

This meeting is being recorded

Empowerment Basics for District Liaisons

Alaska Department of Education and Early Development

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Part 1: November 18

Part 2: December 2, 2025



Mission, Vision, and Purpose

Mission

An excellent education for every student every day.

Vision

All students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.
- Alaska Statute 14.03.015

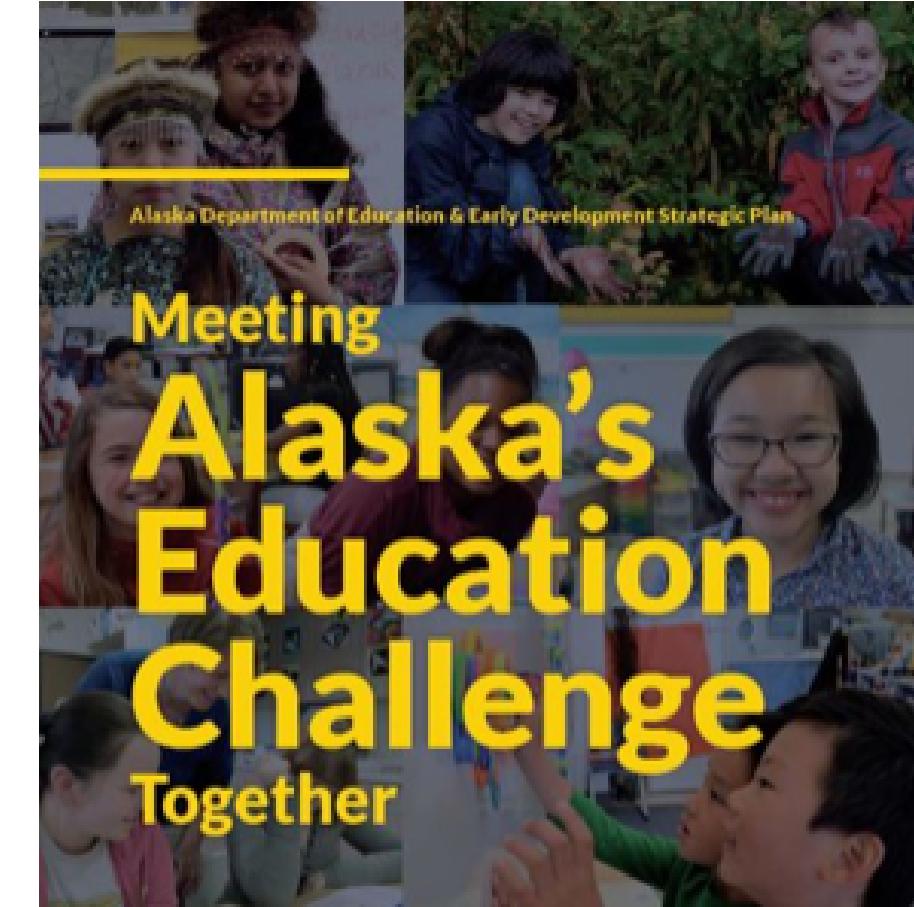
Purpose

DEED exists to provide **information, resources, and leadership** to support an excellent education for every student every day.

Strategic Priorities: Alaska's Education Challenge

Five Shared Priorities:

1. Support all students to read at grade level by the end of third grade.
2. Increase career, technical, and culturally relevant education to meet student and workforce needs.
3. Close the achievement gap by ensuring equitable educational rigor and resources.
4. Prepare, attract, and retain effective education professionals.
5. Improve the safety and well-being of students through school partnerships with families, communities, and tribes.



Together, we will meet Alaska's education challenge by honoring our heritage, innovating for the future, and prioritizing for today's fiscal challenges.



education.alaska.gov/akedchallenge



The School Recognition and Support (SRS) Team works to empower districts, schools, and Alaska Native Tribes to build systemic capacity for continuous school improvement.



Agenda Day 1

- Designations
- Roles and responsibilities
- Needs Assessment Tools- what do I need to do?
- District-level Resources
- Content specialists and DEED Supports

School Designations

Alaska's System for School Success is used to help schools and districts measure their performance on key indicators, identify areas for improvement, and target resources and support for all students to receive an excellent education and be prepared for college or a career after high school.

IT IS NOT A MEASURE OF “BAD” AND “GOOD” SCHOOLS

More information on Accountability:
<https://education.alaska.gov/akaccountability>



Designations

Comprehensive Support and Improvement

- **CSI 5%**- When ranked according to their accountability index value, the lowest performing 5% of all Title I schools are identified as CSI 5%.
- **CSI-MRI**- CSI 5% schools that did not meet exit criteria after 3 years of designation cycle
- **CSI-TSI**- A Title 1 school has one or more subgroups whose index value is less than or equal to the index value of the lowest 5% of Title I schools for three consecutive years.
- **CSI-Grad**- Graduation Rate less than or equal to 66.67% (4-year cohort)

Targeted Support and Improvement

- **ATSI**- A school has one or more subgroups whose index value is less than or equal to the index value of the lowest 5% of Title I schools.
- **TSI**- Student group for any school, Title I and non-Title I, meets or falls below the TSI threshold (lowest 10% of all schools)

All Other Schools

- Universal Support

Report Card to the Public



EDUCATION & EARLY DEVELOPMENT
An excellent education for every student every day.

System for School Success Overview
Alaska's education accountability system, System for School Success, includes each student group individually, creating a holistic vision of a school through two lenses: the performance of all students and that of their student group populations.

The Compass
A Guide to Alaska's Public Schools
Alaska recently launched **The Compass**, a website designed to help parents access important data about public schools in Alaska. The Compass features a wealth of meaningful information on schools and districts so that parents and guardians can participate in decisions to improve their student's learning.

education.alaska.gov/compass

System for School Success
2023-2024 School Report

Tudor Elementary, Anchorage School District

Title I School: No

School Designation: Universal Support - 2024

Overall School Index Value: 46.74

Academic Achievement

	English Language Arts Percentage of students that were proficient on the state summative assessment.	Mathematics Percentage of students that were proficient on the state summative assessment.
All Students	30.49%	21.34%

Growth

	English Language Arts Percentage of students who improved one year to the next on the state summative assessment.	Mathematics Percentage of students who improved one year to the next on the state summative assessment.
All Students	58.82%	51.24%

School Quality/Success

	Chronic Absenteeism Percentage of students who missed less than 10% of the days enrolled at the school.	Grade 3 ELA Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.
All Students	53.59%	23.08%

n/a - there were less than 10 students represented or the indicator is not relevant to the school.



English Learner Progress

	English Learner Progress Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
All Students	61.11%

Graduation Rates

	Graduation Rate The rate of students that graduated from high school within four or five years of enrolling as ninth graders.
Four-Year	n/a
Five-Year	n/a

Student Group Performance

	Student Group Performance If school is ATSI or CSI-TSI, identified student groups are shown below.
Student Groups	n/a

Small note on Years listed and designations:
 23-24 Year data collected
 24-25 Planning Year (if designated)
 (FY25)
 25-26 Year 1 (if designated) (FY26)

More information on Accountability:
<https://education.alaska.gov/akaccountability>



EDUCATION & EARLY DEVELOPMENT

Report Card to the Public



System for School Success Overview

How is my school measured?

	K	1	2	3	4	5	6	7	8	9	10	11	12
ELA and Math Proficiency				✓	✓	✓	✓	✓	✓	✓			
ELA and Math Growth					✓	✓	✓	✓	✓	✓			
Graduation													✓
English Learner Progress	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Chronic Absenteeism	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grade 3 ELA Proficiency				✓									

How is my school designated for support?

Each year an overall school index value is calculated for each school and a school designation is assigned. There are three school designations for Alaska's schools:

- Comprehensive Support**
 - Lowest 5%** - If the overall school index value of a school falls in the lowest 5% of Title I schools, that school receives a designation of Comprehensive Support (Lowest 5%).
 - Graduation Rate** - If a secondary school has a graduation rate of less than or equal 66.67%, that school receives a designation of Comprehensive Support (Graduation Rate).
 - Targeted Support (CSI-TSI)** - Schools that are ATSI for the same group three years in a row.
- Additional Targeted Support (ATSI)** - If a school has any student groups with index values under the Comprehensive Support (lowest 5%) threshold, that school receives this designation .
- Universal Support** - All other schools are considered Universal Support schools.

Which student groups are measured?

- African American
- Alaska Native/ American Indian
- Asian/Pacific Islander
- Caucasian
- Hispanic
- Two or More Races
- Students with Disabilities
- English Learners
- Economically Disadvantaged

What are some questions I could ask my school?

Where can I find more information about how my school is performing?

What supports are being provided to my school based on its designation?

What opportunities are available for me to be involved in my student's education?

Measures Combine into Index Score

Each indicator noted in the table to the left is given a score for the school.

In addition to looking at the whole school, each student group in a school is measured in the areas listed in the table to the left. These scores are combined and the student group is given a score.

100 → **Highest Index Score Possible**

What is the 5% Performance Threshold in 2024-25?

The lowest 5% of Title I schools have index scores ranging from 0 to 7.64. The lowest 10% of schools have an index score of 12.08

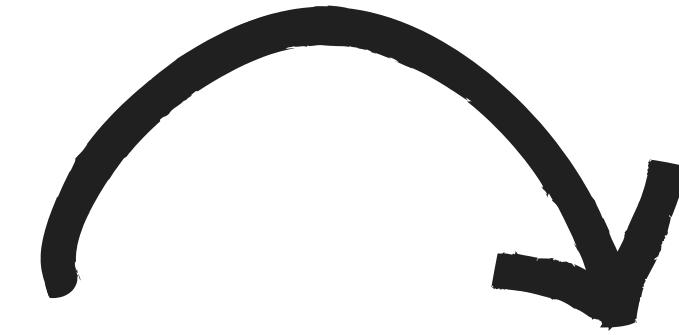
- If a school is Title I and has an overall school index score of 7.64 or lower, it receives a designation of **Comprehensive Support (Lowest 5%)**.
- If a school has any student group with an index score below 7.64, the school receives a designation of **Additional Targeted Support**.

12.08 → **TSI Threshold**

7.64 → **ATSI Threshold**

0.00 → **Lowest Index Score Possible**

School Designation Cycle



Designation and Planning

Designations announced in the Fall

- Newly designated schools have the current year to plan
- Schools remaining in designation continue implementing and data review/update plans
- Schools exiting designation continue implementation and plan for sustainability



Implementation (1-3 years)

Schools of all designation levels create 3-year plans

- Plans are implemented with fidelity
- Quarterly Progress Monitoring Reports are completed for self-evaluation
- Data is reviewed, stakeholders consulted, and strategies adjusted as needed (goals should remain)

Schools Exit or Plan

Exit Criteria:

After 3 years of Designation:

- CSI Grad Rate $>66.67\%$
- CSI 5% schools no longer in lowest 5% & exceed their prior year index score

Annually after Designation:

- CSI-TSI/ATSI subgroups index score $>$ threshold
- CSI MRI schools no longer in lowest 5% & exceed their prior year index score

If schools do not meet exit criteria they review data, update plan, or if plan has reached Year 3 complete a new Needs Assessment and new 3-Year Plan with increased rigor

Roles & Responsibilities

School Improvement Collaborative Team Road Map



District's Role and Commitment

- **Providing a District Liaison, with included time to support schools**
- School Improvement Plan (SIP) review and approval, as well as monitoring the implementation of the plans
- Submit documents and budget to DEED by May 15th.



District Liaison's Role and Commitment

- Facilitating a relationship between district and DEED
- Distributing information to and collecting forms from school(s)
- Data collection and analysis
- Participating in meetings and reporting progress to district
- Submitting documentation to GMS



School's Role and Commitment

- Form a team
- Thorough needs assessment
- Create a Plan
- Plan implementation
- Ongoing data collection and frequent review
- Monitor and adjust implementation
- Share information: Families, district, and community

LEA: District's Role and Responsibility



Responsible leadership

- Assigning a District Liaison with Time to Support Schools
- Provide Release Time for Principal and Leadership Team Members for Required Training and Tasks
- Partnering with Tribal Leaders, Families, Community



Oversight

- Review each Needs Assessment
- Review each SIP for alignment with NA
- Approve each SIP
- Ensure SIG requests are aligned to the SIP Action Steps
- Regular SCLT Meetings to Review SIP Progress
- Differentiated Supports Match School Needs



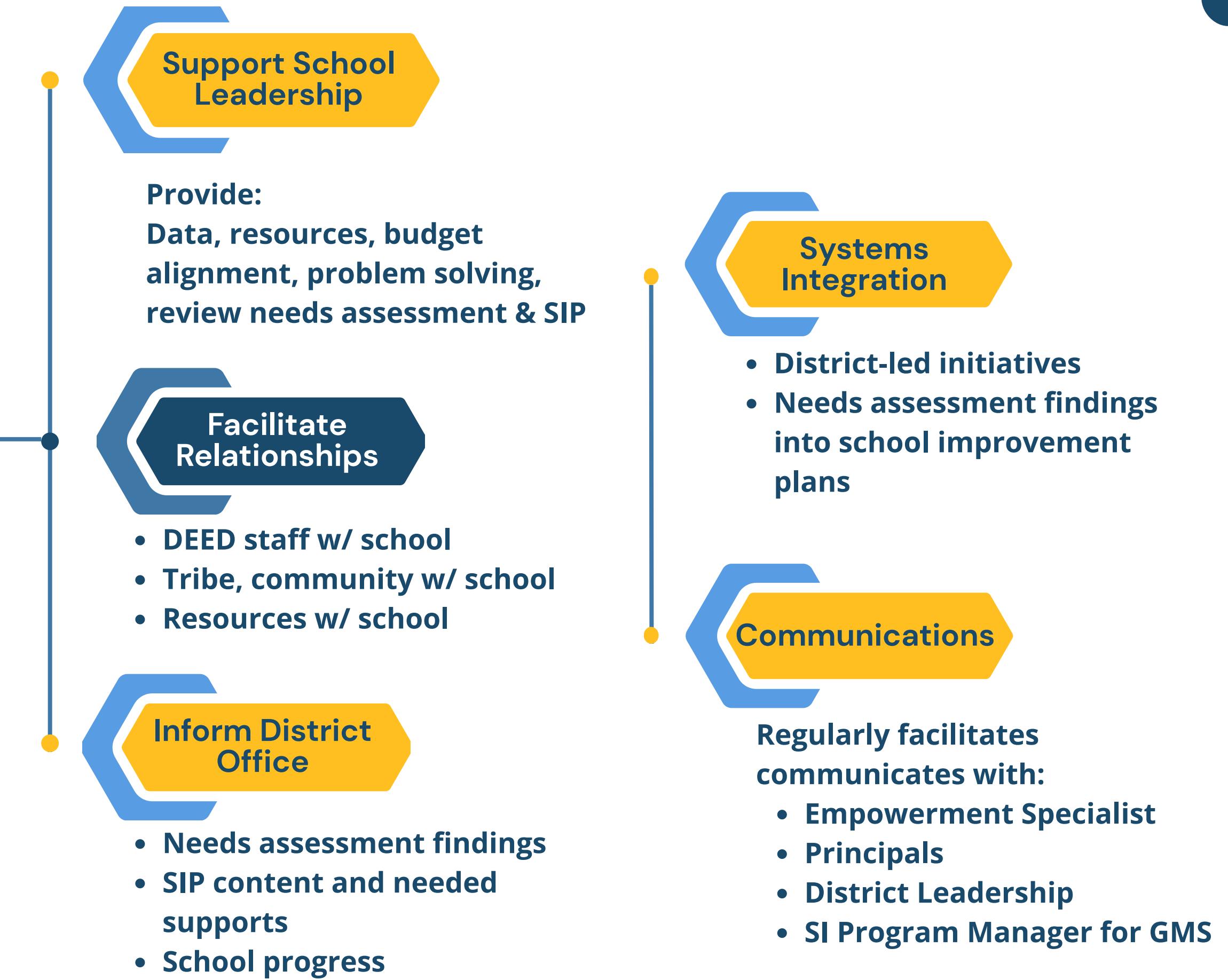
Transparent communication

- Community outreach notifying and inviting stakeholder involvement in the SI process
- Request DEED support to problem solve
- Public meeting notices
- Celebrate success



Compliance

- Adhering to established laws and DEED policies
- Review each Needs Assessment and SIP
- Provide Assurance
- Track Expenditures
- ESEA Monitoring
- Maintain Records
- Participating in annual performance and budget reviews



School's Role and Commitment



Form a SCLT School Community Leadership Team

- Principal invites members:
- Tribal and community leaders
- Grade band teachers
- Student representative
- Set meeting calendar



Thorough Needs Assessment

- Carefully reviews school data
- Completes 5 required analysis forms
- Identifies key areas for improvement
- Share results with community and incorporate community input



Create and Implement SI Plan

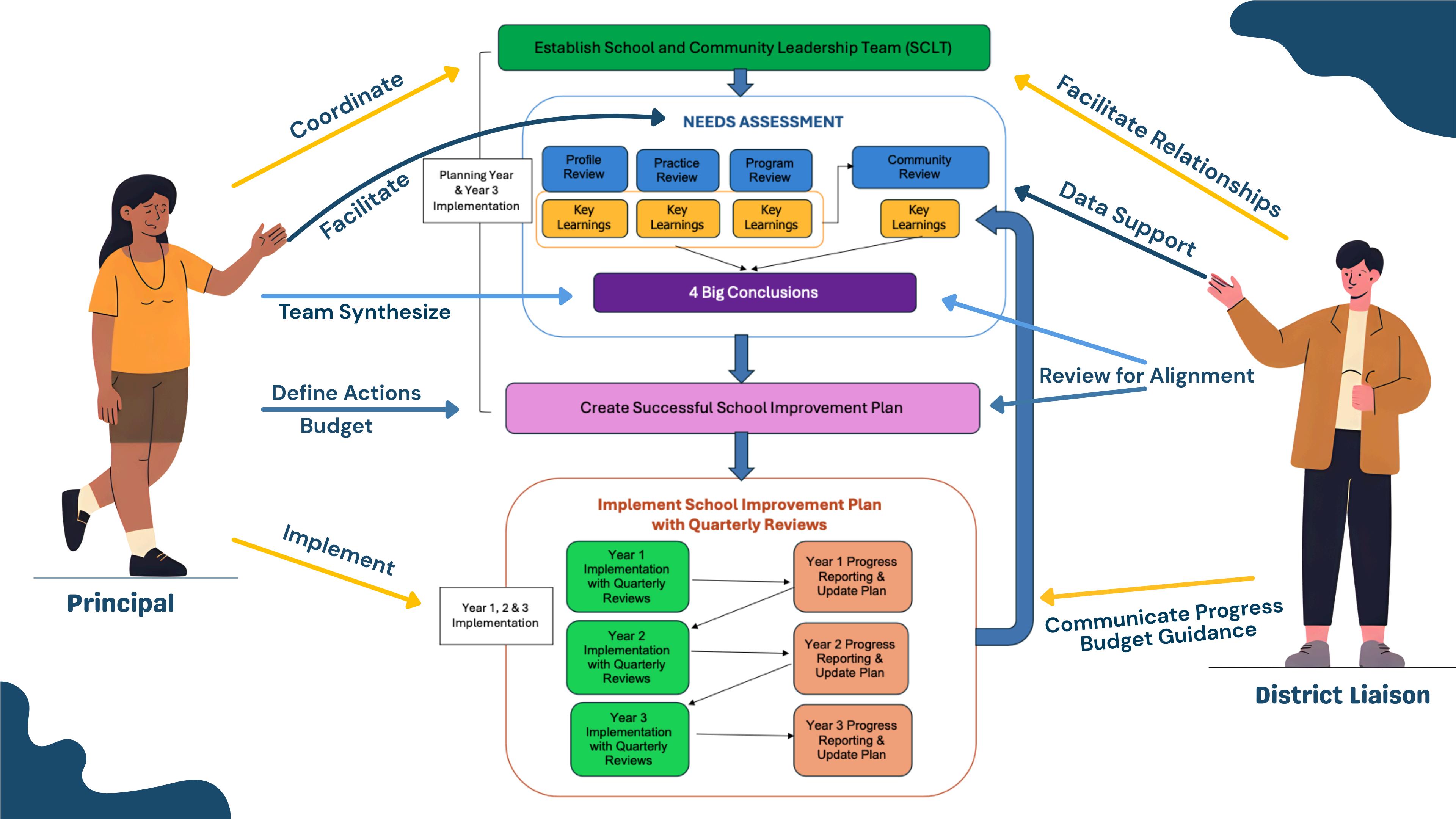
- Based on needs assessment
- Evidence-based practices
- Implement SIP with fidelity*
- Monitor and adjust

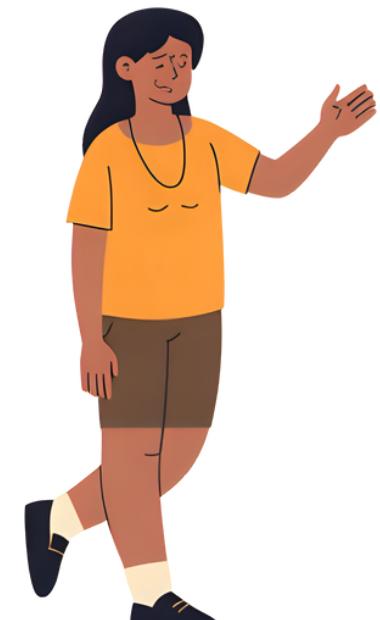
*No matter if you were the one who made the plan or you inherited it in your new position. Because the plan is developed using the Empowerment Process, it should be built off of tangible data and school and community input. Minor, data driven modifications can be made to the plan with the input of stakeholders during Quarterly Progress Monitoring



Collect and Report

- Implementation progress
- Identify challenges and successes
- Identify needed District or State resource support
- Keep District Liaison informed





Principal



District Liaison



Empowerment Specialist



*"Great things in
business are never
done by one person;
they're done by a
team of people."*

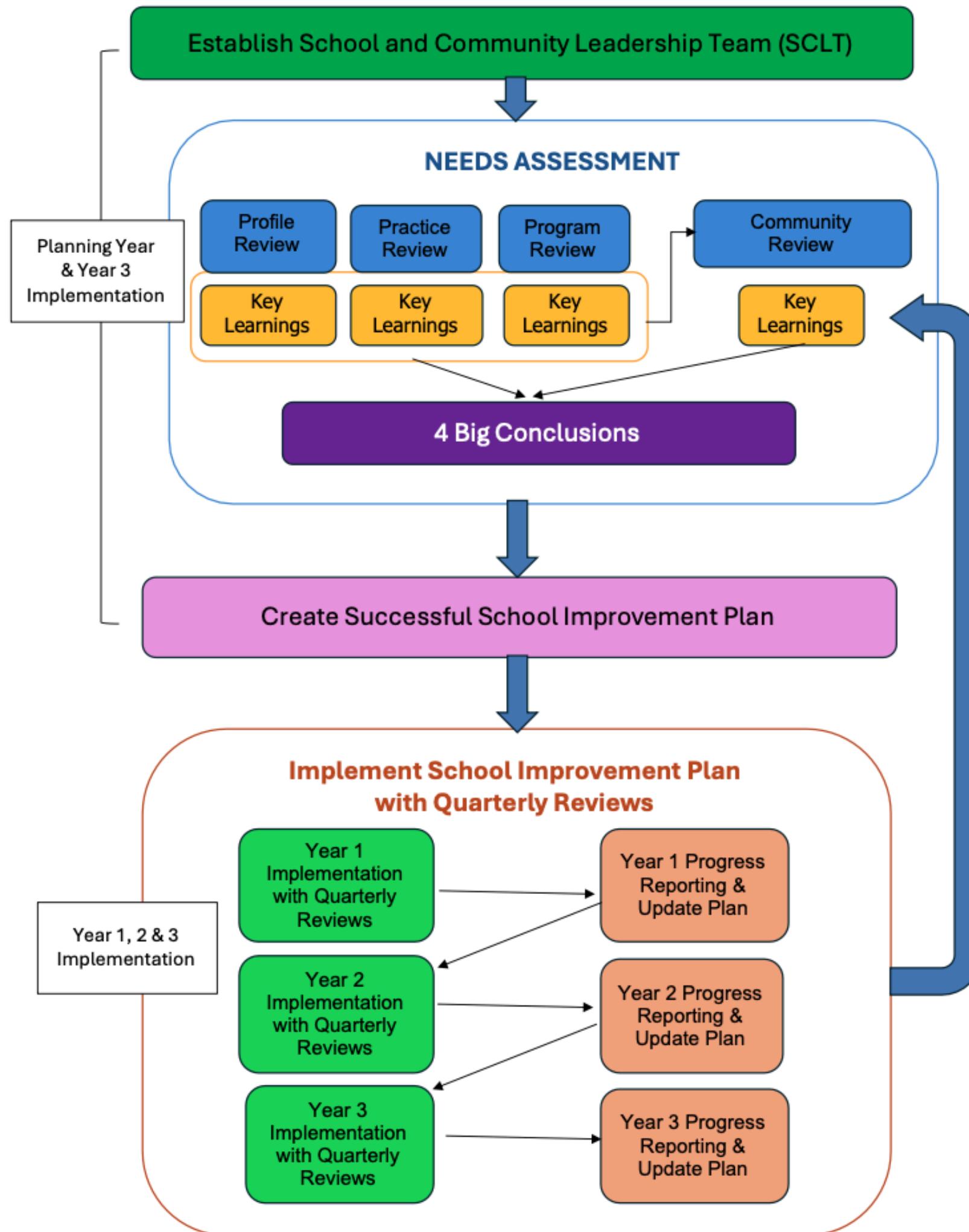
— Steve Jobs



LittleYellowStarTeaches.com



Chat Waterfall



The infographic on the left features a roadmap for continuous improvement. Take a moment to look through the image and think about the following:

- *Is there any part of this graphic that seems like it would be uniquely challenging for you or your district?*
- *Is there an aspect of continuous improvement that you feel particularly well equipped for or are excited about?*

When you're ready, type your answer to one of these questions in the chat, but don't press send yet. We will send our answers all together in just a moment.

Empowerment Specialists

Empowerment Specialists play a vital role in strengthening Alaska's designated schools by building the capacity of district and school leaders, teachers, and communities to improve student outcomes through sustainable systems and evidence-based practices.

Key Responsibilities:

- **School Improvement Leadership:** Guide and support schools through the 3-year Successful School Improvement cycle, helping establish measurable goals tied to academic achievement.
- **Capacity Building:** Strengthen adult practices among educators, leaders, and community members to positively impact student learning outcomes.
- **Instructional and Literacy Support:** Assist schools in implementing evidence-based literacy and reading programs to ensure all students read at grade level by the end of grade 3.
- **Cultural and Community Engagement:** Foster strong, positive relationships and support school cultures of learning that reflect and respect local community values.
- **Collaboration, Training, and Reporting:** Participate in professional learning events, document service activities and progress, and collaborate to share school improvement successes and resources.



DEED Supports for School Improvement

Current supports for Districts and Schools in improvement include:

- Processes and procedures for conducting needs assessment and creating a school improvement plan with a focus on local capacity building (the Empowerment Process)
- Funding to plan and implement school improvement plans
- Empowerment Specialists for CSI 5%, MRI, and CSI-TSI schools as well as School Improvement Points of Contact for Technical Assistance
- 3 School Improvement Convenings per year (1 or 2 in-person) with opportunities for targeted technical assistance
- Regular webinars, Monthly Newsletters



General District/School Requirements

For each designated school:

- a Comprehensive Needs Assessment (Profile, Practice, Program, Community Review and Four Big Conclusions Forms)
- a 3-year School Improvement Plan
- a Budget for the School Improvement Plan



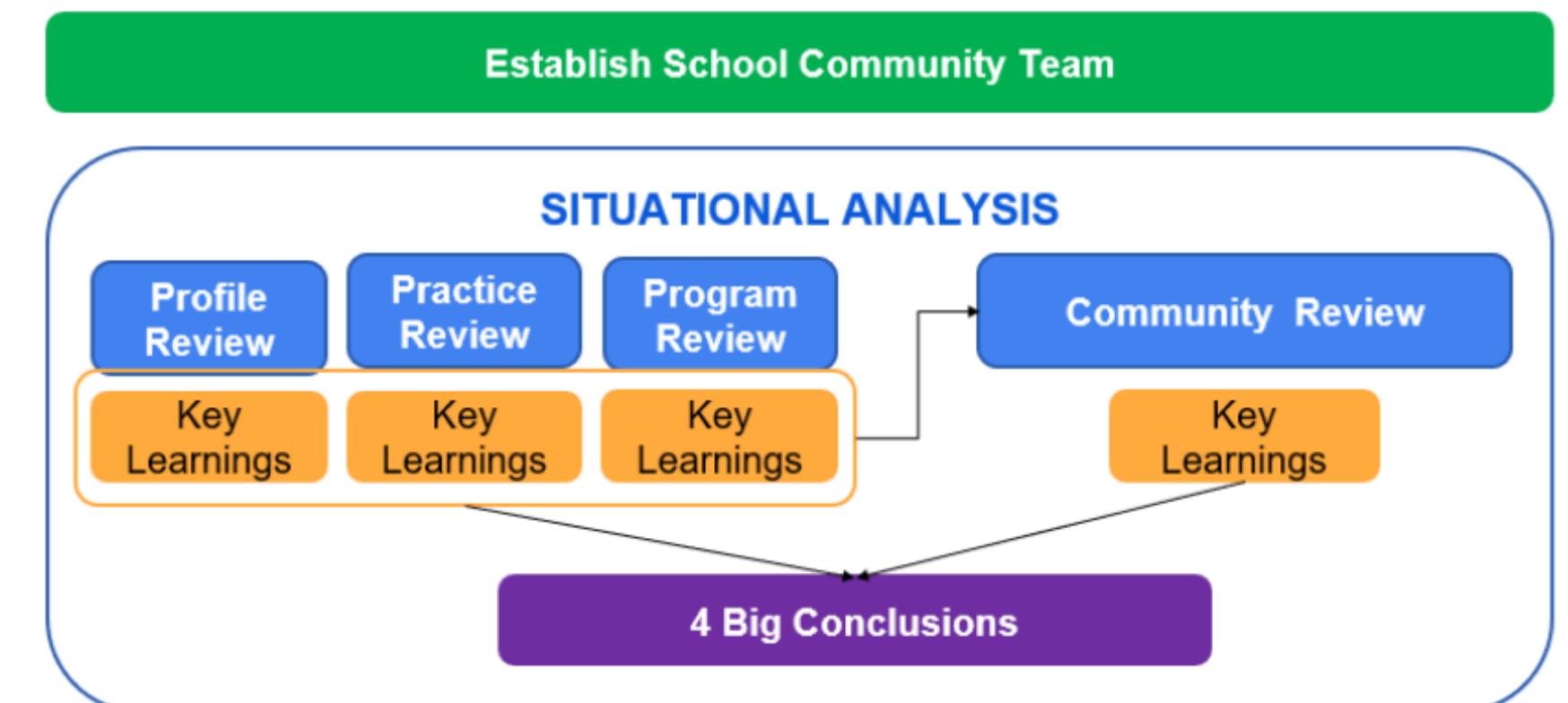
For each district with schools in designation:

The district shall develop and implement an improvement plan to improve student outcomes that:

- is informed by all indicators of the accountability system, including student performance against the long-term goals;
- includes evidence-based interventions;
- is based on a school-level needs assessment;
- identifies resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;
- is approved by the school, district, and State educational agency; and
- upon approval and implementation, is monitored and periodically reviewed by the State educational agency. [Section 1111(d)(1)(B)]

Needs Assessment Required Documents:

- Profile Review (05-23-036)
- Practice Review (05-23-037b)
- Program Review (05-23-038a)
- Community Review (05-23-039a)
- 4 Big Conclusions (05-23-040a)



District Level Data Sources and Resources

- Data Source Considerations
 - District Strategic Plan
 - School MTSS Plan
- Data
 - Certified Facilitator: The certified facilitator role is an internal position within a district to support the state assessment literacy initiative. Certified facilitators will provide professional learning directly to schools and districts to ensure educators and stakeholders across the state have a very clear sense of what assessment is, its value, and how to use assessment data to empower students, teachers, and communities to thrive.
 - For questions about your district certified facilitator, please reach out to Karen Melin at karen.melin@alaska.gov

School Organization Template

Nicholas Settle District Liaison

Federal Programs Coordinator
North Slope Borough School District
Phone: (448) 241-6711
nicholas.settle@nsbsd.org



ALASKA K-12 SCHOOL

School Information

Location	Name of School
Grades	Pre-k to 12
Address	Address Here
Phone	(907) 555-5555
Principal	Name
Assistant Principal	Name
Secretary	Name

Grants

(Grants that involve direct school-level action/reporting)

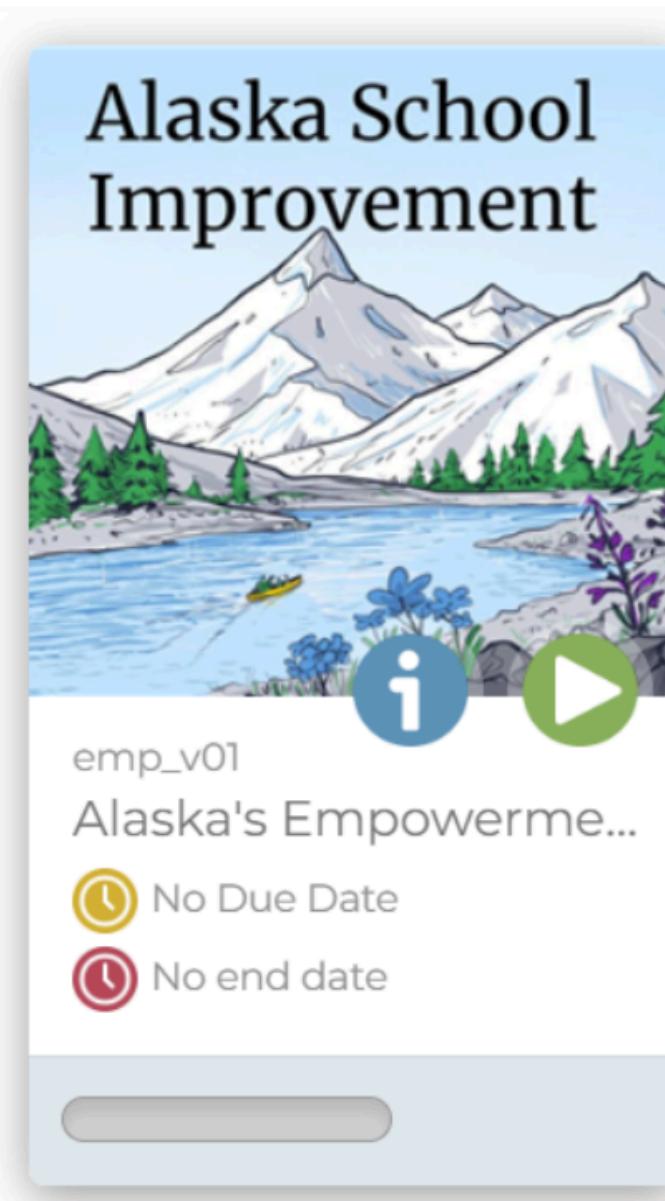
- Title I-A
- School Improvement
- Alaska Family Engagement

DEED School Improvement Point of Contacts

Point of Contact	Kevin Dennis	Evan Hummel	Christy Roe	Kristie Parsons
Email	kevin.dennis2@alaska.gov	evan.hummel@alaska.gov	christy.roe@alaska.gov	kristie.parsons@alaska.gov
Districts	Aleutians East Delta-Greely Fairbanks Hydaburg Iditarod Kashunamiut Kenai Peninsula Borough Lower Kuskokwim NW Artic Yukon-Koyukuk	Anchorage Bering Strait Bristol Bay Borough Chugach Craig City Denali Borough Dillingham Juneau Nome Sitka Southwest Region	Annette Island Haines Ketchikan Nenana Unalaska Valdez	Alaska Gateway Galena Kodiak Lake and Penn Lower Yukon Mat-Su North Slope Kuspuk Yukon Flats Yupiit

School Improvement Supports

- SRS Website: <https://education.alaska.gov/SchoolRecognition>
- School Improvement Newsletter (monthly) [Sign Up Link](#)
- [E-learning course](#) on Empowerment Process



education.alaska.gov/SchoolRecognition

data system capacity for continuous school improvement. The SRS Team supports and monitors the 1003(a) grant for School Improvement

[School Improvement Process](#) [Resources and Documents](#)

School Improvement Webinar Series

The School Improvement team will be hosting regular webinars that cover the Empowerment Process for School Success. Some webinars will be introductory while others will be open-ended "office hour" format.

[Upcoming and Archived Webinars](#)

FY26 Document Requirements in GMS

For FY26, designated schools will be asked to turn in an updated 3-year School Improvement Plan and a Budget for the School Improvement Plan

Contacts

SRS Administrator
Vacant

SRS Associate
Rissa Weir: 907-269-4592

School Improvement Manager
Christy Roe: 907-269-6767

Empowerment Specialists
Evan Hummel: 907-269-3593
Kevin Dennis: 907-269-6871
Kristie Parsons: 907-269-6815

Subscribe to Updates

Go to GovDelivery to Subscribe to DEED updates

3-Year Plan Exemplar

Year 1 Milestones and Actions

Milestone 1. Teachers implement DIBELS k-8 systematically as noted by student data.					
Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Train staff in DIBELS	Training agenda, sign-in, and post training assessment	Beginning of Academic School Year August/September annually	DIBELS provided by the district and training by reading specialist	Principal	District Curriculum Director and Reading Specialist
2. Implement DIBELS progress monitoring	Student data used by teacher	At least monthly data results	DIBELS teacher training provided by the district	Teachers	Principal, District Curriculum Director, and Reading Specialist
3. Response to data through instruction	Lesson plans Walkthrough data	After teacher training through May of each school year	DIBELS training provided by the district Lesson Plan template Walkthrough form with "look-fors" related to the new ELA curriculum and Science of Reading provided by district	Principal	District Curriculum Director and Reading Specialist

Other DEED Supports

Support	Contact
<ul style="list-style-type: none">• <u>Strive for 5 Absenteeism Toolkit</u>	<p>Sharon Fishel - sharon.fishel@alaska.gov Pat Sidmore - pat.sidmore@alaska.gov Adrienne Schwartz - adrienne.schwartz@alaska.gov</p>
<ul style="list-style-type: none">• PBIS and SIP Integration	<p>Micki Dunn - micki.dunn@alaska.gov Evan Hummel - evan.hummel@alaska.gov</p>
<ul style="list-style-type: none">• Reading Team	<p>Dianne Orr - dianne.orr@alaska.gov Kathy Moffitt - kathy.moffitt@alaska.gov</p>
<ul style="list-style-type: none">• Content Specialists	<p>Curtis Jensen (ELA/SS)- curtis.jensen@alaska.gov Ryia Waldern (Math/Science)- ryia.waldern@alaska.gov Anthony White (AI/Digital Lit)- anthony.white@alaska.gov</p>
<ul style="list-style-type: none">• Accountability	<p>Nancy Eagan- nancy.eagan@alaska.gov</p>

Content Specialists

- Support in reviewing, unpacking, and implementing standards
- Discuss and provide professional development options
- Support district level curriculum review cycles
- Support alignment of standards, content, and assessment
- Focus on using best practice and research-based strategies to increase the academic achievement of students
- Provide resources culturally responsive teaching and learning in core content areas (Math, Science, ELA, Social Studies)
- Support connecting Digital Literacy and Computer Science standards in your district/classroom
- Provide resources for content specific PLC's
- Support for teachers new to Alaska / new to profession / new to content area

Content Specialists

Professional Development

Resources

- Standards Website updates
- Vocabulary instruction resources
- AKSTAR resources checklist
- AK Science Assessment checklist (soon)
- Standards alignment documents
- Social Studies implementation documents
- Science: Place Based Lesson resources
- AI guidance documents

Ongoing

- Alaska Staff Development Network (CEU and Credit)
 - CODE.org
- Multiple statewide science nonprofit organizations
- Statewide science (ASTA) professional organization
- Alaska Statewide Conferences (Credit)
- NWEA trainings on AK STAR and MAP growth (Free)
- WIDA self-paced courses (CEU)

Recently added (in last year-ish)

- Content Specialists
 - Vocabulary instruction
 - Standards alignment
- Statewide math (ACTM) professional organization
 - Mathematics summer conference (Credit)
- eLearning, several new pathways (CEU)
- National Science Teaching Association (CEU)
- IES Fractions Toolkit, modules, and resources

Content Specialists

Consider signing up for emails!

ELA/SS and Science/Math Content Specialists [email list](#)

Computer Science/Digital Literacy content specialist [email list](#)

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Questions?



End of Day 1