

2018-2019 Guide to the System for School Success

A Resource for Educators and Parents



Alaska Department of Education & Early Development

education.alaska.gov

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.

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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.

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HOW do I use this information?

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



GRADUATION RATE

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

What is being measured?

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

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

Why is this important?

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

Questions to ask

What are the reasons students are not graduating?

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

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



ENGLISH LEARNER PROGRESS

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

What is being measured?

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

Why is this important?

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

Questions to ask

What is my school doing to support English learners?

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

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

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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?

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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?

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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

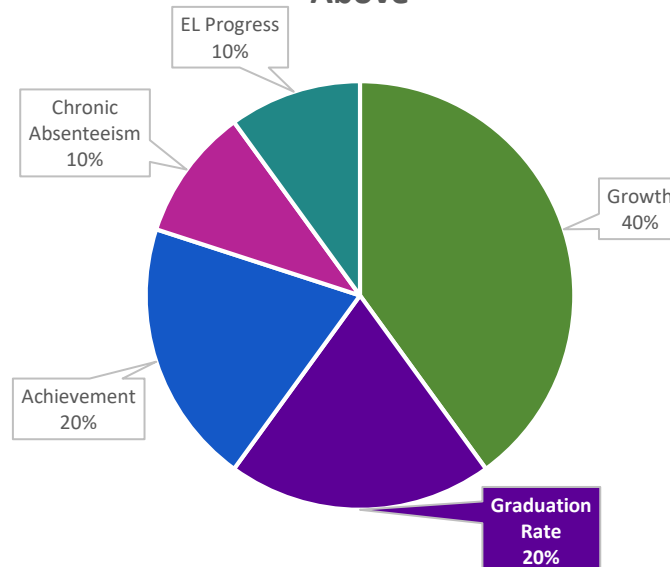
Description: The four-year graduation rate includes those students who earn a diploma within four years of entering ninth grade for the first time. The five-year graduation rate includes those students who graduate within five years of entering ninth grade for the first time.

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).

Schools that Serve Grades 7 and Above



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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

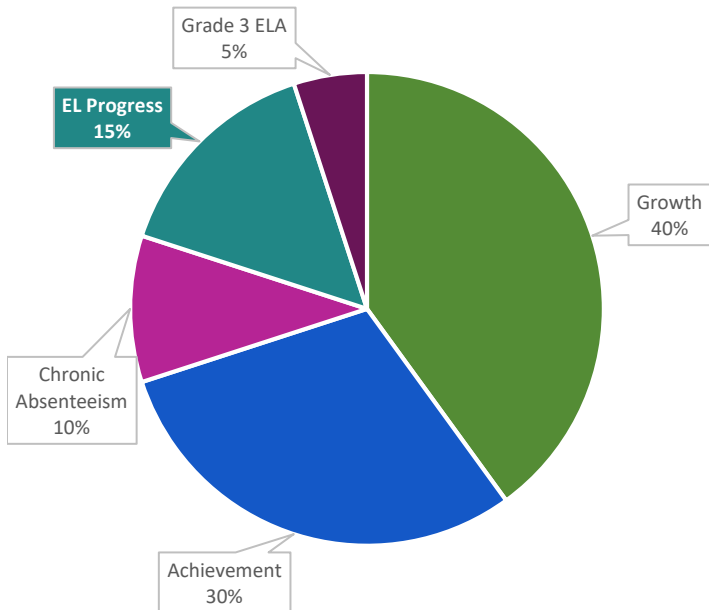
Description: The English learner progress indicator looks at the percentage of full academic year (FAY) English learners in grades 1-12 who met their growth target.

New this Year: N/A

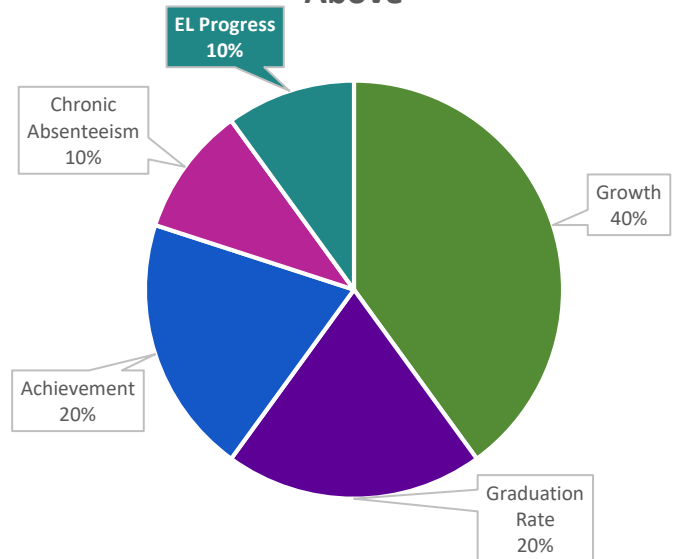
Fact: Language proficiency is a measurement of where students are in the process of language development. Growth targets are determined annually based on student performance on the statewide ACCESS for ELLs assessment. ACCESS for ELLs measures students' abilities to understand and produce English used 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.

Schools that Serve Grades K-6



Schools that Serve Grades 7 and Above



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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

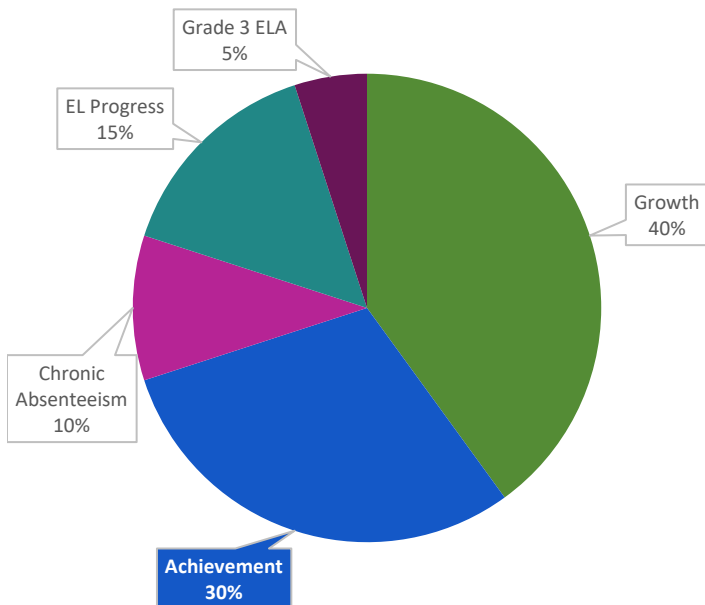
Description: The academic achievement indicator looks at the percentage of full academic year (FAY) students in grades 3-9 who scored at the proficient or advanced achievement levels on the statewide summative assessments or the statewide alternate summative assessment in English Language Arts (ELA)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

New this Year: N/A

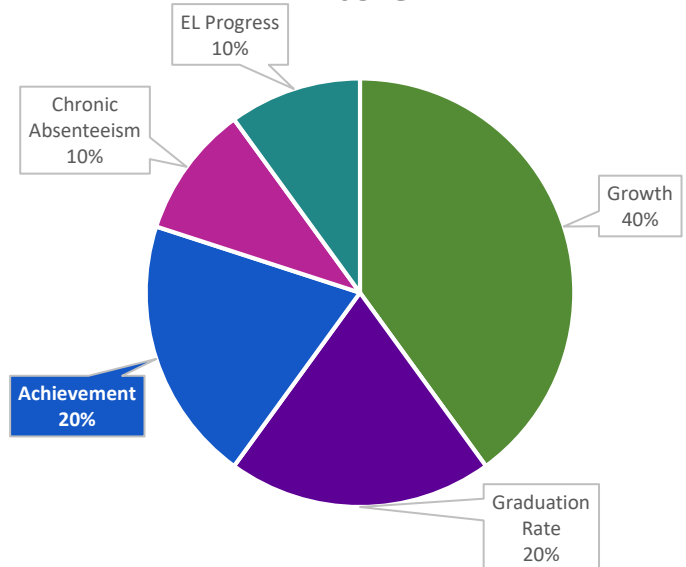
Fact: Students with the most significant cognitive disabilities who take the alternate assessment, Dynamic Learning Maps (DLM), are included. DLM test scores are only included in the Academic Achievement and Grade 3 English Language Arts Proficiency indicators.

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).

Schools that Serve Grades K-6



Schools that Serve Grades 7 and Above



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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

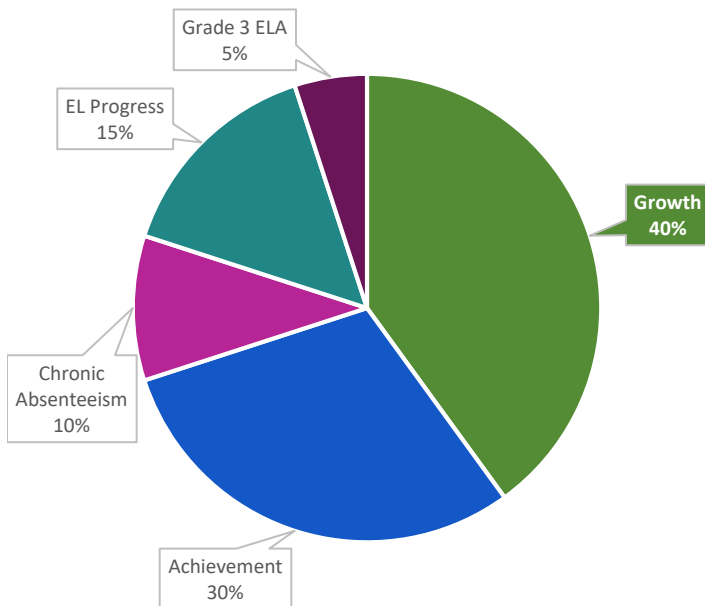
Description: The academic growth indicator looks at the percentage of full academic year (FAY) students in grades 3-9 whose scale scores increased from one year to another by half of an achievement level in English Language Arts (ELA) and Mathematics.

New this Year: N/A

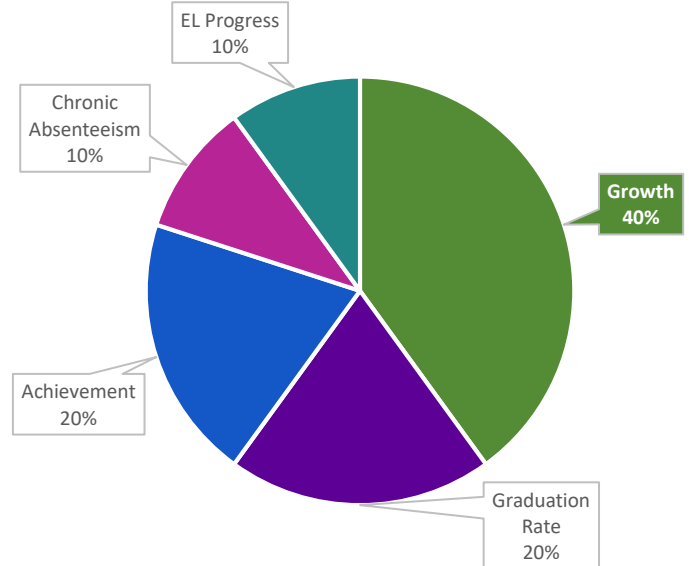
Fact: For this indicator the four achievement levels are broken down into eight sub-categories, ranging from Far Below Proficient Low (FBP Low) to Advanced High (A High). Proficiency levels are dependent on the subject area, student scale score, and grade level. A student who scored at the proficient 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).

Schools that Serve Grades K-6



Schools that Serve Grades 7 and Above



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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

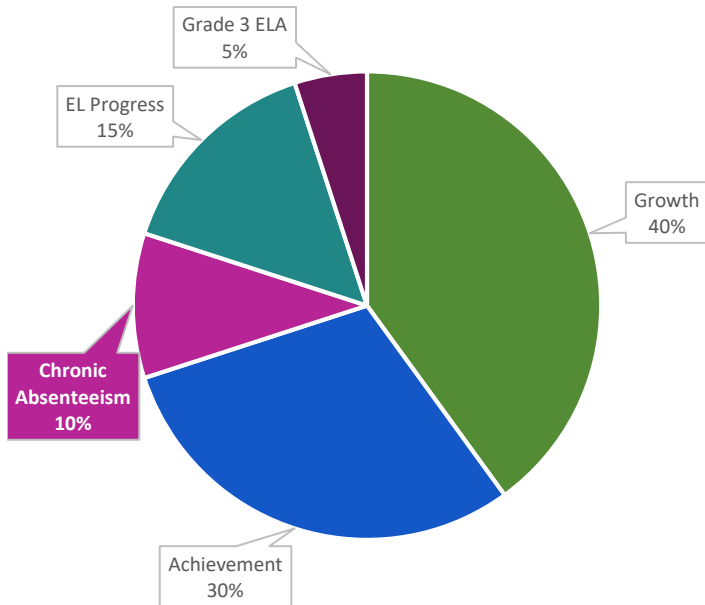
Description: The chronic absenteeism indicator represents the percentage of students enrolled for at least one-half of the school term that did NOT meet the definition of chronically absent. If 15 percent of the students in the grade span were chronically absent, the value would be 85.

New this Year: N/A

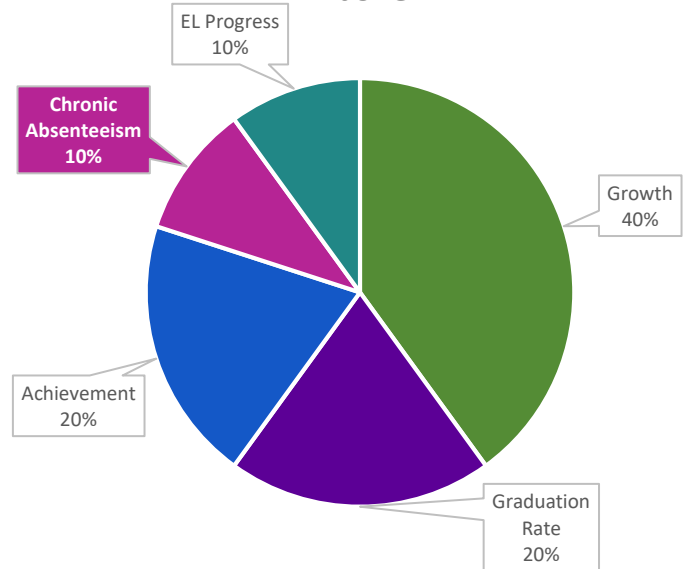
Fact: Only students that have been enrolled for at least one-half of the school term are considered in the chronic absenteeism indicator. The chronic absenteeism indicator is not considered for correspondence schools and schools located in facilities where students are incarcerated.

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

Schools that Serve Grades K-6



Schools that Serve Grades 7 and Above



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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

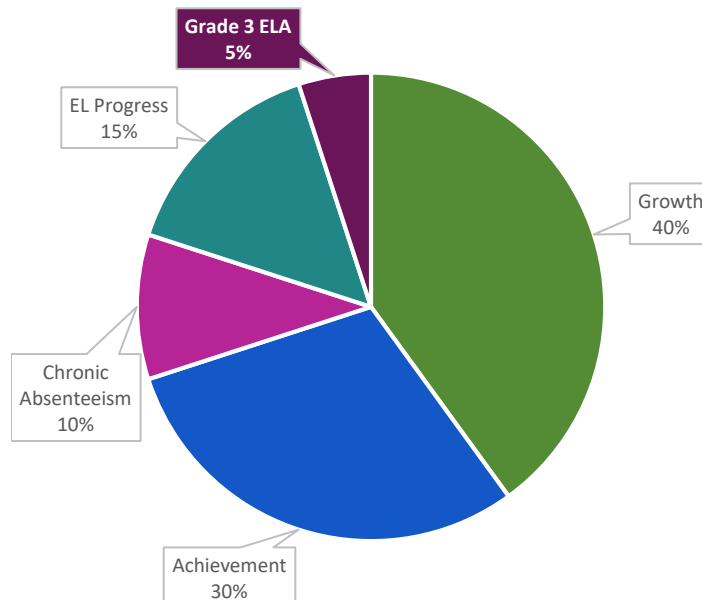
Description: The grade 3 ELA indicator represents the percentage of full academic year (FAY) students in grade 3 who received a score of proficient or advanced based on the achievement levels on the statewide summative assessment (PEAKS and DLM) in English Language Arts (ELA).

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.

Schools that Serve Grades K-6



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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 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.

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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.

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WHAT are some questions I can ask my school?

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

The Compass: A Guide to Alaska's Public Schools

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

The Compass offers users the ability to review a single school profile, compare two schools, and explore options for student learning.

<http://education.alaska.gov/compass>

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

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.