted with EED staff members in June 2011
- Surveys submitted by members of the ACC Advisory Board in January 2011

Information garnered from each of these data collection methods is summarized below.

Interviews with EED Staff Members

The interviews conducted in June provided an opportunity to hear from EED staff members about their work with ACC and their perceptions of the services provided by ACC. EED staff members interviewed for this report included Deputy Commissioner Les Morse, Jon Paden, Elizabeth Davis, and Margaret McKinnon. As indicated throughout the earlier section of the report (Implementing the Management Plan), staff members from EED were highly complementary of the work provided by the ACC staff. For each of the six domains covered within the management plan, EED staff members recognized the quality work accomplished by ACC in partnership with EED.

While Mr. Les Morse, the Deputy Commissioner from EED, indicated he knew less about the work this year, he stated it was because he had left the work in the hands of people he trusted—staff members from EED and ACC. While it had taken some time to develop, Mr. Morse indicated that work had progressed because of trust that had developed the two organizations. Mr. Morse reported that he thought ACC had been completely responsive to EED’s needs and had done a great job of building a solid relationship between EED and ACC staff members. He stated that in previous years, work seemed to get slowed down because he was the point person on virtually every decision. This year, however, Mr. Morse indicated that because of the quality relationship between the two groups, “things are not bottlenecked anymore because of the quality EED staff and quality ACC staff.” Mr. Morse also thought it was a successful year because ACC stressed the need for the right balance between introducing new work and building on current work.

Other EED and ACC interviewees noted that the relationship between the two organizations had improved. According to one ACC staff member, the improved relationship has resulted in more meaningful and capacity-building work. Nearly everyone interviewed indicated that communication over the past two years had led to work that was much more transferable to the field. Improved communication was due in part to regularly scheduled meetings between ACC and EED staffs.

Two EED staff members specifically noted that the ACC team was very responsive to EED requests for resources and research. Another EED staff member reported that the SSOS team can “pick up the phone and call any of the ACC staff and get what we need.” Additionally, one EED staff member noted that both the ACC and Education Northwest staff had helped with transitioning new EED staff members to EED’s SSOS team. As one EED staff member stated, “ACC has been vitally supportive in our efforts. I’m not sure how EED could have done many of these much needed activities without ACC.”

Data Collected from the ACC Advisory Board

The annual in-person meeting of the ACC Advisory Board was held in Anchorage on January 12, 2011. To gather perceptions about ACC’s work, members of the ACC Advisory Board in attendance at this meeting were asked to complete an evaluative survey, rating specific ACC activities. Members of the Advisory Board were asked about the clarity of the materials and/or information shared with them about ACC’s products and their opinions of the quality and usefulness of the work underway. This survey, along with the results from its administration, is shown in Appendix C. The data collected on the survey, along with recommendations made by Advisory Board members during the meeting, provide data about stakeholder opinions concerning ACC’s Year 6 activities.

To set the stage for this meeting, Jerry Schoenberger, Director of ACC, provided opening remarks about ACC’s work in Year 6 and information about the Regional Advisory Committee.

Mr. Schoenberger then recognized those ACC Advisory Committee Board members for their years of service to ACC. The Alaska's Deputy Commissioner of Education provided an overview of the milestones of EED's state system of support work over the last year. Next EED staff members presented the work being done on curriculum and alignment initiatives and an update on cultural standards work. After lunch, ACC and Education Northwest staff members gave brief overviews of the work being done on collaborative meetings, state system of support, ACC's website, teacher evaluation systems, STEPP, and SIG. The rest of the afternoon session was structured to encourage board members to review and discuss, in small groups, the evolution of ACC's work over the past six years, with feedback directed at how ACC had enhanced capacity-building over that time.

Of the ten Advisory Board members attending the meeting, nine who had been able to stay to the end of the discussions completed the survey—a response rate of 90 percent. A summary of how they responded to each item and their open-ended written comments can be found in Appendix C.

An analysis of these results demonstrates that Board members tended to agree that their January meeting was well organized, and that EED's update and ACC's descriptions of its activities provided useful information to them. All Board members reported that ACC's work in strengthening EED's SSOS, ACC's website, and STEPP were "useful" and of "good" or "high" quality. One Board member was not sure of the usefulness or quality of collaborative meetings or teacher evaluation systems, but the other Board members thought they were "useful" and of "good" or "high quality." One Board member thought ACC's work support of SIG was "not useful" and was "low" quality—the other Board members thought ACC's work in this area was of "good" or "high" quality and was "useful."

Survey respondents were asked what activities/projects they considered the most useful during their tenure as a Board member. Some Board members reflected on what they liked about the Board meetings and responses tended to focus on the opportunity to learn about ACC's work, to discuss issues with others in the state, and to collaborate with ACC and EED staff members. There was a general sense that the Board meetings had become much better over the years. Other Board members responded to the question with a focus on ACC's work. Projects they mentioned included the self study/audit tool, ACC's website, and Response to Intervention (RTI) efforts. When asked what areas ACC should focus on in the future, Board members suggested work in early childhood, parent involvement, teacher retention, cultural standards, and teacher/principal evaluation.

In addition to their annual Board meeting, Advisory Board members participated in quarterly conference calls with ACC staff members. The purpose of these calls was to share updates on ACC's work and for ACC staff members to do needs sensing of what was happening throughout Alaska. An ACC staff member reported that ACC's interaction with the Advisory Board was not perfunctory, but was seen as an opportunity to learn about how ACC could further support EED.

Surveys of Technical Assistance Coaches and Content Coaches

As part of the SSOS, EED has the responsibility to provide assistance to districts in corrective action, helping them to “focus their District Improvement Plans on key areas that will have the most immediate impact on student achievement.” A portion of this assistance was made available by providing a team comprised of district improvement Technical Assistance Coaches (TAC) and Content Coaches (CC) to each of these districts. Their job was to work directly with the district leadership teams, with a goal of maximizing the capacity of the district.

The TACs and CCs are surveyed twice a year to identify ways in which the EED can better support their work with Alaska school districts. That survey includes a question about how ACC supports their work. Seven TACs responded to the survey. Four of the seven reported that the resources provided by EED were useful. Respondents mentioned AIMSweb, STEPP manual, SSOS handbook, and Backpack as useful resources that ACC had helped provide. Six of the seven TACS thought ACC services were “useful.” Comments from the TACs indicated that the overall support was commendable; only one TAC suggested that ACC should be more involved in the work. Nine Content Coaches responded to the same survey questions. Five of the CCs did not respond to how useful ACC services were; of those who did, two said that ACC services and materials were helpful.

Summary

As reported earlier, ACC accomplished 83 percent of the 23 activities in their 2010–2011 management plan. Of the 48 milestones/activities that ACC and EED identified at the beginning of the year, 40 milestones were accomplished as planned; two activities were postponed until Year 7, two activities were not completed at all, and four activities were partially completed. The decision to postpone activities (completing a template for IRPs, and a focus on instructional audits) were made by EED. The two activities that were not completed focused on further analyzing curricula used by Alaska school districts and ACC creating a database for districts to see what curriculums are being implemented and where. Lack of time was the primary reason these activities were not accomplished. With that said, one EED staff member suggested that these two activities would be useful to complete and suggested EED include them in their Year 7 management plan

Several reasons accounted for ACC’s successful year and meaningful work. According to staff members from EED, communication between the EED and ACC vastly improved from the time the collaboration began, six years ago. The process of getting input regarding EED priorities has improved over time and EED was more instrumental in targeting areas of work during this past year. As a result everyone had a better understanding of what needed to be accomplished and how the work would be completed. By focusing on the six domains, with an emphasis on key activities/products (e.g., SSOS, STEPP, SIG, and cultural standards), the two agencies were able to jointly deliver quality services and products to Alaskan educators and students. According to

one EED staff member, "This year there seemed to be better communication, more focused work, and trust among us. For example, the process of vetting resources for ACC's website resulted in a product that everyone was proud of." In fact, the Deputy Commissioner was so impressed with ACC's website that he suggested that EED's website and ACC's site be linked.. This year, overall, there was very little dissatisfaction with ACC's work, as reflected by EED staff members' responses.

ACC engaged EED staff members in a daylong process to develop ACC's Year 7 management plan. While tasks were identified during the process, there were mixed reactions regarding how ACC had planned the day. Specifically, a few EED staff members said that there were EED staff members involved in the decision making who had very little background information to make informed decisions. With that said, EED staff felt comfortable with the direction of Year 7 work. What was critical for EED was that Year 7 work would build on previous work. Specifically, since sustainability was an issue, it was recommended that Year 7 work focus on a few critical tasks that EED could carry on after the ACC contract was finished. Areas that EED and ACC staff members considered critical areas of continued work included: follow-up on curriculum alignment, the production of another DVD that would focus on literacy development; rolling out STEPP to Cohort II districts; and refining materials and framework of linguistically and culturally appropriate practices and trainings that accompany the framework. EED staff members hope that ACC staff members will be more involved in the area of assessment if that is, indeed, an area of focus. EED staff members recognized the hard work ACC had put into the development of their website. Now, according to EED staff members, they need to determine how best to increase its use by Alaska educators, especially those in rural areas. Finally, two EED staff members thought that ACC could help EED bridge communication between silos at EED. For example, ACC could help facilitate a discussion that helps all the departments at EED better understand what the SSOS team does.

While the success of the work was predicated on trust and the ongoing communication between ACC and EED, staff members from ACC and EED said they must maintain the trust and two-way communication. Staff members from both EED and ACC recognized that ACC could not push ACC's agenda as they had in years past. One ACC staff member said they continually remind themselves that they are there to support EED's capacity to do the work. And, although one EED staff member said they forget that ACC staff members do not work at EED, they also said that ACC needs to "recognize EED's needs, and respect that." Another EED staff member said that ACC often brings good suggestions about future work, but sometimes ACC staff members get "too excited" about some of the ideas they learn at conferences, and want to implement them right away. Specifically, the EED staff member stated, "We don't want to do everything because of lack of time, and they (ACC) want to move forward." Maintaining frequent communication during the next year will provide the agencies an opportunity to check on the progress of the work and to provide opportunities to reflect on what work has been done and what needs to be accomplished. While trust between, and among, the agencies has been established, ACC and EED need to have a mechanism in place to ensure that each knows who is responsible for completing the work. For example, one EED staff member noted that ACC

“dropped the ball” on one task related to documenting Lexi Domaradzki’s work, but was unsure of where the communication breakdown had occurred.

As the Deputy Commissioner stated, the work completed in Year 6 was the result of the high quality staff at both agencies. One challenge, recognized by both EED and ACC staff, was the retirement of Jon Paden. Mr. Paden, who led the SSOS team at EED, will not be at EED for Year 7 work. Staff members from both agencies realize what a loss this will be, but are committed to building on the current work and maintaining the necessary, and established, lines of communication—no matter who EED staffs for the position. As in the past year, there is a willingness to continue cross-agency coordination to support the implementation of school improvement work across the state of Alaska.

Staff members from EED and ACC are looking forward to initiating and completing work that supports Alaskan students and educators during the upcoming year and even beyond. As one EED staff member stated, “If the Comprehensive Center system continues, it would be beneficial to Alaska and the Department (EED) that ACC work with us. We have worked too hard to build the trust and relationship with ACC. ACC has proven to be a valuable partner in our effort to improve the education of all students.”

Appendix A

Year 6 Management Plan

<i>1. Plan Area: Curriculum</i>			
<i>Goal/Outcome: Build district knowledge through training and tools to align curriculum to state GLE's</i>			
TA Activity/Tasks	Status	Milestones/Outcomes	Comments
<p>1.1 Identify districts interested in sharing their curriculum alignment process.</p>	<p>Partially accomplished</p>	<p>1. Provide opportunity for districts to share curriculum alignment process at the Curriculum Alignment Institutes in November, 2010 and March 2011, Small Schools Conference or at ASLI Conf.</p> <p>2. Post districts' practices on ACC website</p> <p>3. Provide more in-depth analysis about curriculum from the 54 districts surveyed last year.</p> <p>4. Create a database for districts to see what curriculums are being implemented and where.</p>	<p>1.1.1 North Slope Borough School District highlighted their curriculum alignment process at the November, 2010 Institute. The Small School Conference was cancelled. Districts will share best practices related to the six Self Study Domains at the ASLI Conference.</p> <p>1.1.2 North Slope Borough School District's curriculum alignment process is highlighted on ACC's website. Best practices are posted on ACC's website when they become available from RAPPS.</p> <p>1.1.3-4. Nothing has been done to date.</p>

TA Activity/Tasks	Status	Milestones/Outcomes	Comments
<p>1.2 Assist with support that would provide EED coaches and school administrators the tools to determine if the curriculum is being enacted. These tools could provide data sets that include information about:</p> <p>1.) At what level of cognitive demand are teachers challenging their students?</p> <p>2.) Is the content aligned with district curriculum and state standards and assessment expectations?</p>	Accomplished	<p>1. Provide professional development to LEA's and EED Coaches (including new EED content specialists in reading, math, and science) in the areas of:</p> <ul style="list-style-type: none"> • Enacted Curriculum • Relationship between cognitive rigor and curriculum alignment 	<p>1.2 Provided training to LEA's and EED Coaches on cognitive rigor and curriculum alignment at the November Curriculum Alignment Institute. Follow-up trainings occurred in March with the training provided by Ben Jones. This was the completion of three years of work with EED on curriculum alignment institutes.</p>

2. Plan Area: Instruction

Goal/Outcome: Increase teacher and principal utilization of research-based instructional strategies linked to varied levels of diverse learner needs

TA Activity/Tasks	Status	Milestones/Outcomes	Comments
<p>2.1 Identify research to support instruction for ELL/LEP students from heritage language backgrounds.</p>	Accomplished	<p>1. Develop a document that compiles a summary of the research on heritage language issues facing Alaska's teachers and students</p>	<p>1. A research-based document has been created and submitted to EED. The final document was completed in April. The final document will be posted on ACC's website.</p>

TA Activity/Tasks	Status	Milestones/Outcomes	Comments
<p>2.2 Provide materials and training incorporating instructional strategies for students with heritage and immigrant language backgrounds.</p>	<p>Accomplished</p>	<ol style="list-style-type: none"> 1. Develop, in conjunction with EED, a research-based toolkit highlighting place-based instructional strategies in reading and mathematics appropriate for heritage and immigrant language backgrounds represented in Alaska schools. 2. Design a series of trainings to accompany the toolkit 	<p>2.2.1 A toolkit focused on culturally responsive teaching is being developed based on decisions of the stakeholder group led by Phyllis Carlsson of EED. The initial stakeholder meeting took place on March 23-25 (see 2.3). The final toolkit will be submitted to EED by September 31, 2011. In addition, the stakeholders made future recommendations on this work and started the development of a rubric on what a culturally responsive classroom looks like.</p> <p>2.2.2 This work has primarily consisted of providing documentation of other Western states' cultural responsiveness materials and the development, editing, and updating a classroom practices rubric that is linked to the Alaska cultural standards document. Training and further materials development will take place during year seven.</p>

TA Activity/Tasks	Status	Milestones/Outcomes	Comments
<p>2.3 Facilitate establishment of a stakeholder group to provide input and review draft materials and framework of linguistically and culturally appropriate practices linked to GLEs.</p>	<p>Accomplished</p>	<p>1. In collaboration with EED, convene stakeholder group including ANEA, ANKN and other important partners)</p>	<p>2.3 Phyllis Carlson, Rural Education Director at EED, convened a stakeholder group facilitated by Keisha Edwards, Oregon PIRC. That meeting took place on December 17 and another meeting took place March 23-24, (and a final one not funded by ACC occurred in June). The stakeholder group has primarily focused on the development of a draft rubric that has been broadly disseminated across the state to superintendents, staff in intervention districts, and technical assistance coaches.</p>

3. Plan Area: Supportive Learning Environment				
Goal/Outcome: Increase district knowledge and skills to enhance supportive learning environments				
TA Activity/Tasks	Status	Milestones/Outcomes	Comments	
3.1 Assist EED by creating a self-evaluation tool of the implementation of culturally responsive standards (Culturally Responsive Schools Evaluation Tool (CRSET)).	Accomplished	1. Meet with SSOS at EED to discuss how to integrate the CRSET into the current school and district school improvement planning process (STEPP-Steps Toward Educational Progress and Partnership)	3.1.1 Assisted EED in creating a rubric of what a culturally responsive classroom looks like.	
3.2 Identify and disseminate resources that highlight best practices for culturally responsive learning environments for ALL students.	Accomplished	1. Disseminate resources through the ACC website.	3.2.1 ACC is continually posting resources on their website. Plans are to create a tab on the website that takes readers to culturally responsive materials. There are approximately a dozen resources online.	
3.3 Assist EED in supporting parent engagement analysis, program implementation, and ongoing support for districts and schools.	Accomplished	1. Assist EED in supporting the implementation of the <i>Parent Involvement Analysis Tool</i> in participating districts and schools. (AK STEPP) 2. Add resources to ACC's website that support parent engagement.	3.3.1 Julie Staley of AK PIRC worked with EED staff on areas of parent involvement. The <i>Parent Involvement Analysis Tool</i> on the AK STEPP dashboard. The plan was to have trainings for districts on parent involvement in September as part of STEPP 3.3.2 ACC has a link to the Alaska Parent Informational Resource Center website which hosts numerous parent engagement resources.	
4. Plan Area: Assessment				

Goal/Outcome: Support districts' ability to develop and implement assessment systems.

TA Activity/Task	Status	Milestones/Outcomes	Comments
<p>4.1 Compile and disseminate resources that highlight best practices for comprehensive assessment systems and data analysis for all SBA tested subject areas.</p>	<p>Partially Accomplished</p>	<ol style="list-style-type: none"> 1. Review tools already developed such as: data boards, data briefings, webinars, and quadrant analysis. 2. Post these resources on ACC website. 	<p>4.1.1 and 4.1.2 Although ACC is still working on this some resources have been listed on Backpack. ACC will move these resources to their website. Some materials produced by Lexi Domaradzki from her work with the intervention districts are in the process of being moved to the ACC website. All their resources from the curriculum Alignment Conference are also in the process of being posted on ACC's website</p>
<p>4.2 Provide support in the area of data analysis that informs the school improvement planning process and complements the AK STEPP process.</p>	<p>Accomplished</p>	<ol style="list-style-type: none"> 1. Develop training and materials for TACs/CCs. 2. Provide training and materials for school level teams. 	<p>4.2.1 ACC is working with Lexi Domaradzki on putting together training videos/webinars/etc as part of the TAC/CC training which will allow coaches to access the information on an ongoing basis or for periodic reviews. To date, two of Lexi's trainings have been videotaped and ACC is in the progress of posting the videos to their website.</p> <p>4.2.2 ACC has worked with EED to embed a needs assessment into STEPP which will be rolled out during work with Cohort II.</p>

TA Activity/Task	Status	Milestones/Outcomes	Comments
<p>4.3 Assist EED in evaluating the quality of HSGQE individual remediation plans.</p>	<p>Timeline amended</p>	<ol style="list-style-type: none"> 1. Identify and share remediation plans of high quality both within and outside of Alaska on the ACC website. 2. Develop a rubric for evaluating the content of these plans. 3. Develop a pamphlet on remediation plans for HSGQE for distribution. 	<p>4.3.1-3 A standard template for creation of IRPs was reviewed by the Content Center on High Schools in consultation with EED staff (Jon Paden). It was determined that the template produced reasonable quality plans and that further work was to be moved to the year 7 plan.</p>

5. Plan Area: Leadership			
<i>Goal/Outcome: Increase utilization of knowledge and skills to improve school and district instructional leadership</i>			
TA Activity/Task	Status	Milestones/Outcomes	Comments
<p>5.1 Create DVDs and accompanying materials to enhance instructional leadership in collaborative meetings and use of formative assessment.</p>	Accomplished	<ol style="list-style-type: none"> 1. Identify research-based practices and scripts for filming in Alaska schools implementing best practices in collaborative meetings 2. Create DVDs and accompanying materials and develop a plan for training staff in their use. 3. Disseminate these materials and resources. 	<p>5.1.1-3 Filming for this DVD took place in two sites in Mat-Su district, one site in Anchorage, and is scheduled for a rural school in Ruby on March 9 or 16. The DVD was completed and over 200 copies are ready to be or have been disseminated. All principals who attended the Alaska School Leadership Institute received a DVD. A Collaborative Meeting Guidebook will be posted on ACC's website. Year 7 of ACC's work will focus on the training aspects of this activity.</p>
<p>5.2 Collaborate with EED in planning for the Alaska School Leadership Institute in 2011.</p>	Accomplished	<ol style="list-style-type: none"> 1. Participate in planning calls. 2. Identify areas where ACC can provide training and materials support. 3. Attend the ASLI Conference in May/June 2011. 	<p>5.2.1 and 5.2.2 Accomplished. 5.2.3 ACC staff attended the Conference and participated as facilitators.</p>
<p>5.3 Assist EED in gathering information regarding district evaluation systems for teachers and leaders.</p>	Accomplished	<ol style="list-style-type: none"> 1. Work with the Director of Teaching and Learning Support and the Director of Title I to determine which direction they would like to take this objective and plan accordingly. 	<p>5.3.1 ACC staff created a 50 question survey that was sent to all 54 districts in March, 2011 via Survey Monkey. Survey results have been submitted to EED. ACC will align survey answers to the state regulations around the evaluation system of teachers and leaders.</p>

6. Plan Area: <u>Statewide System of Support</u>			
<i>Goal/Outcome: Build capacity that supports a highly competent statewide coaching cadre</i>			
<i>Goal/Outcome: Provide technical assistance and support to EED in areas as needed</i>			
<i>Goal/Outcome: Assist with the Implementation of Statewide System of Support</i>			
TA Activity/Task	Status	Milestone/Outcome	Comments
6.1 Facilitate continued implementation of the Alaska State System of Support.	Accomplished	<ol style="list-style-type: none"> 1. Convene and facilitate quarterly meetings of SSOS and ACC to monitor progress on SSOS Evaluation Rubric using CII's online tool. (Oct., Jan., Mar., June) 2. Assist EED in developing and refining its service model for LEAs and schools that is coherent and collaborative across departments/ divisions/ programs within the SEA 	6.1.1-2 ACC staff met with EED (Jon Paden) in October and created a timeline of events through June, 2011. A broader SSOS team was created – membership grew from 5 to an 18 member team from EED. The team convenes quarterly but Jon Paden and ACC staff members keep them informed of activities on a more regular basis.
6.2 Provide comprehensive resources on the ACC website that support school/district improvement planning activities.	Accomplished	<ol style="list-style-type: none"> 1. Identify resources in tested and non-tested areas (meaningful exposure) 2. Work with EED staff to discuss identified resources 3. Post resources on ACC website that support all domain and content areas. 	<ol style="list-style-type: none"> 6.2.1 ACC staff members are continually identifying resources. 6.2.2 ACC staff discuss with EED relevant resources. 6.2.3 ACC staff members are consistently updating their website with new resources.

TA Activity/Task	Status	Milestone/Outcome	Comments
6.3 Provide ongoing training and support for Instructional Audits, as needed.	Partially Accomplished	<ol style="list-style-type: none"> 1. Initiate a review of the existing audit materials and accompanying processes for conducting the audits. 2. Identify and train a new cadre of audit team members. 	6.3.1-2 Support for instructional audits is limited this year because the state is not doing any. ACC worked with Susan Garton of UAA to develop and deliver a presentation on Instructional Audits and the Self-Study process to an Educational Leadership Graduate class on February 28.
6.4 Continue participation in Pacesetter activities with EED.	Accomplished	1. Facilitate SSOS team participation in quarterly calls and activities.	6.4.1 ACC continues to participate in/facilitate quarterly SSOS calls and activities with the Center on Innovation and Improvement. ACC staff and Jon Paden (EED) presented via webinar to 14 Pacesetter states on Alaska's SSOS and management plan.
6.5 Document the automated Desk Audit process that EED's SSOS administrator developed.	Accomplished	1. Work with SSOS administrator to record and publish the desk audit process that will be used for internal use only by EED.	6.5.1 ACC worked with Jon Paden to develop a step-by-step document on the Desk Audit process. The document was completed and staff members were trained by EED staff based on the documents in June, 2011.

TA Activity/Task	Status	Milestone/Outcome	Comments
6.6 Conduct a formative evaluation of the TAC and CC programs.	Accomplished	<ol style="list-style-type: none"> 1. Participate in TAC and Content Coach trainings and meetings. (e.g., Oct. 19 & 20) 2. Collect information from districts and schools receiving support from the coaches. 	6.6.1-2 Mid-year and end of the year surveys for coaches were administered. A telephone interview with all intervention district superintendents and principals receiving support from coaches was conducted in April. A survey for EED staff was administered in May. Results were shared with EED staff and findings have been used in planning for the coaching program for the 2011-2012 school year.
6.7 Provide support to improve communication mechanisms and protocols within the SSOS.	Accomplished	<ol style="list-style-type: none"> 1. Develop a coaching log database on ACC's website. 2. Meet with Elizabeth Davis (EED) and Ryan Stanley (SERRC) to set up the contents of the database. 	6.7.1-2 Accomplished
6.8 Provide training and support with the Self Study Tool process and AK STEPP.	Accomplished	<ol style="list-style-type: none"> 1. Assist EED in training TACs/CCs/schools/districts with the AK STEPP process by participating in webinars, in-person meetings, and the development of materials and webinar topics. 2. Provide support as needed with materials and training for the SST. 3. Develop a long-term implementation plan for the entire state possibly using webinars and/or e-modules. 	<p>6.8.1 Accomplished</p> <p>6.8.2 Accomplished. However, the focus of the work was on STEPP and not SST.</p> <p>6.8.3 EED took responsibility for the e-modules. EED wants ACC to be heavily involved in rolling out STEPP to the next cohort of districts. ACC conducted an evaluation of the process and trainings of STEPP whereby ACC surveyed and interviewed LEA staff.</p>

TA Activity/Task	Status	Milestone/Outcome	Comments
<p>6.9 Provide EED and LEAs with access to the tools and resources necessary to support high quality implementation of SIG grants.</p>	<p>Accomplished</p>	<ol style="list-style-type: none"> 1. Convene an implementation support conference for participating SIG grant schools. 2. Provide LEAS's with research-based materials appropriate to specific needs of SIG grant schools such as effective school practices, measuring teacher quality and effectiveness, job embedded professional development, etc. 3. Host webinars to support high quality implementation. 4. Facilitate peer networks such as Backpack or other electronic communities to support team or school communication among SIG grant recipients. 5. Support EED network with other SEA's to learn from colleagues in other states who are implementing SIG grants. 	<p>6.9.1 A SIG conference was co-planned with EED and held on March 25, 2011.</p> <p>6.9.2 ACC is maintaining a website for materials useful to SIG grantees.</p> <p>6.9.3 Follow-up webinars were not scheduled during this year, however a 2-day meeting in June for SIG grantees devoted to teacher evaluation was co-planned and implemented by ACC and EED.</p> <p>6.9.4 ACC has developed a website for SIG grantees to share information relevant to grant implementation.</p> <p>6.9.5 ACC actively participated in planning the regional SIG meeting for rural sites in Denver on May 23-24. Two state-level meetings for grantees and SEA staff were facilitated by ACC.</p>

Appendix B

EED Staff Member Interview Protocol (June, 2011)

1. How would you characterize the process of developing the new management plan for the 2010-2011? What parts of the current management plan will be continued but deepened or expanded?
2. How would you describe the current relationship with EED staff? Do you see the relationship between EED and ACC staff changing in coming months?

Reviewing the Work of the Past Year

3. What do you feel has been the most valuable assistance that the ACC has provided to EED?
4. In what areas of work do you think the ACC has had a positive impact on the work of the EED? Specifically, how has ACC supported your work in the six domains (curriculum, instruction, supportive learning environment, assessment, leadership, and statewide system of support)?
5. What has made it possible for ACC to provide these services to the EED and to the districts and schools?
 - a. What enabled you to do a good job? What makes your personal work as an ACC staff member go most smoothly?
 - b. What challenges have you faced this year? Are these the same challenges that you faced in previous years?
 - c. How has the work of the ACC staff changed over time?
6. Are there other topics or issues that need to be described to give a complete picture of this year's work?

Appendix C

ACC Advisory Board Members Survey Results

January 12, 2011

N=9 respondents

A. Meeting Content

	Too short	An appropriate length to provide useful information	Too long	
1. EED's informational update of the state's system of support work was:	1	7	--	
2. EED's presentation on curriculum and alignment initiatives was:	--	7	--	
3. EED's presentation on cultural standards work was:	3	3	--	
<p>Which aspects of the EED work, if any, would you like additional information about?</p> <ul style="list-style-type: none"> • What is done with developmental profile information to assist districts in early interventions? • Cultural standards. • All • Teacher standards revisions. 				
<p>Any additional comments about the presentations made by EED staff:</p> <ul style="list-style-type: none"> • Too bad Phyllis was not able to make it. • Original presenter on culture was absent. • Informative 				
<p>4. Based on the update of the following ACC Year 6 Activities how would you rate the usefulness of ACC's work in the following areas?</p>				
	Unsure of Usefulness	Not Useful	A Little Useful	Very Useful
<i>A: Collaborative Meetings</i>	1	--	4	3
<i>B: Strengthening EED's SSOS</i>	--	--	4	4
<i>C: ACC Website</i>	--	--	3	6
<i>D: Teacher Quality—Teacher Evaluation Systems</i>	1		4	3
<i>E: From Self-Study Tool to STEPP</i>	--	--	2	6
<i>F: Alaska School Improvement Grantee (SIG) Support</i>	--	1	4	3

5. Based on the update on the following ACC Year 6 Activities how would you rate the quality of ACC's work in the following areas?

	Not Sure	Low Quality	Good Quality	Very High Quality
A: Collaborative Meetings	--	--	6	2
B: Strengthening EED's SSOS	--	--	6	2
C: ACC Website	--	--	5	4
D: Teacher Quality—Teacher Evaluation Systems	1		5	3
E: From Self-Study Tool to STEPP	--	--	2	7
F: Alaska School Improvement Grantee (SIG) Support	--	1	6	--

6. Please let us know if there are specific recommendations that you have to improve the quality of the work in any of these areas

- More information on what is available and more about ACC's work.
- Keep up the good work.

7. Please note any questions you have about the work of the ACC:

- Hard to determine quality of Collaborative Meetings—haven't seen a product yet.

B. Meeting Location and Organization

	Strongly Disagree	Disagree	Agree	Strongly Agree
8. The meeting space and accommodations were satisfactory.	--	--	5	4
9. Communications about the meeting was satisfactory.	--	--	5	4
10. The discussions during the meeting were well organized and stayed on topic.	--	--	3	4
11. The meeting was structured so the advisory board could provide useful comments about the relevance of the work.	--	--	3	5
12. Overall, it was a useful day for my role as an Advisory Board Member.	--	--	2	7

- --Need more time to talk together

13. During your tenure as an Advisory Board Member, what activities/projects do you think were the **most** useful?

- I have learned a lot and thing we have come a long way, baby!
- Audit tool, website, RTI.
- Group discussions to process information given to whole group. I like ending with whole group discussions rate than small groups.
- All of the interactive, small group exercises have been good learning tools.
- Discussion regarding topics of ACC interest.
- Self study.
- Cross fertilization.
- Generally, discussion/listening/and interaction with EED/ACC staff/ and committee members.
- Collaborative discussion groups.

14. During your tenure as an Advisory Board Member, what activities/projects do you think were the **least** useful?

- First two advisory meetings.
- At the beginning we didn't have a real role.
- Cannot pinpoint.
- School audits.
- First year.

15. If there is another competition for Regional Comprehensive Centers, what areas do you think the Alaska Comprehensive Center should focus their efforts?

- Scientific based program that work best to help kids achieve their best.
- Parent involvement/community engagement. Pre-Kindergarten.
- Teacher and principal preparation. Early Childhood.
- Parent engagement. Pre-school. Continue principal evaluation work.
- Teacher retention and cultural standards.
- Look at list of next Bold Steps activity.
- Evaluation process and procedures.

Thank you for your help in completing this survey.

If you have any questions or additional comments, you can reach the ACC evaluator at Timothy.Speth@educationnorthwest.org or 503-275-9551.

Appendix D
Grant Performance Report



U.S. Department of Education
Grant Performance Report (ED 524B)

Project Status Chart

PR/Award # (11 characters): _____

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective Check if this is a status update for the previous budget period.
 Build district knowledge through training and tools to align curriculum to state GLE's:
 The technical assistance services rendered by the ACC under this goal area will be completed according to the timeline specified in the annual management plan and will be of high quality and have high usefulness to educational policy or practice as rated by target audiences.

1.a. Performance Measure	Measure Type	Quantitative Data						
		Target		Actual Performance Data				
		Raw Number	Ratio	Raw Number	Ratio			
At least 75% of the objectives established for this goal area will be accomplished via ACC technical assistance services.	PGRM		3 / 4		3 / 5	75%		60%

1.b. Performance Measure	Measure Type	Quantitative Data					
		PGRM	Target		Actual Performance Data		
			Raw Number	Ratio	Raw Number	Ratio	
Build district knowledge through training and tools to align curriculum to state GLE's. The technical assistance services rendered by the ACC under this goal area will be rated positively (i.e., of high quality, relevance and/or usefulness) by either/or 75% of Alaska Department of Education and Early Development (EED) staff or by the ACC Advisory Board.			3/4	75%		4/4	100%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

To measure successful accomplishment of this goal along with the quality, usefulness and/or relevance of services related to this goal, the Alaska Comprehensive Center (ACC) used 1) an Evaluation Accomplishment Matrix describing whether objectives were accomplished, and 2) the rating of the ACC Advisory Board and/or EED staff. The ACC Advisory Board has between 12-15 members and consists of representatives of LEA's, statewide education agencies, universities, teachers, principals, superintendents, business, and policy makers. The four EED staff members who were interviewed were the primary contacts of ACC staff.

The two tasks related to this area were:

1. Identify districts interested in sharing their curriculum alignment process
2. Assist with support that would provide EED coaches and school administrators the tools to determine if the curriculum is being enacted. These tools could provide data sets that include information about 1.) At what level of cognitive demand are teachers challenging their students? 2.) Is the content aligned with district curriculum and state standards and assessment expectations?

According to the Evaluation Accomplishment Matrix, of the five milestones to be completed for the two activities 60% were completed: work on providing more in-depth analysis about curriculum from the 54 districts surveyed last year and creating a database for districts to see what curriculums are being implemented and where did not happen. Each EED respondent rated the goal on a four-point scale ("Not Useful," "Minimally Useful," "Moderately Useful," and "Very Useful"). The services related to this

goal were rated as "Moderately Useful" or "Very Useful" by 100% of EED staff. The nine Advisory Board Members who attended the January 12, 2011 ACC Advisory Board Meeting were provided with details of specific technical assistance services and rated the quality and usefulness of specific services on a three-point scale ("Low Quality," "Good Quality," "High Quality," "Not Useful," "A Little Useful," "Very Useful"); 100% of the Advisory Board members rated the services to be both useful and of high quality.

OMB No. 1894-0003
Exp. 02/28/2011

2. Project Objective Check if this is a status update for the previous budget period.

Increase teacher and principal utilization of research-based instructional strategies linked to varied levels of diverse learner needs: The technical assistance services rendered by the ACC under this goal area will be completed according to the timeline specified in the annual management plan and will be of high quality and have high usefulness to educational policy or practice as rated by target audiences.

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
At least 75% of the objectives established for this goal area will be accomplished via ACC technical assistance services.	PGRM	Raw Number	%	Raw Number	%
			3/4	75%	2/4

2.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Increase teacher and principal utilization of research-based instructional strategies linked to varied levels of diverse learner needs. The technical assistance services rendered by the ACC under this goal area will be rated positively (i.e., of high quality, relevance and/or usefulness) by either/or 75% of Alaska Department of Education and Early Development (EED) staff or by the ACC Advisory Board.	PGRM		3/4	75%		9/10	90%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

To measure successful accomplishment of this goal along with the quality, usefulness and/or relevance of services related to this goal, the Alaska Comprehensive Center (ACC) used 1) an Evaluation Accomplishment Matrix describing whether objectives were accomplished, and 2) the rating of the ACC Advisory Board and/or EED staff. The ACC Advisory Board has between 12-15 members and consists of representatives of LEA's, statewide education agencies, universities, teachers, principals, superintendents, business, and policy makers. The four EED staff members who were interviewed were the primary contacts of ACC staff.

- The three tasks related to this area were:
1. Identify research to support instruction for ELI/LEP students from heritage language backgrounds
 2. Provide materials and training incorporating instructional strategies for students with heritage and immigrant language backgrounds
 3. Facilitate establishment of a stakeholder group to provide input and review draft materials and framework of linguistically and culturally appropriate practices linked to GLEs.

According to the Evaluation Accomplishment Matrix, of the four milestones of the three activities, 50% were completed: two of the milestones creation of a toolkit and trainings on the toolkit) are still ongoing but should be completed by the end of September 30. Each EED respondent rated the goal on a four-point scale ("Not Useful," "Minimally Useful," "Moderately Useful," and "Very

Useful”). The services related to this goal were rated as Moderately Useful or Very Useful by 100% of EED staff. The nine Advisory Board Members who attended the January 12, 2011 ACC Advisory Board Meeting were provided with details of specific technical assistance services and rated the quality and usefulness of specific services on a three-point scale (“Low Quality,” “Good Quality,” “High Quality,” and “Not Useful,” “A Little Useful,” “Very Useful”); 88% of the Advisory Board members rated the services as useful and 86% of the members rated them as being of high quality.

3. Project Objective [] Check if this is a status update for the previous budget period.
 Increase district knowledge and skills to enhance supportive learning environments:
 The technical assistance services rendered by the ACC under this goal area will be completed according to the timeline specified in the annual management plan and will be of high quality and have high usefulness to educational policy or practice as rated by target audiences.

3.a. Performance Measure At least 75% of the objectives established for this goal area will be accomplished via ACC technical assistance services.	Measure Type PGRM	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		3/4	75%		3/4	75%	

3.b. Performance Measure Increase district knowledge and skills to enhance supportive learning environments. The technical assistance services rendered by the ACC under this goal area will be rated positively (i.e., of high quality, relevance and/or usefulness) by either/or 75% of Alaska Department of Education and Early Development (EED) staff or by the ACC Advisory Board.	Measure Type PGRM	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		3/4	75%		4/4	100%	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

To measure successful accomplishment of this goal along with the quality, usefulness and/or relevance of services related to this goal, the Alaska Comprehensive Center (ACC) used 1) an Evaluation Accomplishment Matrix describing whether objectives were accomplished, and 2) the rating of the ACC Advisory Board and/or EED staff. The ACC Advisory Board has between 12-15 members and consists of representatives of LEA's, statewide education agencies, universities, teachers, principals, superintendents, business, and policy makers. The four EED staff members who were interviewed were the primary contacts of ACC staff.

The three tasks related to this area were:

1. Assist EED by creating a self-evaluation tool of the implementation of culturally responsive standards (Culturally Responsive Schools Evaluation Tool (CRSET)).
2. Identify and disseminate resources that highlight best practices for culturally responsive learning environments for ALL students
3. Assist EED in supporting parent engagement analysis, program implementation, and ongoing support for districts and schools

According to the Evaluation Accomplishment Matrix, of the four milestones for the three activities 75% were completed: work on the fourth milestone (Assist EED in supporting the implementation of the *Parent Involvement Analysis Tool* in participating districts and schools) is still ongoing but will be completed as planned. Each EED respondent rated the goal on a 4 point scale ("Not Useful," "Minimally Useful," "Moderately Useful," and "Very Useful"). The services related to this goal were rated as Moderately Useful or Very Useful by 100% of EED staff. The nine Advisory Board Members who attended the January 12, 2011 Acc Advisory Board Meeting were provided with details of specific technical assistance services and rated the quality and usefulness of specific services on a three-point scale ("Low Quality," "Good Quality," "High Quality," "Not Useful," "A Little Useful," "Very Useful"); 100% of the Advisory Board members rated the services to be both useful and of high quality.

4. Project Objective [] Check if this is a status update for the previous budget period.
 Support districts' ability to develop and implement assessment systems:
 The technical assistance services rendered by the ACC under this goal area will be completed according to the timeline specified in the annual management plan and will be of high quality and have high usefulness to educational policy or practice as rated by target audiences.

4.a. Performance Measure At least 75% of the objectives established for this goal area will be accomplished via ACC technical assistance services.	Measure Type PGRM	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		3/4	75%		4/7	57%	

4.b. Performance Measure Support districts' ability to develop and implement assessment systems. The technical assistance services rendered by the ACC under this goal area will be rated positively (i.e., of high quality, relevance and/or usefulness) by either/or 75% of Alaska Department of Education and Early Development (EED) staff or by the ACC Advisory Board.	Measure Type PGRM	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		3/4	75%		4/4	100%	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

To measure successful accomplishment of this goal along with the quality, usefulness and/or relevance of services related to this goal, the Alaska Comprehensive Center (ACC) used 1) an Evaluation Accomplishment Matrix describing whether objectives were accomplished, and 2) the rating of the ACC Advisory Board and/or EED staff. The ACC Advisory Board has between 12-15 members and consists of representatives of LEA's, statewide education agencies, universities, teachers, principals, superintendents, business, and policy makers. The four EED staff members who were interviewed were the primary contacts of ACC staff.

The three tasks related to this area were:

1. Compile and disseminate resources that highlight best practices for comprehensive assessment systems and data analysis for all SBA tested subject areas
2. Provide support in the area of data analysis that informs the school improvement planning process and complements the AK STEPP process
3. Assist EED in evaluating the quality of HSGQE individual remediation plans

According to the Evaluation Accomplishment Matrix, of the seven milestones for the three activities 57% were completed: it was decided by EED staff to move three milestones (1. Identify and share remediation plans of high quality both within and outside of Alaska on the ACC website. 2. Develop a rubric for evaluating the content of these plans.

3. Develop a pamphlet on remediation plans for HSGQE for distribution) to the Year 7 work plan. Each EED respondent rated the goal on a four-point ("Not Useful," "Minimally Useful," "Moderately Useful," and "Very Useful"). The services related to this goal were rated as Moderately Useful or Very Useful by 100% of EED staff. The nine Advisory Board Members who attended the January 12, 2011 Acc Advisory Board Meeting were provided with details of specific technical assistance services and rated the quality and usefulness of specific services on a three-point scale ("Low Quality," "Good Quality," "High Quality," and "Not Useful," "A Little Useful," "Very Useful"); 100% of the Advisory Board members rated the services to be both useful and of high quality.

5. Project Objective [] Check if this is a status update for the previous budget period.
 Increase utilization of knowledge and skills to improve school and district instructional leadership:
 The technical assistance services rendered by the ACC under this goal area will be completed according to the timeline specified in the annual management plan and will be of high quality and have high usefulness to educational policy or practice as rated by target audiences.

5.a. Performance Measure At least 75% of the objectives established for this goal area will be accomplished via ACC technical assistance services.	Measure Type PGRM	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			3/4	75%		7/7	100%

5.b. Performance Measure Increase utilization of knowledge and skills to improve school and district instructional leadership. The technical assistance services rendered by the ACC under this goal area will be rated positively (i.e., of high quality, relevance and/or usefulness) by either/or 75% of Alaska Department of Education and Early Development (EED) staff or by the ACC Advisory Board.	Measure Type PGRM	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			3/4	75%		4/4	100%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

To measure successful accomplishment of this goal along with the quality, usefulness and/or relevance of services related to this goal, the Alaska Comprehensive Center (ACC) used 1) an Evaluation Accomplishment Matrix describing whether objectives were accomplished, and 2) the rating of the ACC Advisory Board and/or EED staff. The ACC Advisory Board has between 12-15 members and consists of representatives of LEA's, statewide education agencies, universities, teachers, principals, superintendents, business, and policy makers. The four EED staff members who were interviewed were the primary contacts of ACC staff.

The three tasks related to this area were:

1. Create DVDs and accompanying materials to enhance instructional leadership in collaborative meetings and use of formative assessment
2. Collaborate with EED in planning for the Alaska School Leadership Institute in 2011
3. Assist EED in gathering information regarding district evaluation systems for teachers and leaders

According to the Evaluation Accomplishment Matrix, of the seven milestones for the three activities 100% were completed. Each EED respondent rated the goal on a four-point scale ("Not Useful," "Minimally Useful," "Moderately Useful," and "Very Useful"). The services related to this goal were rated as Moderately Useful or Very Useful by 100% of EED staff. The nine Advisory Board Members who attended the January 12, 2011 Acc Advisory Board Meeting were provided with details of specific technical assistance services and rated the quality and usefulness of specific services on a three-point scale ("Low Quality," "Good Quality," "High Quality," and "Not Useful," "A Little Useful," "Very Useful"); 100% of the Advisory Board members rated the services to be both useful and of high quality.

6. Project Objective [] Check if this is a status update for the previous budget period.
 Assist with the Implementation of Statewide System of Support:
 The technical assistance services rendered by the ACC under this goal area will be completed according to the timeline specified in the annual management plan and will be of high quality and have high usefulness to educational policy or practice as rated by target audiences.

6.a. Performance Measure At least 75% of the objectives established for this goal area will be accomplished via ACC technical assistance services.	Measure Type PGRM	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		3/4	75%		21/21	100%	

6.b. Performance Measure Assist with the Implementation of Statewide System of Support. The technical assistance services rendered by the ACC under this goal area will be rated positively (i.e., of high quality, relevance and/or usefulness) by either/or 75% of Alaska Department of Education and Early Development (EED) staff or by the ACC Advisory Board.	Measure Type PGRM	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		3/4	75%		11/13	85%	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

To measure successful accomplishment of this goal along with the quality, usefulness and/or relevance of services related to this goal, the Alaska Comprehensive Center (ACC) used 1) an Evaluation Accomplishment Matrix describing whether objectives were accomplished, and 2) the rating of the ACC Advisory Board and/or EED staff. The ACC Advisory Board has between 12-15 members and consists of representatives of LEA's, statewide education agencies, universities, teachers, principals, superintendents, business, and policy makers. The four EED staff members who were interviewed were the primary contacts of ACC staff.

The nine tasks related to this area were:

1. Facilitate continued implementation of the Alaska State System of Support
2. Provide comprehensive resources on the ACC website that support school/district improvement planning activities
3. Provide ongoing training and support for Instructional Audits, as needed
4. Continue participation in Pacesetter activities with EED
5. Document the automated Desk Audit process that EED's SSOS administrator developed
6. Conduct a formative evaluation of the TAC and CC programs
7. Provide support to improve communication mechanisms and protocols within the SSOS
8. Provide training and support with the Self Study Tool process and AK STEPP
9. Provide EED and LEAs with access to the tools and resources necessary to support high quality implementation of SIG grants

According to the Evaluation Accomplishment Matrix, of the 21 milestones for the three activities 100% were completed. Each EED respondent rated the goal on a four-point scale ("Not Useful," "Minimally Useful," "Moderately Useful," and "Very Useful"). The services related to this goal were rated as Moderately Useful or Very Useful by 100% of EED staff. The nine Advisory Board Members who attended the January 12, 2011 Acc Advisory Board Meeting were provided with details of specific technical assistance services and rated the quality and usefulness of specific services on a three-point scale ("Low Quality," "Good Quality," "High Quality," and "Not Useful," "A Little Useful," "Very Useful"); 85% of the Advisory Board members rated the services to be both useful and of high quality—one member did not have enough information about the utility or quality of the services to be able to rate them.

