# 2025-2026 Guide
## to the
# System for School Success
A Resource for Educators and Parents

Alaska Department of Education & Early Development

# System for School Success

## **HOW** is my school measured?

The Alaska Department of Education & Early Development (DEED) collects information for the System for School Success each year on specific indicators outlined in the Every Student Succeeds Act (ESSA). These indicators are Graduation Rate, English Learner Progress, Academic Achievement, Academic Growth, and School Quality/Student Success. Each year, an index value is calculated for every school and a school designation is assigned based on that value. The index value, in conjunction with the school designation, help give Alaska parents and schools a snapshot of the quality of education they are providing their students and provides information on the level of support needed to increase achievement for all students.



### GRADUATION RATE

The graduation rate indicator is the percentage of students who graduated from high school with a diploma in four or five years.



### ENGLISH LEARNER PROGRESS

The English learner progress indicator is the percentage of English learners who met or exceeded their growth target towards attaining English language proficiency. English learners are students who have an influence of a language other than English and are therefore eligible to receive support at school with the English language.



### ACADEMIC ACHIEVEMENT

The academic achievement indicator is the percentage of students whose performance on the state's summative assessment demonstrate the skills and knowledge of the current grade level content in English Language Arts (ELA) and mathematics.



### ACADEMIC GROWTH

The academic growth indicator is the percentage of students who improved from one year to the next on the statewide summative assessments in English Language Arts (ELA) and mathematics.

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### SCHOOL QUALITY/STUDENT SUCCESS – CHRONIC ABSENTEEISM

The chronic absenteeism indicator is the number of students who missed less than 10 percent of the days in which a student was enrolled at the school.

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## SCHOOL QUALITY/STUDENT SUCCESS – GRADE 3 ENGLISH LANGUAGE ARTS (ELA) PROFICIENCY

The grade 3 ELA proficiency indicator is the number of grade 3 students who receive a proficient score on the statewide summative assessments in English Language Arts.

## **WHY** were these indicators selected?

The *System for School Success* is Alaska's accountability system for public schools. This accountability system is part of Alaska's Every Student Succeeds Act (ESSA) plan. ESSA is a federal law that imposes requirements for public schools in exchange for funding designed to close our nation's gaps in student achievement. Each state education agency, including Alaska's Department of Education & Early Development (DEED), was required to submit a plan detailing the implementation of this law.

ESSA required the inclusion of four indicators: Academic Achievement, Academic Growth, Graduation Rate, and English Learner Progress. The '5th indicator' is known as the school quality or student success indicator – each state selects this indicator(s) based on their unique context. Through conversations with numerous stakeholders, DEED selected Chronic Absenteeism and Grade 3 ELA Proficiency.

## **HOW** is my student's privacy protected?

To protect student privacy, DEED determines a minimum number of students for public reporting, also known as a 'minimum n', to ensure no one student can be identified. For the *System for School Success*, the minimum number of students is ten students. In addition, DEED uses data suppression rules to maintain student confidentiality.

Furthermore, DEED has a number of protections and processes in place to help keep data safe. These include the encryption of hard drives and portable devices, firewalling of servers, staff training, and ensuring that student information is transmitted securely.

The Federal Educational Rights and Privacy Act, or FERPA, prohibits the disclosure of Personally Identifiable Information, or PII. FERPA does not just apply to DEED. Test vendors, schools, districts, and other entities that maintain student-level data have the same responsibility to protect the information with which they have been entrusted.

It is important to note that preserving student privacy by protecting PII is not only the law, but it also the right thing to do. Students and their families count on DEED to protect the confidentiality of their information. We ask districts to report only what we need to know – and nothing more. That means we never ask for sensitive information such as a student's religion, political affiliation, or anything at all related to morals, ethics, or values.

**We take our job as stewards of student data very seriously.**

**We recognize that the information belongs to the student, not to us.**

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## **HOW** do I use this information?

Examine the data for each indicator for your school or district. Ask questions about what you see.

### GRADUATION RATE

The Graduation Rate indicator looks at the percentage of students who graduated from high school with a diploma in four or five years.

**What is being measured?**

Four-year graduation rate – How many students graduated in four years or less?

Five-year graduation rate – How many students graduated in five years or less?

**Why is this important?**

Almost all jobs require skills and education beyond a high school diploma. Students receiving a high school diploma are more likely to pursue postsecondary opportunities and obtain high paying, in-demand jobs.

**Questions to ask**

What are the reasons students are not graduating?

What is my school doing to grow the number of students who graduate?

Which schools, similar to my child's, are doing better? What are they doing?

### ENGLISH LEARNER PROGRESS

The English Learner Progress indicator calculates the percentage of English learners who met or exceeded their growth target towards attaining English language proficiency. English learners are students who have an influence of a language other than English and are therefore eligible to receive support at school with the English language.

**What is being measured?**

English learner progress – How many students are meeting or exceeding their growth target towards English language proficiency?

**Why is this important?**
Every student should have success with foundational knowledge. When groups of students are not succeeding, educators need to review why and make changes.

**Questions to ask**
What is my school doing to support English learners?

What are the reasons English learners are not achieving English language proficiency?

Which schools, similar to my child's, are doing better? What are they doing?



## ACADEMIC ACHIEVEMENT

The Academic Achievement indicator looks at the percentage of students whose performance on AK STAR, the state's summative assessment, demonstrate the skills and knowledge of the current grade-level content in English Language Arts (ELA) and mathematics.

**What is being measured?**
ELA Proficiency – How many students score proficient or advanced in ELA at their grade level?
Mathematics Proficiency – How many students score proficient or advanced in mathematics at their grade level?

**Why is this important?**
It shows if students are meeting grade-level expectations as defined by Alaska's English Language Arts and Mathematics Standards, and how far above or below grade-level expectations students performed.

**Questions to ask**
Which students are performing well and which are not?

In which subjects and grades are students doing well? Why?

In which subjects and grades are students not doing well? Why?

Which schools, similar to my child's, are doing better? What are they doing?



## ACADEMIC GROWTH

The academic growth indicator looks at the percentage of students who improved from one year to the next on the statewide summative assessments in English Language Arts (ELA) and mathematics.

**What is being measured?**
Growth in ELA Proficiency – How many students are improving, or making growth, from the previous years in ELA?
Growth in Mathematics Proficiency – How many students are improving, or making growth, from the previous years in mathematics?

**Why is this important?**

All students should make progress in their learning, or they become at risk of falling behind. Making progress is an expectation of parents, educators, and the community.

**Questions to ask**

Which schools, similar to my child's, are doing better? What are they doing? Which students are making progress, and which are not?

In which subjects and grades are students making progress? Why?

In which subjects and grades are students not making progress? Why?

How can we change instruction for groups of students that are not making progress every year?

## SCHOOL QUALITY/STUDENT SUCCESS – CHRONIC ABSENTEEISM

The chronic absenteeism indicator looks at the percentage of students who missed less than 10 percent of the days in which a student was enrolled at the school.

**What is being measured?**

Chronic Absenteeism – The number of students who missed less than 10 percent of the days in which a student was enrolled at the school.

**Why is this important?**

Research shows that missing more than 10 percent of school, or about 18 days in most school districts, negatively affects a student's academic performance - that equals just two days a month during a nine-month school year. When students improve their attendance rates, they improve their academic prospects.

**Questions to ask**

How can we engage students and parents to share the importance of going to class every day?

How can we provide personalized early outreach to students and families?

How can we identify and address barriers to attendance?

Which schools, similar to my child's, are doing better? What are they doing?

## SCHOOL QUALITY/STUDENT SUCCESS – GRADE 3 ENGLISH LANGUAGE ARTS (ELA) PROFICIENCY

The Grade 3 ELA Proficiency indicator looks at the percentage of grade 3 students who are proficient on the statewide summative assessments in English Language Arts.

**What is being measured?**

Grade 3 ELA Proficiency – What is the percentage of grade 3 students demonstrating grade level proficiency on the statewide ELA assessment? A proficient score on the statewide summative assessment shows that the student can perform the basic skills outlined in the state standards for ELA.

**Why is this important?**

Children with an early basic knowledge of reading are more likely than their peers to experience later academic success and attain higher levels of education. When reading ability is lacking, it is an early indicator that the student will be at risk of not making yearly progress toward successful graduation.

**Questions to ask**

What are we doing to help our struggling readers?

How many students enter our schools struggling to read and how successful are we in helping them catch up?

What can I do to help my child at home?

Which schools, similar to my child's, are doing better? What are they doing?

# School Designations

## COMPREHENSIVE SUPPORT AND IMPROVEMENT- LOWEST 5% (CSI 5%)

A school receives a designation of Comprehensive Support and Improvement- Lowest 5%:

- When ranked according to their accountability index value, the lowest performing 5% of all Title I schools are identified as a Comprehensive Support and Improvement School (CSI 5%).
- CSI (Lowest 5%) schools remain in this designation for a minimum of three years.
- This designation is determined on a three-year cycle.

### EXIT CRITERIA FOR THIS DESIGNATION

A school may exit after three years if they:

- No longer meet the lowest 5% entrance criteria
- Have an accountability index score that has improved since the prior identification cycle.

## COMPREHENSIVE SUPPORT AND IMPROVEMENT- GRADUATION RATE (CSI-Grad Rate)

A graduation rate is determined for each school based on the count of eligible students who entered the 9th grade four years prior.

- A school receives a designation of Comprehensive Support and Improvement-Graduation Rate (CSI-Grad Rate) when a school's four-year graduation rate is less than or equal to 66.67%.
- This designation is determined on a three-year cycle.

### EXIT CRITERIA FOR THIS DESIGNATION

A school may exit after three years if they:

- Attain greater than a 66.67% graduation rate in the four-year graduation cohort three years after they were first identified.

## COMPREHENSIVE SUPPORT AND IMPROVEMENT- More Rigorous Interventions (CSI-MRI)

A school receives a designation of Comprehensive Support and Improvement – More Rigorous Interventions:

- If, after three years of designation as CSI 5%, schools do not show marked improvement by way of meeting the exit criteria, they will be put under More Rigorous Interventions per the state (CSI-MRI).

### EXIT CRITERIA FOR THIS DESIGNATION

A school may exit this designation at the end of the year if they:

- No longer meet the lowest 5% entrance criteria.
- Have an accountability index score that has improved since the prior identification cycle.

## ADDITIONAL TARGETED SUPPORT AND IMPROVEMENT (ATSI)

A school receives a designation of Additional Targeted Support and Improvement (ATSI) when:

- A school has one or more student groups whose index value is less than or equal to the index value of the lowest 5% of Title I schools.
- The nine student groups considered within each school are:
    - African American
    - Alaska Native/American Indian
    - Asian/Pacific Islander
    - Caucasian
    - Hispanic
    - Two or More Races
    - Students with Disabilities
    - English Learners
    - Economically Disadvantaged
- A Title I school with a student group that is identified as ATSI for three consecutive years will then be identified as a CSI-TSI school (see below).

### EXIT CRITERIA FOR THIS DESIGNATION

A school may exit at the end of the year if:

- All student groups within the school have an index value at or above the index value of the lowest 5% of Title I schools.
- Any previously identified student groups have an accountability index score that has improved since the initial ATSI identification year.

## COMPREHENSIVE SUPPORT - TARGETED SUPPORT AND IMPROVEMENT (CSI-TSI)

A school receives a designation of Comprehensive Support – Targeted Support and Improvement (CSI-TSI) when

- A Title I school has one or more student groups whose index value is less than or equal to the index value of the lowest 5% of Title I schools for three consecutive years.
- The nine student groups considered within each school are:
    - African American
    - Alaska Native/American Indian
    - Asian/Pacific Islander
    - Caucasian
    - Hispanic
    - Two or More Races

- Students with Disabilities
- English Learners
- Economically Disadvantaged

### EXIT CRITERIA FOR THIS DESIGNATION

A school may exit at the end of the year if:

- The ATSI-identified student group(s) have an index value at or above the index value of the lowest 5% of Title I schools.
- The ATSI-identified student group(s) have an accountability index score that has improved since the initial ATSI identification year.

## TARGETED SUPPORT AND IMPROVEMENT (TSI)

A school receives a designation of Targeted Support and Improvement (TSI) when:

- A school has one or more student groups whose index value is less than or equal to the index value of the lowest 10% of Title I schools.
- The nine student groups considered within each school are:
  - African American
  - Alaska Native/American Indian
  - Asian/Pacific Islander
  - Caucasian
  - Hispanic
  - Two or More Races
  - Students with Disabilities
  - English Learners
  - Economically Disadvantaged

### EXIT CRITERIA FOR THIS DESIGNATION

A school may exit at the end of the year if:

- All student groups within the school have an index value at or above the index value of the lowest 10% of Title I schools.
- Any previously identified student groups have an accountability index score that has improved since the initial TSI identification year.

## UNIVERSAL SUPPORT

A school receives a designation of Universal Support if:

- The index value is higher than the highest performing CSI-lowest 5% school
- The graduation rate is higher than 66.67% for schools with grade 12.

- The index values for each student group in their school is higher than schools identified as the lowest 5% of Title I schools.

In the Resources section of this guide, a series of one page Fact Sheets are available for each of the School Designations. The Fact Sheets contain information regarding identification and exit criteria as well as the specific support available for identified schools.

## **WHAT** are some questions I can ask my school?

- What supports are available for individual students?
- How does my student's school use data to enhance student learning?
- Which schools, similar to ours, are doing better than we are? What are they doing?
- What supports are being provided to my student's school?
- How can I learn more about my school's improvement plan?
- What opportunities are available for me to be involved in my student's education?
- Where can I find more information about how my student's school is performing?

***The Compass: A Guide to Alaska's Public Schools***

The Alaska Department of Education & Early Development recently launched The Compass, a website designed to help parents access important data about their child's school.

The Compass offers users the ability to review a single school profile, compare two schools, and explore options for student learning. http://education.alaska.gov/compass

# Resources – Fact Sheets

Summative Assessments
English Language Arts Standards
Mathematics Standards
English Learners
CSI-Lowest 5% Schools
CSI- Graduation Rate Schools
CSI – More Rigorous Interventions
TSI Schools
ATSI Schools
Universal Support Schools
Long-Term Goals and Measures