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 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.

**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.

**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.
System for School Success

**WHY** were these indicators selected?

The *System for School Success* is Alaska’s new 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, student growth, graduation rate, and progress in achieving English language proficiency. 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 over three years. 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.*
System for School Success

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 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. In Alaska, over one quarter of our students are chronically absent from school.

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?
Further UNDERSTANDING the System for School Success

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.

**Topic:** Graduation Rate Indicator

**Measures:** Four-Year Graduation Rate
Five-Year Graduation Rate

**Description:** The four-year graduation rate includes those students who earn a diploma within four years of entering ninth grade for the first time. The five-year graduation rate includes those students who graduate within five years of entering ninth grade for the first time.

**New this Year:** This is not a new indicator, however, graduation rates from 2018, instead of 2019, will be used to calculate the index value. Moving forward the previous year’s graduation rate will be used in the current year’s calculation.

**Fact:** The graduation rate is calculated by dividing the number of students who graduated by the total number of students in the cohort. Graduation rate is calculated for both four-year and five-year cohorts. A cohort refers to a group of students who are in the same grade level or class of students.

**Index Score:** Graduation rate accounts for 20 percent of a school’s overall index score for schools that serve grades 7 and above (15 percent for the four-year graduation rate and 5 percent for the five-year graduation rate).

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Schools that Serve Grades 7 and Above

- Graduation Rate: 20%
- Growth: 40%
- Achievement: 20%
- EL Progress: 10%
- Chronic Absenteeism: 10%
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.

Topic: English Learner Progress Indicator

Measures: English Learner Progress towards English Language Proficiency

Description: The English learner progress indicator looks at the percentage of full academic year (FAY) English learners in grades 1-12 who met their growth target.

New this Year: N/A

Fact: Language proficiency is a measurement of where students are in the process of language development. Growth targets are determined annually based on student performance on the statewide ACCESS for ELLs assessment. ACCESS for ELLs measures students’ abilities to understand and produce English used within school settings. The four sections of the test are Listening, Reading, Speaking, and Writing.

Index Score: English learner progress accounts for 15 percent of a school’s overall index score for schools that serve grades K-6, and 10 percent for schools that serve grades 7 and above.
ACADEMIC ACHIEVEMENT

The academic achievement indicator looks at 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.

**Topic:** Academic Achievement Indicator

**Measures:** English Language Arts Proficiency
Mathematics Proficiency

**Description:** The academic achievement indicator looks at the percentage of full academic year (FAY) students in grades 3-9 who scored at the proficient or advanced achievement levels on the statewide summative assessments or the statewide alternate summative assessment in English Language Arts (ELA) and mathematics.

**New this Year:** N/A

**Fact:** Students with the most significant cognitive disabilities who take the alternate assessment, Dynamic Learning Maps (DLM), are included. DLM test scores are only included in the Academic Achievement and Grade 3 English Language Arts Proficiency indicators.

**Index Score:** Academic achievement accounts for 30 percent of a school’s overall index score for schools that serve grades K-6 (15 percent for each content area), and 20 percent for schools that serve grades 7 and above (10 percent for each content area).
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.

**Topic:** Academic Growth Indicator

**Measures:** Growth in English Language Arts

Growth in Mathematics

**Description:** The academic growth indicator looks at the percentage of full academic year (FAY) students in grades 3-9 whose scale scores increased from one year to another by half of an achievement level in English Language Arts (ELA) and Mathematics.

**New this Year:** N/A

**Fact:** For this indicator the four achievement levels are broken down into eight sub-categories, ranging from Far Below Proficient Low (FBP Low) to Advanced High (A High). Proficiency levels are dependent on the subject area, student scale score, and grade level. A student who scored at the proficient or advanced level in the previous year will be considered to have made growth by retaining or improving the student's achievement level in the current year. A student who scored below proficient or far below proficient in the previous year will be considered to have made adequate growth by improving the achievement sub-level from the previous year.

**Index Score:** Academic growth accounts for 40 percent of a school’s overall index score for all schools (20 percent for each content area).
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.

**Topic:** School Quality/Student Success Indicator – Chronic Absenteeism

**Measures:** Student Chronic Absenteeism

**Description:** The chronic absenteeism indicator represents the percentage of students enrolled for at least one-half of the school term that did NOT meet the definition of chronically absent. If 15 percent of the students in the grade span were chronically absent, the value would be 85.

**New this Year:** N/A

**Fact:** Only students that have been enrolled for at least one-half of the school term are considered in the chronic absenteeism indicator. The chronic absenteeism indicator is not considered for correspondence schools and schools located in facilities where students are incarcerated.

**Index Score:** Chronic absenteeism accounts for 10 percent of a school’s overall index score for all schools.
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.

**Topic:** School Quality/Student Success Indicator – 3rd Grade ELA Proficiency

**Measures:** Grade 3 English Language Arts Proficiency

**Description:** The grade 3 ELA indicator represents the percentage of full academic year (FAY) students in grade 3 who received a score of proficient or advanced based on the achievement levels on the statewide summative assessment (PEAKS and DLM) in English Language Arts (ELA).

**New this Year:** N/A

**Fact:** This indicator looks at the number of grade 3 students who scored either proficient or advanced on the PEAKS ELA summative assessment or were At Target or Advanced on the DLM ELA summative assessment. Grade 3 ELA proficiency is calculated by dividing the number of Grade 3 FAY students at the proficient or advanced achievement level on the PEAKS ELA or were At Target or Advanced on the DLM ELA summative assessments by the total number of FAY Grade 3 students that tested.

**Index Score:** Grade 3 ELA proficiency accounts for 5 percent of a school’s overall index score for schools that serve grades K-6.
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 will be identified annually.
- CSI (Lowest 5%) schools remain in this designation for a minimum of 3 years.

EXIT CRITERIA FOR THIS DESIGNATION
To exit this designation, a school may exit after 3 years if they:

- Meet the school’s long term goals or measures of interim progress for the all students group in academic achievement in ELA and mathematics,
- Meet the required 4-year graduation rate, and
- Meet English Learner Progress growth targets (as applicable).

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 2/3%.
- Schools are identified annually.

EXIT CRITERIA FOR THIS DESIGNATION
A school may exit after one year if the school attains greater than a 66 2/3% graduation rate in the four-year graduation cohort.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school receives a designation of Targeted Support and Improvement (TSI) when:

- A school has one or more subgroups whose index value is less than or equal to the highest-performing CSI-lowest 5% school.
- A school with a subgroup that is identified as TSI for more than 3 years will then be identified as a CSI 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 highest-performing CSI-lowest 5% school.

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 2/3% for schools with grade 12.
- The index values for each subgroup 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.
System for School Success

**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](http://education.alaska.gov/compass)
System for School Success

Resources – Fact Sheets

Fact Sheet on Assessments
Fact Sheet on English Language Arts Standards
Fact Sheet on Mathematics Standards
Fact Sheet on English Learners
Fact Sheet on CSI-Lowest 5% Schools
Fact Sheet on CSI- Graduation Rate Schools
Fact Sheet on TSI Schools
Fact Sheet on Universal Support Schools
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 a chance 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 4, 8, and 10 in science.

A statewide summative assessment is important for three reasons. First, these assessments provide information for parents, 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.

The summative assessment Alaska administers is called Performance Evaluation for Alaska Schools, or PEAKS. The PEAKS assessments are intended to measure the skills and concepts in the Alaska English Language Arts and Mathematics Standards adopted in 2012. The ELA and mathematics content assessments contain questions to measure Alaska’s college-and-career-ready standards.

Alaska partners with Data Recognition Corporation (DRC) to administer PEAKS and 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.

Resources to help students and educators prepare for PEAKS are available. Online Tools Training (OTT) and Student Tutorials are available to aid students and teachers in preparing for the computer-based assessment. The purpose of the OTT and Student Tutorials is to familiarize students with the testing platform and to give them an opportunity to experience the computer-based test environment and practice using the technology. For students taking the paper-based assessment, grade-level specific item samplers are available for each content area. These item samplers provide examples of items that students may encounter when taking the assessment. The item samplers, information about the OTT and Student Tutorials, and an Educator Guide to Student Preparation are all available on the Student Preparation webpage.

The ELA assessment contains a Text-Dependent Analysis (TDA) item in which students will formulate a written response based on a prompt using specific evidence from a set of reading passages. TDA resources for educators can be found on the PEAKS webpage, Text-Dependent Analysis (TDA) tab.

Student supports for students with disabilities and English learners are provided. Student supports are available for the PEAKS and Alaska Science assessments. For more information about allowable tool for all students as well as accommodations, please refer to the Participation Guidelines for Inclusion of Students in State Assessments, December 2017 and the Handbook for the Participation Guidelines available on the DEED Accommodations webpage.

DEED values educator’s input and expertise. Alaska educators from all districts were invited to participate in an alignment study that ensures the alignment of the assessment to the ELA and math standards, as well as review items created specifically for Alaska.

More information about Alaska’s summative assessment can be found on the PEAKS webpage.
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 tests 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. These tests are also called “outcome assessments.”

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 from “Distinguishing Formative Assessment from Other Educational Assessment Labels” CCSSO Formative Assessment for Students and Teachers (FAST) State Collaborative, 2012
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.
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.
**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:

1. a composite score of 4.5 or higher;
2. a score of 4.0 or higher in each tested domain – reading, speaking, and listening; and
3. a score of 3.8 or higher in the writing domain.

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.

- **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 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%

- 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 will be identified annually.

- CSI (Lowest 5%) schools remain in this designation for a minimum of 3 years.

**Exit Criteria for This Designation**

To exit this designation, a school may exit after 3 years if they:

- Meet the school’s long term goals or measures of interim progress for the all students groups in academic achievement in ELA and mathematics,

- Meet the 4-year graduation rate of 66 2/3%, and

- Meet English Learner Progress growth targets (as applicable).

**What are CSI (lowest 5%) schools required to do?**

CSI (Lowest 5%) schools will develop a school improvement plan with the input of local stakeholders (parents, school staff, community members, students, etc.) to address the six indicators, reasons for designation, and identified local needs. The plan will include interventions to improve student performance.

**Supports Available for CSI (Lowest 5%) Schools**

These schools have access to school improvement funds 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.
A RESOURCE FOR EDUCATORS AND PARENTS

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 (CSI-Grad Rate) if they are not graduating more than 2/3 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 four-year graduation rate is less than or equal to 66 2/3%.
- Schools are identified annually.

Exit Criteria for This Designation

A school may exit after one year if the school attains greater than a 66 2/3% graduation rate in the four-year graduation cohort.

What are CSI-Graduation schools required to do?

CSI (Grad Rate) schools will develop a school improvement plan with the input of local stakeholders (parents, school staff, community members, students, etc.) to address the low graduation rate. This plan will address the reasons for designation, identify local needs as well as include interventions to improve graduation rates.

Support Available for CSI-Graduation Rate Schools

These schools have access to school improvement funds 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.
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 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 (TSI) 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 school with a subgroup that is identified as TSI for more than 3 years will then identified as a CSI 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 Schools

A district serving a designated 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 six indicators and reasons for designation, and consider local needs. The plan will include interventions to improve performance of the identified student subgroup.

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