

Important Notice about Alaska's 2022-2023 Accountability System

Alaska's accountability system under Every Student Succeeds Act (ESSA) for the 2022-2023 academic year will be delayed. The Department of Education and Early Development (DEED) is undergoing changes in its assessment model to ensure a holistic, growth-oriented, adaptive, and efficient approach that aligns with the Alaska Content Standards.

The decision to delay the release of AK STAR scores is driven by the ongoing transition and commitment to developing a more effective assessment approach. The incorporation of new elements, such as MAP Growth performance data, coupled with a linking study that highlighted a significant variance between grade-level percentiles, provided insights into proficiency levels. This information along with a Policy Review Committee's consideration, led to a recommendation to adjust the current AK STAR cut scores.

Key steps will be followed to reporting Spring 2023 AK STAR results this Spring:

1. December 6, 2023: DEED submits revised assessment regulations with proposed AK STAR cut scores to the State Board of Education (SBOE) for initial review.
2. December 2023 – January 2024: A 30-day public comment period is initiated for stakeholder input on the revised regulations.
3. January 17, 2024: SBOE conducts a second review of the revised regulations, considering any public comments received, and anticipates approving the regulations at this meeting.
4. March 2024: DEED collaborates with NWEA, the testing vendor, to provide reports to districts.
5. Spring 2024: Accountability system calculations will take place, and the processing of these calculations is expected to require nine weeks once assessment data is available.

Despite the delay caused by the adoption of new cut scores for AK STAR, the results remain crucial for making informed decisions based on student growth towards mastering the Alaska Content Standards.



System for School Success

2022-2023 Guide to the System for School Success

A Resource for Educators and Parents



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 Growth¹, 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. The system has temporarily changed for the 2022-23 school ratings due to the COVID-19 pandemic. Please see <https://education.alaska.gov/akessa/stateplan> for more information.



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.



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.

¹ Not measured in the 2022-23 school ratings. Please see <https://education.alaska.gov/akessa/stateplan> for more information.

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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.

Alaska Department of Education & Early Development

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 Growth², 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.

² The Growth indicator is not part of the 2022-23 system due to changes in cut scores. See <https://education.alaska.gov/akessa/stateplan>.

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

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

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?

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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?



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

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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?

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School Designations

COMPREHENSIVE SUPPORT AND IMPROVEMENT- LOWEST 5% (CSI Lowest 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 (Lowest 5%)).
- CSI (Lowest 5%) schools remain in this designation for a minimum of 3 years.

EXIT CRITERIA FOR THIS DESIGNATION

Due to impacts of the COVID-19 pandemic, CSI schools are not eligible to exit status. Please see <https://education.alaska.gov/akessa/stateplan> for more information.

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%.
- Schools are identified annually.

A school may exit after three years if the school attains greater than a 66.67% graduation rate in the four-year graduation cohort three years after they were first identified.

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 highest-performing CSI-lowest 5% school.
- A school with a student group that is identified as TSI for more than 3 years will then be identified as an Additional Targeted Support and Improvement (ATSI) school.
- The nine student groups of students 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



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A school may exit after 1 year if all student groups within the school have an index value above the highest performing CSI-lowest 5% school.

ADDITIONAL TARGETED SUPPORT AND IMPROVEMENT (ATSI)

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

- A school with a student group that is identified as TSI for more than 3 years will then be identified as an Additional Targeted Support and Improvement (ATSI) school.
- 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

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 supports 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?



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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>

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Resources – Fact Sheets

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

Alaska's Summative Assessments



The FACTS:

The **purpose of a summative assessment** is to evaluate student learning at the end of an instructional unit, like a school year. Summative assessment is an opportunity for students to demonstrate the skills and knowledge they have acquired over a school year. Alaska's statewide summative assessments are administered in grades 3-9 in math and English language arts (ELA) and in grades 5, 8, and 10 in science.

A statewide summative assessment is important for three reasons. First, these assessments provide information for families, educators, policy makers, the community, and businesses about how Alaska's schools and districts are performing. Second, results from the assessments provide information to help all schools improve. Third, information from statewide assessments helps to ensure there is equity in education for all students. DEED's mission is to provide an excellent education to every student every day.

Alaska partners with Data Recognition Corporation (DRC) to administer the Alaska Science Assessment. DRC provides test items from their college- and career-ready item bank, a secure test engine, a test administration portal, and customer service to assist districts and schools in implementing technology.

Alaska partners with NWEA for an innovative approach to assessment, including summative assessments in ELA and math which comprise the Alaska System of Academic Readiness or AK STAR. For more information about AK STAR and the new innovative approach, please visit the [AK STAR webpage](https://education.alaska.gov/assessments/akstar) (education.alaska.gov/assessments/akstar).



Resources to help students and educators prepare for summative assessments are available on DEED's assessment webpage (education.alaska.gov/assessments). The purpose of the student readiness resources are to familiarize students with the testing platform and to give them an opportunity to experience the computer-based test environment, item types, and practice using the technology tools.

Student supports for students with disabilities and English learners are provided. Student supports are available for Alaska's summative assessments. For more information about universal tools for all students as well as allowable accommodations, please refer to the *Participation Guidelines for Inclusion of Students in State Assessments*, and the *Handbook for the Participation Guidelines* available on the [DEED Accommodations webpage](https://education.alaska.gov/assessments/accommodations) (education.alaska.gov/assessments/accommodations).

DEED values educator's input and expertise. Alaska educators from all districts are invited to participate in valuable assessment design activities. Multiple opportunities are available, including standard setting, alignment studies, and the Assessment Advisory Panel. More information about educator participation opportunities can be found on [DEED's Educator Resources webpage](https://education.alaska.gov/assessments/educator-resources) (education.alaska.gov/assessments/educator-resources).

Types of Assessments

Summative Assessment: designed to provide information regarding the level of student, school, or program success at an end point in time. Summative assessments are administered after the conclusion of instruction. The results are used to fulfill summative functions, such as to: 1) reach an evaluative judgment about the effectiveness of a recently concluded educational program; 2) arrive at an inference about a student's mastery of the curricular aims sought during an in-class instructional sequence; 3) determine a grade for a course; or 4) meet local, state, and federal accountability requirements. Assessments referred to as summative can range from large-scale assessment systems, such as the annual assessments administered across the state, to district-wide assessment systems or tests, to classroom summative tests created by teachers.

Interim Assessment: typically administered periodically throughout the school year to fulfill one or more of the following functions: 1) predictive (identifying students' readiness for success on a later high-stakes tests); 2) evaluative (to appraise ongoing educational programs); and 3) instructional (to supply teachers with individual student performance data). The tests are also called "benchmark," "interim benchmark," or "common."

Universal Screening Assessments: periodically conducted, usually two or three times during a school year, to identify students who may be at risk, to monitor student progress, or to predict students' likelihood of success on meeting or exceeding curricular benchmarks. Universal screening tests are typically brief and conducted with all students at a particular grade level. They focus on target skills (for example, phonological awareness) that are highly predictive of future outcomes. These assessments are used along with other information to identify students who need more frequent or intensive opportunities to learn a skill.

Formative assessment: a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. The critical features of effective formative assessment include: 1) clearly identified learning goals and criteria for success; 2) clearly articulated sub-goals and learning progressions; 3) evidence of learning elicited during instruction; 4) descriptive feedback provided to students and self; and 5) peer-assessment.

Definitions adapted from "Distinguishing Formative Assessment from Other Educational Assessment Labels" CCSSO Formative Assessment for Students and Teachers (FAST) State Collaborative, 2012

Alaska's English Language Arts Standards



The FACTS:

In 2012, the State Board of Education & Early Development adopted academic standards for English Language Arts and Mathematics. Academic standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear, consistent expectations and goals for student learning.

The standards do not tell teachers how to teach nor do the standards place limits on local curriculum. The standards do not preclude the use of culturally relevant lessons. In fact, teaching the standards in the context of local cultures is one of the best ways to present them.

Standards Structure

The English Language Arts Standards include four content areas: reading, writing, speaking and listening, and language. Within each content area are grade-specific standards that designate what students should be able to do by the end of that grade. They leave room for local school districts to determine how the goal of each standard will be met as well as any additional topics that should be addressed.

Reading Standards

Emphasis is placed on the foundational skills of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension) through fifth grade. By fifth grade, students are expected to have mastery of those skills, which can be utilized through their academic career. The expectation is that by that point they would have mastery of those skills, which can be accessed throughout their academic career.

The standards expect that students read increasingly complex texts so that by the end of high school they are ready for the demands of college-level and career-level reading. Students are expected to read challenging informational texts in subjects such as social studies and science, as well as literature.

Writing Standards

The cornerstone of the writing standards is the ability to write logical argument based on sound reasoning and relevant evidence. Students are expected to conduct research and write about what they learned in short, focused projects and longer in-depth projects.

Speaking and Listening Standards

Oral uses of language are common in postsecondary education and the workplace. The standards for speaking and listening expect students to gain, evaluate, and present complex information, ideas and evidence through speaking and listening.

Language Standards

The language standards encourage students to develop their vocabulary through conversation, direct instruction and reading. Language standards provide a framework for students that help build their ability to communicate with greater precision and complexity.

Literacy Standards

For grades 6-12 there are standards for literacy in history/social studies, science, and technical subjects. These standards recognize that teachers in subjects other than English must play a role in developing students' skills in reading and writing.

Instructional Shifts in English Language Arts

In the English Language Arts Standards, there are three major shifts, or focus areas, that encourage changes in instructional practices:

- Building knowledge through **content-rich nonfiction**.
- Reading, writing, and speaking grounded in **evidence from text** –both literary and informational.
- Regular practice with **complex text** and its **academic vocabulary**.

Alaska's Mathematics Standards



The FACTS:

In 2012, the State Board of Education & Early Development adopted academic standards for English Language Arts and Mathematics. Academic standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear, consistent expectations and goals for student learning.

The Alaska Mathematics Standards are designed to promote students' ability to apply math to real-life problems. Students who have those skills will be better prepared for college, technical schools, the military, and the workforce.

The standards do not tell teachers how to teach nor do the standards place limits on local curriculum. The standards do not preclude the use of culturally relevant lessons. In fact, teaching the standards in the context of local cultures is one of the best ways to present them.

Keys to the Mathematics Standards

The mathematics standards consist of two components: Standards for Mathematical Content and The Standards for Mathematical Practices. They are designed to be taught together to provide rich math instruction.

Standards for Mathematical Content

The standards for kindergarten to grade 5 provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals. Hands-on learning occurs in this grade span to reinforce geometry, algebra, probability and statistics.

The middle school standards provide a coherent and rich preparation for high school mathematics. Students who have mastered the mathematics skills through grade 7 will be well-prepared for algebraic concepts presented in grade 8.

The high school standards set a rigorous definition of readiness for postsecondary education and careers. Students develop a depth of understanding and the ability to apply mathematics to new situations, as college students and employees do.

Standards for Mathematical Practices

These standards stress procedural skills and conceptual understanding. They describe practices that work with the content standards to strengthen adaptive reasoning, strategic thinking, comprehension of mathematical concepts, procedural fluency (carrying out procedures flexibly and accurately), and help students see math as sensible, use and worthwhile with diligence.

Instructional Shifts in Mathematics

In the Alaska Mathematics Standards, there are three shifts, or focus areas, that encourage changes in instructional practices:

Focus: Two to four concepts focused on deeply in each grade.

Coherence: Concepts logically connected from one grade to the next and linked to other major topics within the grade.

Rigor: Fluency with arithmetic, application of knowledge to real-world situations, and deep understanding of mathematical concepts.

English Learners (ELs)



The FACTS:

Entry Requirements

Parents or guardians complete a Home Language Survey (HLS) when their child enrolls in an Alaska school for the first time. The HLS is a questionnaire that helps schools and districts identify which students might be ELs. If the answers on the HLS indicate that a language other than English has had a significant impact on the child's level of English language proficiency, the child then takes an approved screening assessment. The screening assessment will determine if the student is eligible for language assistance services. The following are approved screeners for the State of Alaska:

1. For kindergarteners
 - a. Kindergarten W-APT
 - b. WIDA MODEL for Kindergarten
2. For grades 1-12
 - a. WIDA Screener
 - b. WIDA MODEL

Language Assistance Services

Once a student is identified as eligible, districts are responsible for providing appropriate language assistance services. Appropriate EL services allow ELs to reach English proficiency and participate meaningfully in educational programs without EL support within a reasonable amount of time.

ACCESS for ELLs

Each spring, the English proficiency of identified English learners will be monitored using the ACCESS for ELLs English language proficiency (ELP) assessment by WIDA. This assessment measures students' academic English in four language domains: Listening, Speaking, Reading, and Writing. The assessment is aligned to WIDA's 5 English Language Development (ELD) standards:

1. Social & Instructional Language
2. Language of Language Arts
3. Language of Mathematics

4. Language of Science
5. Language of Social Studies

Students receive a score between 1.0 (Entering) and 6.0 (Reaching) in each domain and an overall composite score. Parents and guardians will receive score reports each year detailing their child's results.

Exit Requirements

Students are expected to transition out of EL programs and services as quickly as possible. Most students transition in four to seven years. In order to be exited from EL status, a student must meet specific criteria on ACCESS for ELLs, as set in Alaska Regulation. The student must have a composite score of 4.5 or higher.

To ensure that a student was not exited early, districts are responsible for monitoring former EL students' academic progress for four years after exiting.

English Learner Progress Indicator for the System for School Success

Each year, a growth target is calculated for each English learner. Growth targets are expected levels of growth in the student's score on ACCESS for ELLs from year to year.

The English Learner Progress indicator compares students' previous scores and current scores on ACCESS for ELLs. Students who meet or exceed their growth target are considered to have made progress. These results are reported in the System for School Success as the percentage of students who made progress.

CSI Schools – Lowest 5%

The FACTS:

After the passage of the Every Student Succeeds Act (ESSA), each state was required to write a plan outlining how they will evaluate how well schools are doing on a variety of indicators. The System for School Success is outlined in Alaska's State Plan and describes how DEED will create school designations and what supports these schools will receive.

Indicators within the System for School Success are:

- Academic Achievement looks at the percentage of students whose performance on the state's summative assessments demonstrate the skills and knowledge of the current grade-level content in English language arts and mathematics.
- Academic Growth looks at the percentage of students who improved or maintained from one year to the next on the statewide summative assessments in English and language arts and mathematics. It is not included in 2022 calculations.
- Graduation Rate looks at the percentage of students who graduated from high school with a diploma in four or five years.
- English Learner Progress calculates the percentage of English learners who meet or exceed their growth target toward attaining English language proficiency. English learners are students who have the influence of a language other than English.
- Chronic Absenteeism (School Quality/Student Success) looks at the percentage of students who missed less than 10% of the days they attended school.
- Grade 3 English Language Arts indicates how many students are proficient on the statewide summative assessment in English language arts.

An index value is determined for each school 10 students in a minimum of two indicators.

How is this school designation determined?

A school receives a designation of Comprehensive Support and Improvement- Lowest 5% (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 5% schools will be identified every three years.
 - CSI 5% schools remain in this designation for a minimum of three years.
- If after three years of designation schools do not show marked improvement they will be put under More Rigorous Interventions per the state (CSI-MRI).

Exit Criteria for This Designation

A school may exit this designation after 3 years if they:

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

What are CSI 5% schools required to do?

CSI 5% schools will conduct a thorough needs assessment and develop a school improvement plan with the input of local stakeholders (parents, school staff, community members, students, etc.) to address the reasons for designation and identified local needs for student success. The plan will include evidence-based interventions to improve adult practices and student performance.

Supports Available for CSI (Lowest 5%) Schools

These schools have access to school improvement resources to assist in the implementation of the school improvement plan. In addition, a school improvement coach will be assigned to support school improvement efforts, as resources allow.

These schools continue to have access to all the general supports provided by the district and DEED.

CSI Schools – Graduation Rate

The FACTS:

After the passage of the Every Student Succeeds Act (ESSA), each state was required to write a plan outlining how they will evaluate how well schools are doing on a variety of indicators. The System for School Success is outlined in Alaska's State Plan and describes how DEED will create school designations and what supports these schools will receive.

ESSA places nationwide emphasis on the graduation of eligible students. Solely considering graduation rate, all schools are designated for Comprehensive Support and Improvement - Graduation Rate (CSI-Grad Rate) if they are not graduating more than 66.67% of their students in four years.

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

How is this school designation determined?

- A school receives a designation of Comprehensive Support and Improvement-Graduation Rate (CSI Grad Rate) when a school's lagging four-year graduation rate is less than or equal to 66.67%.
- Schools are identified every three years.

Exit Criteria for This Designation

A school may exit after three years if the school attains greater than a 66.67% lagging graduation rate in the four-year graduation cohort.

What are CSI-Grad Rate schools required to do?

CSI Grad Rate schools will conduct a thorough needs assessment and develop a school improvement plan with the input of local stakeholders (parents, school staff, community members, students, etc.) to address the reasons for designation and identified local needs for student success. The plan will include evidence-based interventions to improve adult practices and student performance in order to improve graduation rates.

Supports Available for CSI-Graduation Rate Schools

These schools have access to school improvement resources to assist in the implementation of the school improvement plan.

These schools continue to have access to all the general supports provided by the district and DEED.

TSI/ATSI Schools

The FACTS:

After the passage of the Every Student Succeeds Act (ESSA), each state was required to write a plan outlining how they will evaluate how well schools are doing on a variety of indicators. The System for School Success is outlined in Alaska's State Plan and describes how DEED will create school designations and what supports these schools will receive.

Indicators within the System for School Success are:

- Academic Achievement looks at the percentage of students whose performance on the state's summative assessments demonstrate the skills and knowledge of the current grade-level content in English language arts and mathematics.
- Academic Growth¹ looks at the percentage of students who improved from one year to the next on the statewide summative assessments in English and language arts and mathematics.
- Graduation Rate looks at the percentage of students who graduated from high school with a diploma in four or five years.
- English Learner Progress calculates the percentage of English learners who meet or exceed their growth target toward attaining English language proficiency. English learners are students who have the influence of a language other than English.
- Chronic Absenteeism (School Quality/Student Success) looks at the percentage of students who missed less than 10% of the days they attended at the school.
- Grade 3 English Language Arts indicates how many students are proficient on the statewide summative assessment in English language arts.

An index value is determined for each subgroup within a school with 10 students in a minimum of two indicators.

How is this school designation determined?

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

- 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.
- A Title 1 school with a subgroup that is identified as TSI/ATSI for 3 consecutive identification cycles will then be identified as a CSI-TSI school.
- The nine subgroups of students 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 after 1 year if all subgroups within the school have an index value above the index value of the lowest 5% of Title I schools.

Supports Available for TSI/ATSI Schools

A district serving a designated TSI/ATSI school will conduct a thorough needs assessment and develop a school improvement plan focused on the subgroup of students. This plan will include the input of local stakeholders (parents, school staff, community members, students, etc.), address the reasons for designation, and consider local needs. The plan will include evidence-based interventions

¹ Not included in the 2022-2023 Accountability system

to improve adult practices and the performance of the identified student subgroup.

These schools have access to school improvement resources to assist in the implementation of the school improvement plan and continue to have access to general supports available to all schools.

CSI Schools – TSI

The FACTS:

After the passage of the Every Student Succeeds Act (ESSA), each state was required to write a plan outlining how they will evaluate how well schools are doing on a variety of indicators. The System for School Success is outlined in Alaska’s State Plan and describes how DEED will create school designations and what supports these schools will receive.

Indicators within the System for School Success are:

- Academic Achievement looks at the percentage of students whose performance on the state’s summative assessments demonstrate the skills and knowledge of the current grade-level content in English language arts and mathematics.
- Academic Growth¹ looks at the percentage of students who improved from one year to the next on the statewide summative assessments in English and language arts and mathematics.
- Graduation Rate looks at the percentage of students who graduated from high school with a diploma in four or five years.
- English Learner Progress calculates the percentage of English learners who meet or exceed their growth target toward attaining English language proficiency. English learners are students who have the influence of a language other than English.
- Chronic Absenteeism (School Quality/Student Success) looks at the percentage of students who missed less than 10% of the days they attended at the school.
- Grade 3 English Language Arts indicates how many students are proficient on the statewide summative assessment in English language arts.

An index value is determined for each subgroup within a school with 10 students in a minimum of two indicators.

How is this school designation determined?

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

- 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.
- The nine subgroups of students 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 after 1 year if all subgroups within the school have an index value above the index value of the lowest 5% of Title I schools.

Supports Available for CSI-TSI Schools

A district serving a designated CSI-TSI school will develop a school improvement plan focused on the subgroup of students. This plan will include the input of local stakeholders (parents, school staff, community members, students, etc.), address the reasons for designation, and consider local needs. The plan will include evidence-based interventions to improve adult practices and the performance of the identified student subgroup.

These schools have access to school improvement resources equivalent to CSI 5% to assist in the implementation of the school improvement plan and continue to have access to general supports available to all schools.

¹ Not included in the 2022-2023 Accountability system

Universal Support

The FACTS:

After the passage of the Every Student Succeeds Act (ESSA), each state was required to write a plan outlining how they will evaluate how well schools are doing on a variety of indicators. The System for School Success is outlined in Alaska's State Plan and describes how DEED will create school designations and what supports these schools will receive.

Indicators within the System for School Success are:

- Academic Achievement looks at the percentage of students whose performance on the state's summative assessments demonstrate the skills and knowledge of the current grade-level content in English language arts and mathematics.
- Academic Growth looks at the percentage of students who improved from one year to the next on the statewide summative assessments in English and language arts and mathematics
- Graduation Rate looks at the percentage of students who graduated from high school with a diploma in four or five years.
- English Learner Progress calculates the percentage of English learners who meet or exceed their growth target toward attaining English language proficiency. English learners are students who have the influence of a language other than English.
- Chronic Absenteeism (School Quality/Student Success) looks at the percentage of students who missed less than 10% of the days they attended at the school.
- Grade 3 English Language Arts indicates how many students are proficient on the statewide summative assessment in English language arts.

An index value is determined for each school with 10 students in a minimum of two indicators.

How is this school designation determined?

A school receives a designation of Universal Support if

- The index value is higher than school identified as the lowest 5% of Title I schools (Comprehensive Support and Intervention-lowest 5%)
- The graduation rate is higher than 66 2/3% for schools with grade 12 (Comprehensive Support and Intervention- Graduation Rate).
- The index values for each subgroup in their school is higher than schools identified as the lowest 5% of Title I schools (Targeted Support and Intervention)

Supports Available for Universal Support

- Statewide networks are aimed at connecting educators and supporting best practices in school improvement. Examples of statewide networks include the Alaska ECHO Project, Alaska Professional Learning Network (AKPLN), and AK RISE Rural Teachers Network.
- Webinars focused on school improvement topics highlight promising practices and success stories from across Alaska. In addition, technical assistance webinars for CSI and TSI schools provide additional support for continuous improvement efforts.

Long-term Goals and Measures

Accountability System

Alaska's Every Student Succeeds Act plan set long-term and interim goals for Academic Achievement, Graduation Rate, and English Learner Progress¹. This document outlines the process to calculate long-term and interim goals in these areas. For each graduation rate, achievement, and English learner progress, all exemptions have been applied prior to calculations of baseline percentages and current year percentages before evaluating whether goals have been met.

Academic Achievement (ELA & Math) by School, District and State levels

Initially, Alaska's long-term goal aimed to reduce percentage of non-proficient students on the statewide assessments by half in English language arts (ELA) and mathematics in 10 years, by the 2026/27 school year. In 2022, the U.S. Department of Education approved an addendum that allows Alaska to extend this by two years, now reaching the goal by the 2028/29 school year². Alaska will establish measures of interim progress as uniform annual increases in the percentage of students who are proficient for the *all students* group and student groups based on their respective starting points.

In spring of 2022, AK STAR was administered for the first time³. Spring 2022 scores set the baseline for long term goals.

Calculation steps for annual interim academic achievement goals. Steps are applied to all student groups and levels of State, district, and school for each ELA and mathematics.

There must be a minimum of full academic year (FAY) 10 students in the denominator at each level for all student groups that include:

1. All students
2. Economically disadvantaged students
3. English learners, including all monitored students
4. Student with disabilities
5. Race/ethnicity groups:
 - a. African American
 - b. Alaska Native/American Indian
 - c. Asian/Pacific Islander
 - d. Caucasian
 - e. Hispanic
 - f. Two or More Races

¹ <https://education.alaska.gov/akessa>, p. 15.

² <https://education.alaska.gov/akessa/stateplan/21-22-Addendum-Template%20final%20accessible.pdf>

³ <https://education.alaska.gov/assessments/akstar>

Calculation steps for academic achievement goals

1. **Determine baseline.** The first step is to identify the baseline percentage of proficient students using spring 2022 scores at the school, district, and State levels for all student groups. All levels must have 10 or more students to be evaluated for meeting interim goals.
 - a. If a level/student-group combination does not have 10 FAY students in 2017, determine whether the combination has at least 10 students in the following years up until the most recently available data. The first year with 10 students will serve as baseline.
2. **Determine whether the level/group met the 95% participation rate.** For a given level/group in every year, 95 percent of students must have a valid test score. If 95 percent of students did not have a valid test score, determine the number of additional students that would have had to test to reach the 95 percent rate. This number of students is considered not proficient for the purpose of long-term goal calculations. That is, these students go into the denominator but not the numerator.
 - a. Determine the number of students that were enrolled on the first day of testing and that were also expected to test.
 - b. If the participation rate was less than 95%, multiply the number enrolled on the first day of testing by .95 and round up to the largest whole number.
 - c. If the number tested is equal to or more than the number determined in *b* above, then no adjustment is needed. If the number of tested students is less than the number calculated in *b*, then determine the difference between the number tested and the number calculated in *b*.
 - d. The difference calculated in *c* above is added to the number of students that were not proficient. Please see example of *adjusted percent proficient* below.

A school had 102 students that were expected to take the statewide ELA test. Only 90 students tested, and 40 of those students were either proficient or advanced, and 50 students were not proficient.

- *.95 * 102 = 96.9, and the number tested is only 90. This school did not test 95 percent of its students, so the school's proficiency rate will need to be adjusted to account for this*
- *.95 * 102 = 96.9. Next, round up to the largest whole number, which is 97 (b)*
- *The number of tested students that were not proficient = 50. Due to not meeting the 95 percent participation rate, the adjusted number of not proficient students is now 50 + 7 = 57 (c)*
- *The adjusted numerator of students not proficient is 57 and adjusted denominator is 97. The numerator for students who are proficient is still 40.*

3. **Calculate percent proficient for current⁴ and baseline years.** Divide the numerator by the denominator and round to the nearest hundredth. Use the adjusted percent proficient if the level/group did not meet the 95 percent participation threshold.
4. **Calculate gap.** The goal is to reduce the percentage of non-proficient students by half over 10 years. Using the percent proficient, determine the percent of students that are not proficient and divide by two rounding to the nearest hundredth.
5. **Calculate annual interim goal rate of increase.** Divide the number calculated above by 10 (number of years to reach the goal) to determine the annual interim goal.
6. **Create annual interim goals.** Multiply the yearly percentage increase by the number of accountability years between baseline and current year, rounding to the nearest hundredth, and add to the baseline percentage⁵.
7. **Compare the annual interim goal.** The annual interim goal calculated in step 6 above is compared to the percentage of proficient students at each level/group. If the percentage is greater than or equal to the goal calculated in step 6, then the level/group has met the goal⁶.

⁴ In 2022, only the baseline percent proficient is calculated.

⁵ In 2020 and 2021, the US Department of Education paused accountability calculations and reporting. The 2020 and 2021 accountability rates are not considered in any accountability calculations. <https://education.alaska.gov/akessa/stateplan/21-22-Addendum-Template%20final%20accessible.pdf>

⁶ This step will not be conducted for 2022 goals as there is only a baseline.

Graduation rate (4- and 5-year cohorts) by student group in each level of school, district and State levels

Alaska determines the number of students who graduated within four years and five years from when they are first recorded as a ninth-grade student⁷. For accountability purposes, the State, district and school-level rates are calculated at the student-group level to determine whether or not the State, district and schools have met interim goals that will eventually lead to meeting the 10-year rates of 90 and 93 percent for 4- and 5-year long-term goals respectively⁸.

In 2019, DEED began to lag the graduation rate by one year to give districts ample time to make corrections to their cohorts before results were released for accountability⁹. In other words, the 2017/18 State, district and school graduation rates were again used in 2018/19 accountability. In 2022, the US Department of education granted a two-year extension to meet long-term graduation rate goals¹⁰ due to COVID-19. Please see table 1 below that summarizes accountability year alongside cohort years that are used to calculate interim and long-term goals for graduation rate.

Table 1. Accountability years and corresponding cohort graduation years

Accountability year	Cohort year used	Reason
2017/18	2017/18	Lagging had not yet occurred, so accountability year and cohort year are the same.
2018/19	2017/18	First year graduation rate is lagged for accountability purposes, so previous year is used.
2019/20	NA	Accountability calculations paused for COVID-19.
2020/21	NA	Accountability calculations paused for COVID-19.
2021/22	2020/21	Continue use of lagged graduation year for accountability purposes

Calculation steps for annual interim graduation rate goals. Steps are applied to all student groups and levels of State, district, and school.

There must be a minimum of 10 students in the denominator at each level for all student groups that include:

1. All students
2. Economically disadvantaged students
3. English learners, including all monitored students
4. Student with disabilities
5. Race/ethnicity groups:

⁷ https://education.alaska.gov/Stats/HSGraduates/Graduation_Rate_Fact_Sheet.pdf

⁸ The State, district, and/or school levels have 10 years to meet the long-term goals from the first year they have at least 10 students in the level/student-group.

⁹ <https://oese.ed.gov/files/2021/04/Alaska-Final-Consolidated-State-Plan-PDF.pdf>, p. 18

¹⁰ For more information on previous goals, see p. 18 here:

https://education.alaska.gov/akessa/stateplan/00_Alaska%20ESSA%20Plan_April2021.pdf

- a. African American
- b. Alaska Native/American Indian
- c. Asian/Pacific Islander
- d. Caucasian
- e. Hispanic
- f. Two or More Races

Calculation steps for graduation rate goals

1. **Create baseline file.** The first year DEED calculated graduation rates for the purpose of determining whether the State, districts and schools were on track to meet long-term goals was 2018. Therefore, the first step is to create baseline files at each level (State, district and school) for all student groups. The baseline year is 2016/17 and includes both 4- & 5-year cohort graduation rates.
 - a. All levels must have 10 or more students to be evaluated for meeting interim goals. If a level/student-group combination does not have 10 students in 2017, determine whether the combination has at least 10 students in the following years up until the most recently available data. The first year with 10 students will serve as baseline.
2. **Calculate gap between long-term goal and baseline year.** The long term 4-Year Grad-Rate Goal is 90 percent, and the long-term 5-Year Grad-Rate Goal is 93 percent in 10 years, and considering lag years and COVID-19 exception years (see table 1). Determine the difference between the baseline and goals (90 and 93 percent for four- and five-year respectively) and divide by 10, rounding to the nearest hundredth.
3. **Create annual interim goals.** Multiply the yearly percentage increase by the number of accountability years between baseline and current year, rounding to the nearest hundredth, and add to the baseline percentage¹¹.
4. **Compare the annual interim goal.** The annual interim goal is compared to the percentage of students that graduated in each the 4- and 5-year cohorts at each level/group. If the percentage of graduates is greater than or equal to the goal calculated above, then the level/group has met the goal.

¹¹ Due to rounding and in order to have consistent year-to-year goals, this creates goals for some that are just under or just above the 90/93 percent goals. In these cases, student group/level combinations will be held harmless by getting credit for meeting the lowest number. Only the final year is impacted.

English Learner Progress in each level of school, district and State levels

Initially, Alaska's long-term goal for the percentage of English learners making adequate progress toward English language proficiency on ACCESS was set at 70 by the 2026/27 school year¹². In 2022, the US Department of education granted a two-year extension to meet long-term graduation rate goals¹³ due to COVID-19.

Calculation steps for annual interim English learner progress goals. Unlike achievement and graduation rate, English learner progress long-term and interim goals are only calculated for the students that take the ACCESS test. A minimum number of 10 students must be in the denominator at the State, district, and school levels.

1. **Create baseline percentage.** In 2017, the test to measure English learner proficiency changed, therefore this is the baseline year¹⁴. The first year that the percent making progress was calculated was 2019 (students whose proficiency adequately grew according to student-level goal¹⁴).
2. **Calculate gap between long-term goal and baseline year.** The long-term goal for students making progress is 70 percent in 10 years from the baseline year, and considering COVID-19 exception years. Determine the difference between the baseline and goal and divide by 10, rounding to the nearest hundredth.
3. **Create annual interim goals.** Multiply the yearly percentage increase by the number of accountability years between baseline and current year, rounding to the nearest hundredth, and add to the baseline percentage¹⁵.
4. **Compare the annual interim goal.** The annual interim goal is compared to the percentage of students making progress in the current year to the annual interim goal. If the percentage is greater than or equal to the goal calculated above, then the level has met the goal.

¹² https://education.alaska.gov/akessa/stateplan/00_Alaska%20ESSA%20Plan_April2021.pdf, p. 21.

¹³ For more information on previous goals, see p. 18 here:

https://education.alaska.gov/akessa/stateplan/00_Alaska%20ESSA%20Plan_April2021.pdf. The State/district/school has 10 years to reach the long term 70 percent goal from their baseline year.

¹⁴ Please see https://education.alaska.gov/akessa/stateplan/00_Alaska%20ESSA%20Plan_April2021.pdf for a description of how progress is measured at the student level, p. 26.

¹⁵ Due to rounding and in order to have consistent year-to-year goals, this creates goals for some that are just under or just above the 70 percent goal. In these cases, the State, district and/or school will be held harmless by getting credit for meeting the lowest number. Only the final year is impacted.