

# 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 Progress<sup>1</sup>. 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 year<sup>2</sup>. 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 time<sup>3</sup>. 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

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

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

<sup>3</sup> <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 current<sup>4</sup> 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 percentage<sup>5</sup>.
  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 goal<sup>6</sup>.

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<sup>4</sup> In 2022, only the baseline percent proficient is calculated.

<sup>5</sup> 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>

<sup>6</sup> 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 student<sup>7</sup>. 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 respectively<sup>8</sup>.

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 accountability<sup>9</sup>. 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 goals<sup>10</sup> 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:

<sup>7</sup> [https://education.alaska.gov/Stats/HSGraduates/Graduation\\_Rate\\_Fact\\_Sheet.pdf](https://education.alaska.gov/Stats/HSGraduates/Graduation_Rate_Fact_Sheet.pdf)

<sup>8</sup> 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.

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

<sup>10</sup> For more information on previous goals, see p. 18 here:

[https://education.alaska.gov/akessa/stateplan/00\\_Alaska%20ESSA%20Plan\\_April2021.pdf](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 percentage<sup>11</sup>.
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.

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<sup>11</sup> 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 year<sup>12</sup>. In 2022, the US Department of education granted a two-year extension to meet long-term graduation rate goals<sup>13</sup> 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 year<sup>14</sup>. The first year that the percent making progress was calculated was 2019 (students whose proficiency adequately grew according to student-level goal<sup>14</sup>).
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 percentage<sup>15</sup>.
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.

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<sup>12</sup> [https://education.alaska.gov/akessa/stateplan/00\\_Alaska%20ESSA%20Plan\\_April2021.pdf](https://education.alaska.gov/akessa/stateplan/00_Alaska%20ESSA%20Plan_April2021.pdf), p. 21.

<sup>13</sup> For more information on previous goals, see p. 18 here:

[https://education.alaska.gov/akessa/stateplan/00\\_Alaska%20ESSA%20Plan\\_April2021.pdf](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.

<sup>14</sup> Please see [https://education.alaska.gov/akessa/stateplan/00\\_Alaska%20ESSA%20Plan\\_April2021.pdf](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.

<sup>15</sup> 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.