

4. Statewide Accountability System and School Support and Improvement Activities

(ESEA section 1111(c) and (d)):

i. Subgroups (ESEA section 1111(c)(2)):

- a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

The nine subgroups identified by the State for inclusion in the accountability system are:

- African American
- Alaska Native/American Indian
- Asian/Pacific Islander
- Caucasian
- Hispanic
- Two or More Races
- Students with Disabilities
- English Learners
- Economically Disadvantaged

These subgroups are those required under ESSA.

- b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.

None

- c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

Yes

No

Alaska has included students formerly identified as English learners for two years in the accountability system under NCLB. The State will include formerly identified English learners in the accountability system for four years. Alaska will phase in this provision by including students formerly identified as ELs for three years after exit beginning in the 2018-2019 school year, and for four years after exit beginning in the 2019-2020 school year. Stakeholders have indicated over time that it is important to recognize the progress made by English learners and to include their assessment results for a period of time after they have become proficient in English.

- d. If applicable, choose one of the following options for recently arrived English learners in the State:
- Applying the exception under ESEA section 1111(b)(3)(A)(i); or
 - Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
 - Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

Consistent with current practice in Alaska, exception 1111(b)(3)(A)(i) allows the state to exempt recently arrived English learners from one administration of the English language arts (ELA) content assessment. EL students must take the math assessment and the English language proficiency assessment. Performance on the math content assessment may be excluded from the accountability system during the recently arrived EL's first year. In the following years, the student must take the ELA and math content assessments, and those scores are included in the accountability system.

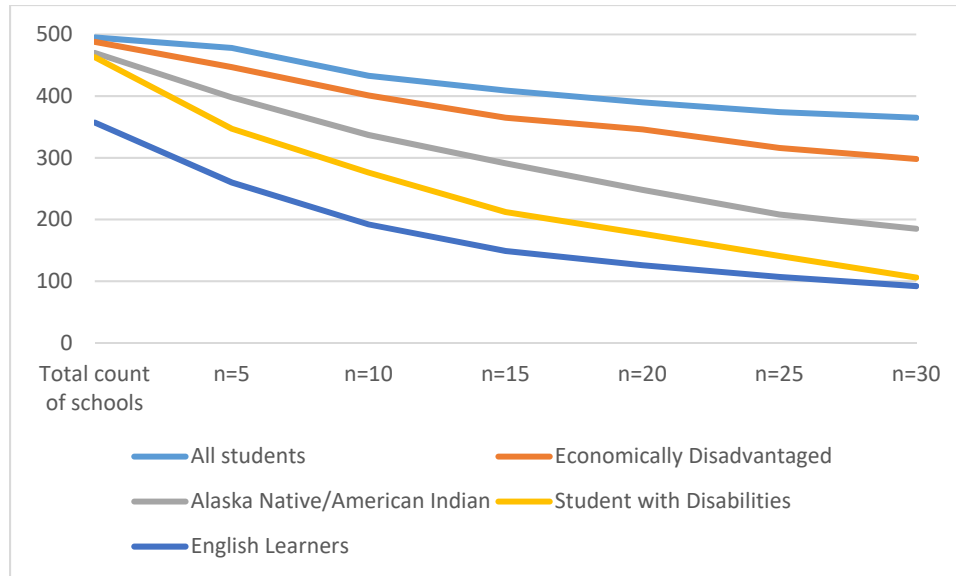
ii. Minimum N-Size (ESEA section 1111(c)(3)(A))

- a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

Alaska will use 10 as the minimum number of students (minimum *n*-size) necessary for an indicator to be included in a school's accountability score and designation. The minimum *n*-size of 10 applies to the all students group and other subgroups for all purposes of the accountability system. As has been the case in Alaska, the minimum *n*-size represents a balance between recognizing the small size of many subgroups and schools, prioritizing and ensuring student privacy, and incorporating actionable data into the accountability system.

- b. Describe how the minimum number of students is statistically sound.

In proposing a minimum *n*-size of 10, Alaska considered the number of students in the all students group as well as those in subgroups that would be included in the accountability system for academic achievement. DEED analyzed data for minimum *n*-sizes of five, 10, 15, and 20. The chart below shows the number of schools that would be included in the accountability system for the all students group as well as the other subgroups based on one year of data in 2015. The number of schools included in the accountability system for the all students group ranged from 94.3% with an *n*-size of five, to 86.7% with an *n*-size of 10, and 80.6% with an *n*-size of 15.



Most stakeholders indicated a preference for an n -size between five and 10 to include as many subgroups in as many schools as possible. In considering the impact of n -sizes of five and 10, Alaska reviewed data on the percentage of students and the percentage of schools that would be included for the all students group and for the four major subgroups represented in Alaska. The data showed that most of the students in the state would be included under either scenario. The difference in the percentage of students included is more a factor of the number of small schools in the state than it is a factor of the minimum n -size. There was a greater difference in the percentage of schools that would be captured for the all students group as well as for the major subgroups.

Data variability from year to year was also considered. With small n -sizes, the change in one student's performance (from proficient to not proficient for example), has a significant impact on the school's achievement. For example, with an n -size of five, the performance of one student represents 20% of the unweighted achievement score, but with an n -size of 10, the performance of one student is reduced to 10% of the unweighted achievement score. Data were also reviewed comparing the performance rankings of schools in mathematics and in reading for the years of 2011-2012 through 2013-2014 based on minimum n -sizes of one and 15. These data clearly showed that the larger the n -size, the less variance in the school's performance ranking and the greater the stability of the data.

The following chart shows the comparison of the percentage of schools that would be included using a minimum n -size of five in each year and using a minimum n -size of 10 aggregated over three years. As the data shows, while the percentages are similar using the two options, in all cases the percentage of schools included for accountability is greater if using a minimum n -size of 10 with three years of aggregated data.

Percentage of Schools Represented with Given Years and Minimum *n* Sizes

Student Groups	Percentage of schools represented using one year of data and minimum <i>n</i> = 5	Percentage of schools represented using 3 years of data and minimum <i>n</i> = 10
All Students	94.3	95.0
Alaska Native/Amer. Indian	81.9	86.2
Economically Disadvantaged	91.1	93.5
English Learners	74.9	75.3
Students with Disabilities	76.0	78.9

DEED’s original intention was to transition to aggregating up to three years of data (data from the previous two years plus data from the current year) for any indicator when the minimum *n* is not achieved. This approach would have resulted in a significant number of schools not meeting the minimum *n* in any of the academic indicators. In order to include all public schools in the system of annual meaningful differentiation, Alaska will instead aggregate up to three years of available data when calculating index scores and determining designations for the 2018-2019 school year in the fall of 2018.

- c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

DEED gathered specific stakeholder input at the Alaska Principals’ Pre-Conference and from the Alaska ESSA State Plan Advisory Committee. The Advisory Committee members included teachers, principals, other school leaders, and parents. General feedback was received from the public on the first draft of the state plan. Many responses were in the range of an *n*-size of five or somewhere between five and 10, with rationale being that Alaska should hold the most schools accountable. Others were on the higher end of 10 or 20, with the rationale that there can be greater variability in smaller subgroups. Stakeholders indicated a preference for aggregating data over three years when the minimum *n* is not met to include more schools and subgroups. As described in the previous section, Alaska will aggregate up to three years of available data when calculating index scores and determining designations for the 2018-2019 school year in the fall of 2018.

- d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.

(Consistent with ESEA section 1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the “Family Educational Rights and Privacy Act of 1974”). When selecting a minimum *n*-size for reporting, States should consult the Institute for Education Sciences report “Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information” to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

DEED employs suppression rules in public reporting to protect student privacy. These rules are based on an *n*-size of five whether there are two or four reporting categories. The suppression rules are most often applied to assessment results to prevent the linkage of a particular performance level to a specific student. These rules also serve as a starting point when there is a need to suppress non-assessment datasets, including special education child counts and discipline statistics. DEED consults with the U.S. Department of Education’s Privacy Technical Assistance Center when unique suppression-related challenges emerge.

DEED uses a multi-step approach to data suppression that considers both the count of students and the distribution of students among the reporting categories. DEED's two-way suppression rules specifically for assessment reporting are:

1. If the count of tested students is less than five, no results are reported.
2. If the count of tested students is five or higher, and one of the reporting categories (Proficient or Not Proficient) has zero, one, or two student(s), percentage ranges are reported instead of the actual percentages. Otherwise, the actual percentages are reported.
3. If a percentage range needs to be reported, the range depends on the count of tested students:

Number of Tested Students	Percentage Range Published
5-7	≥60% or ≤40%
8-9	≥75% or ≤25%
10-19	≥80% or ≤20%
20-39	≥90% or ≤10%
40 or more	≥95% or ≤5%

- e. If the State’s minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State’s minimum number of students for purposes of reporting.

Alaska’s minimum number of students for purposes of reporting has been and will continue to be five. As noted in Section A.4.ii.d., Alaska’s suppression rules are based on an *n*-size of five whether there are two or four reporting categories.

iii. Establishment of Long-Term Goals (*ESEA section 1111(c)(4)(A)*):

- a. Academic Achievement. (*ESEA section 1111(c)(4)(A)(i)(I)(aa)*)
 1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

Students in grades 3-10 took the Performance Evaluation for Alaska’s Schools (PEAKS) assessment for the first time in spring 2017. In spring 2018, the only grade in high school to be assessed will be grade 9.

Also, the grade 9 math assessment will transition to an algebra-based assessment. These two changes will affect the 2017 baseline data used to determine long-term goals and measures of interim progress for academic achievement as measured by statewide assessments. In 2017, 39.4 percent of students in grades 3-9 were proficient on the ELA assessment. Also in 2017, 35.4 percent of students in grades 3-8 were proficient on the math assessment. Standard setting will be required following the administration of the 2018 grade 9 math assessment; therefore, 2017 grade 9 math results cannot be compared to 2018 grade 9 math results. The percentages noted in this paragraph include full academic year students (FAY)¹ only.

Alaska proposes a long-term goal of reducing by half the percentage of non-proficient students on the statewide assessments in English language arts (ELA) and mathematics in 10 years (by the 2026-2027 school year). This aligns with the State Board of Education & Early Development's strategic priority to amplify student learning. The rationale for choosing this goal is to provide a realistic, yet ambitious, long-term goal and measures of interim progress for all students and all subgroups based on their respective points. As shown in the summary chart below, at the end of 10 years, the long-term goal for ELA for all students will be 69.7 percent proficient and in math it will be 67.7 percent proficient. While it is important for all students in Alaska to be prepared for their future upon graduation, the long-term goals recognize the work needed to increase Alaska student performance over time.

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 all subgroups based on their respective starting points. The annual increase needed for the all students group will be 3.0 percent in ELA and 3.2 percent in math. As shown in the table below, some subgroups at the state level may see annual increases in measures of interim progress as high as 4.7 percent.

¹ Full academic year is defined as continuous enrollment between October 1 and the first day of the general assessment window.

Summary of Statewide Long-Term Academic Achievement Goals

Student Group	ELA: Grades 3-9 FAY students only Baseline 2016- 2017	ELA: Grades 3-9 FAY students only Long-Term Goal 2026-2027	ELA: Grades 3-9 FAY students only Annual Increment Needed	Math: Grades 3-8 FAY students only Baseline 2016- 2017	Math: Grades 3-8 FAY students only Long-Term Goal 2026-2027	Math: Grades 3-8 FAY students only Annual Increment Needed
All Students	39.4%	69.7%	3.0%	35.4%	67.7%	3.2%
African American	26.7%	63.3%	3.7%	19.5%	59.8%	4.0%
Alaska Native/American Indian	16.4%	58.2%	4.2%	15.8%	57.9%	4.2%
Asian/Pacific Islander	30.2%	65.1%	3.5%	29.1%	64.5%	3.5%
Caucasian	54.0%	77.0%	2.3%	47.6%	73.8%	2.6%
Hispanic	35.4%	67.7%	3.2%	31.0%	65.5%	3.5%
Two or More Races	39.2%	69.6%	3.0%	37.1%	68.5%	3.1%
Students with Disabilities	11.3%	55.7%	4.4%	10.2%	55.1%	4.5%
English Learners	5.1%	52.5%	4.7%	8.4%	54.2%	4.6%
Economically Disadvantaged	25.6%	62.8%	3.7%	22.9%	61.4%	3.9%

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

See Appendix A

The statewide measures of interim progress for all students and all subgroups are outlined in Appendix A. In addition to the state level, Alaska will set measures of interim progress toward the long-term goals for each school and district for all students and for each subgroup of students based on the baseline data from the 2017 administration of assessments. This practice recognizes stakeholder input regarding the importance of recognizing the difference between schools and provides an incentive to increase the achievement of all students.

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

Alaska will set uniform annual increases in measures of interim progress toward the long-term goals for academic achievement at the state level for all students and for each subgroup of students. Although the long-term goal for the subgroups with lower performance in the baseline year is lower than the long-term goal for all students, the annual growth targets over the 10-year period are greater for subgroups with lower performance. As an example, the annual growth target in ELA for all students is 3.0 percent, while the annual growth target for English learners is 4.7%. If all students and English learners meet their respective long-term goals, the achievement gap between these two groups will shrink from 34.3 percentage points to 17.2 percentage points.

- b. Graduation Rate. (ESEA section 1111(c)(4)(A)(i)(I)(bb))

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

Alaska will use the same long-term goal of 90 percent for the four-year adjusted cohort graduation rate for all students and for each subgroup of students by the 202~~67~~-202~~78~~ school year. While Alaska's long-term goal for academic achievement is not the same goal for all students at the end of 10 years, recent graduation rate data indicate that the annual increases needed to reach the same long-term goal for the four-year adjusted cohort graduation rate are more realistic for all groups than they would be for the academic achievement goals. The 2016-2017 four-year cohort graduation rate for all students was 78.2 percent. In the 2018-2019 school year, Alaska used the current graduation rate (the 2017-2018 graduation rate) to calculate the ratings in the accountability system. After 2018-2019, Alaska switched to a lagging graduation rate. For example, in the 2019-2020 school year, Alaska used the 2017-2018 graduation rate to calculate the ratings in the accountability system. The reason for switching to a lagging graduation rate is to provide districts with ample time to make corrections to their cohort rosters before the ratings for the accountability system are calculated and released.

The vision of the State Board of Education is that "all students can succeed in their education and work." While it is important for every student to leave high school prepared for work or postsecondary education, the long-term goal of 90 percent recognizes the reality that some students will take longer than four years to earn a diploma, and others may earn an alternate credential such as a GED. The baseline graduation rate is from the 2016-2017 school year. While Alaska has had a goal of 90 percent for the four-year adjusted cohort graduation rate, the long-term goal is ambitious, as subgroups will need an annual increase of as much as 3.2 percent in order to meet the measures of interim progress.

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

Alaska proposes the same long-term goal of 93 percent for the five-year adjusted cohort graduation rate for all students and for each subgroup of students by the 202~~76~~-202~~78~~ school year. While Alaska's long-term goal for academic achievement is not the same goal for all students at the end of 10 years, recent graduation rate data indicate that the annual increases needed to reach the same long-term goal for the five-year adjusted cohort graduation rate are more realistic for all groups than they would be for the academic achievement goals. The 2016-2017 five-year cohort graduation rate for all students was 81.3 percent. In the 2018-2019 school year, Alaska used the current graduation rate (the 2017-2018 graduation rate) to calculate the ratings in the accountability system. After 2018-2019, Alaska switched to a lagging graduation rate. For example, in the 2019-2020 school year, Alaska used the 2017-2018 graduation rate to calculate the ratings in the accountability system. The reason for switching to a lagging graduation rate is to provide districts with ample time to make corrections to their cohort rosters before the ratings for the accountability system are calculated and released.

The vision of the State Board of Education is that “all students can succeed in their education and work.” While it is important for every student to leave high school prepared for work or postsecondary education, the long-term goal of 93 percent recognizes the reality that some students will take longer than five years to earn a diploma, and others may earn an alternate credential such as a GED. The baseline graduation rate is from the 2016-2017 school year. The long-term goal is ambitious, as subgroups will need an annual increase of as much as 2.8 percent in order to meet the measures of interim progress.

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.

See Appendix A.

The statewide measures of interim progress for all students and all subgroups are outlined in Appendix A. In addition to the state level, Alaska will set measures of interim progress toward the long-term goals for each school and district for all students and for each subgroup of students based on the baseline data from the 2016-2017 school year. This practice recognizes stakeholder input regarding the importance of recognizing the difference between schools and provides an incentive to increase the graduation rate of all students. The table below shows the annual increments needed to generate the measures of interim progress.

Summary of Statewide Long-Term Graduation Rate Goals

Student Group	Four-Year Graduation Rate Baseline 2016-2017	Four-Year Graduation Long-Term Goal 2026 7 - 2027 8	Four-Year Graduation Annual Increment Needed	Five-Year Graduation Rate Baseline 2016-2017	Five-Year Graduation Rate Long- Term Goal 2026 7 - 2027 8	Five-Year Graduation Rate Annual Increment Needed
All students	78.2%	90.0%	1.2%	81.3%	93.0%	1.2%
African American	73.9%	90.0%	1.6%	81.5%	93.0%	1.1%
Alaska Native/American Indian	68.9%	90.0%	2.1%	72.5%	93.0%	2.1%
Asian/Pacific Islander	84.4%	90.0%	0.6%	85.6%	93.0%	0.7%
Caucasian	82.2%	90.0%	0.8%	84.5%	93.0%	0.8%
Hispanic	77.3%	90.0%	1.3%	81.4%	93.0%	1.2%
Two or More Races	75.1%	90.0%	1.5%	80.7%	93.0%	1.2%
Students with Disabilities	58.7%	90.0%	3.1%	64.6%	93.0%	2.8%
English Learners	57.7%	90.0%	3.2%	65.5%	93.0%	2.8%
Economically Disadvantaged	72.0%	90.0%	1.8%	77.4%	93.0%	1.6%

4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

Alaska will set uniform annual increases in measures of interim progress toward the long-term goals for the **lagging** four- and five-year graduation rates at the state level for all students and for each subgroup of students. The annual growth targets over the 10-year period are greater for subgroups with lower performance. For example, the annual growth target for the four-year graduation rate for all students is 1.2 percent, while the annual growth target for English learners is 3.2%. If all students and English learners meet the long-term goal of 90 percent, the difference in the four-year graduation rate for these two groups will shrink from 20.5 percentage points to zero.

- c. English Language Proficiency. (ESEA section 1111(c)(4)(A)(ii))
 1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including:
 - (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.

Research indicates that the average time it takes English learners to reach proficiency is four to seven years. “Research on the question of time to reclassification suggests that the answer rests on a number of factors, including characteristics of the student and the criteria used—but in general, attaining English proficiency takes considerable time. ... Taking these studies together, the earlier (Hakuta et al., 2000) estimated time frames remain consistent with the new research findings, suggesting that most students take multiple years to be reclassified and that timing to reclassification varies considerably, due to both individual and structural factors” (Robinson-Cimpian, et al., 2016).

Hakuta, K., Butler, Y.G., and Witt, D., 2000, *How Long Does It Take English Learners to Attain Proficiency?* Berkeley: University of California, Linguistic Minority Research Institute.

Robinson- Cimpian, Joseph P., Thompson, Karen D., and Umansky, Ilana, M., 2016, *Research and Policy Considerations for English Learner Equity*. SAGE Journals: Policy Insights from the Behavioral and Brain Sciences, Volume 3(1).

Alaska has a very diverse population of English learners. Over half of the 8,346 English learners enrolled in grades 3-9 on October 1, 2016, were representatives of Alaska’s Native languages of Yup’ik, Inupiaq, and Athabascan. In addition, there are over 100 languages represented in the EL population in the state, especially in the state’s urban center of Anchorage. Based on the diversity of Alaska’s EL population and the variety of factors in the time needed to reach English proficiency, Alaska’s state-determined timeframe for an English learner to reach proficiency will depend on the student’s initial overall composite proficiency level. This timeframe will be no more than seven years following the year of initial identification.

Alaska set its previous targets for making progress toward English language proficiency based on 2012 baseline data on the ACCESS for ELLs 1.0 assessment. These targets were set with stakeholders and applied to those districts that received Title III funding to support ELs. Those targets were set with an annual increase of 3.3% and if the pattern continued through the 2026-2027 school year, the goal would

be about 80%. This was an ambitious goal as the percentage of ELs making progress in 2015 was 47.6%. The ACCESS for ELLs 2.0 assessment is more rigorous and geared to align a student’s English language proficiency with the level of English needed to meet college- and career-ready English language arts standards. The Alaska State Board of Education & Early Development adopted the Alaska English Language Arts and Mathematics Standards in 2012.

In 2016, WIDA reset the level of student performance required for each proficiency level on ACCESS for ELLs 2.0. Although the WIDA English Language Development Standards have not changed, students must now demonstrate higher language skills in order to achieve the same level of proficiency. In 2017, 41.9 percent of Alaska’s English learners met their student-specific progress targets. Although DEED calculated these targets and the percentage of English learners who met them based on adjusted ACCESS for ELLs 2.0 results from the 2016 administration, this figure will be used as the baseline value. Alaska’s long-term goal for English learner progress toward English language proficiency is 70 percent in the 2026-2027 school year. This long-term goal is ambitious because of the gap from the baseline performance. In order to meet the long-term goal, the percentage of English learners meeting their progress targets must increase 2.8 percentage points annually.

Summary of Statewide Long-Term English Language Proficiency Goals

Baseline 2016-2017	Long-Term Goal 2026-2027	Annual Increment Needed
41.9%	70.0%	2.8%

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A

See Appendix A.

iv. Indicators (ESEA section 1111(c)(4)(B))

- a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State’s discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

Alaska will measure the percentage of students scoring at the proficient or advanced achievement levels on the statewide assessments in English language arts (ELA) and mathematics. While the indicator will be measured and reported for all students and all subgroups, for the purpose of inclusion in the index, schools will earn between zero and 100 points for the all students group, with ELA and mathematics being weighted equally. Except for the “80/20 rule” described later in this section, schools will earn points equal to the percentage of students scoring at the proficient or advanced achievement levels on the statewide assessments in ELA and mathematics. Since the long-term Academic Achievement goal is

ambitious, a school will receive significantly more points when meeting its long-term goal. This indicator will be calculated for the grade K-6 and grades 7 and above, except for schools with grade 12, portions of the accountability system.

If a school meets the participation requirement, the denominator will be all full academic year (FAY) students with a valid score.² If a school does not meet the participation rate requirement, the denominator will be 95 percent of all FAY students in grades 3-9. ESSA does not provide flexibility for a participation n-size when calculating the Academic Achievement indicator.

In order to protect student privacy, Alaska has developed protocols for reporting assessment results. The protocols for reporting two categories of achievement (proficient or not proficient) depend both on the number of students tested and the distribution of the results. If either proficiency level contains 0, 1, or 2 students, the number of students will be eliminated and the percentage of students at each achievement level will be reported as a range. For 10 students tested, the results will be reported as 80% or more proficient (or not proficient) and 20% or fewer not proficient (or proficient).

In order to protect student privacy, a school will receive zero points when the percentage is 20 percent or less regardless of whether a percentage range needs to be reported. If a percentage range needs to be reported, all values of 20 percent or less must be treated the same. Otherwise, the exact count of students would be revealed. Since all values of 20 percent or less have to be treated the same when a percentage range needs to be reported, the same must occur when a range does not need to be reported. If not, schools with the exact same unsuppressed percentage would receive different point values, which would not be fair. For example, using hypothetical data:

School	# tested	# proficient	Unsuppressed % proficient	Reported % proficient
School A	10	1	10%	≤20%
School B	30	3	10%	10%
School C	100	10	10%	10%
School D	10	2	20%	≤20%
School E	30	6	20%	20%
School F	100	20	20%	20%

Schools A, B, and C must be treated the same. Schools D, E, and F also must be treated the same. Finally, Schools A and D must be treated the same in order to avoid releasing exact counts of proficient students.

Using similar logic, a school will receive 100 points when the percentage is 80 percent or higher regardless of whether a percentage range needs to be reported. One potential downside to allotting the same number of points to all schools with a range of performance values is the lack of differentiation

² A valid score is one in which a student receives a scale score and an achievement level.

among schools. Through analysis of 2017 assessment results, as of February 28, 2018, DEED has confirmed a high degree of differentiation among schools not only for this indicator, but for the accountability system as a whole as well (save for the growth indicator described in Section A.4.iv.b.).

Overall, accounting for student privacy in this manner will be referred to as the “80/20 rule” from this point forward.

Academic Achievement Indicator: Schools that Serve Grade 12

For schools that serve grade 12, the Academic Achievement indicator will incorporate student growth, as measured by the annual statewide English language arts and mathematics assessments described in Section A.4.iv.b. Schools serving grade 12 will earn 1.) between zero and 100 points equal to the percentage of students scoring at the proficient or advanced achievement levels on the statewide assessments in ELA and mathematics; and 2.) between zero and 100 points equal to the percentage of students meeting their growth targets in ELA and mathematics as described in Section A.4.iv.b. The final Academic Achievement indicator score for each subject for schools serving grade 12 will consist of one-third of calculation #1 and two-thirds of calculation #2 described in the previous sentence.

- b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

Alaska will use academic growth on the statewide assessments in ELA and math as the Other Academic indicator for students in grades 4-9. This indicator will be calculated for the grades K-6 and grades 7 and above portions of the accountability system.

The Alaska State Board of Education and Early Development adopted the rigorous Alaska English Language Arts and Mathematics Standards in 2012. Students first took an assessment aligned to these standards in 2015 – the Alaska Measures of Progress (AMP). In 2016, DEED canceled the general and alternate assessments due to numerous technical difficulties associated with the computer-based assessment. The vendor reported no valid scores. In 2017, Alaska transitioned to a new vendor and assessment – Performance Evaluation for Alaska’s Schools (PEAKS). DEED will administer PEAKS again in 2018, and the department looks forward to continued stability in the assessment system.

A value table was used in Alaska for a number of years. Most recently, the value table was included in the Alaska School Performance Index (ASPI) as the school progress indicator. The primary challenge with the value table, though, was the misinterpretation of school-level scores in ASPI. To make this indicator actionable for schools and districts, and meaningful for all stakeholders, DEED will modify the existing value table.

A student taking PEAKS receives a scale score and one of four achievement levels (“four-way status”). The current version of the value table splits the lowest three achievement levels into two categories, leaving Advanced alone. Under this system, a student’s scale score fell into one of seven categories.

Alaska will also split Advanced into two categories. Under this system, a student’s scale score will fall into one of eight categories (“eight-way status”).

In addition, Alaska will shift from point values to binary values that indicate whether each student met their growth target. The growth indicator for school accountability will be calculated by dividing the number of eligible students meeting their growth targets by the number of students eligible to be counted. Except for the 80/20 rule described in Section A.4.iv.a., schools will earn between zero and 100 points equal to the percentage of students meeting their growth targets in English language arts (ELA) and mathematics. This indicator will be calculated for the K-6 and 7-12 portions of the accountability system.

A student is eligible to be counted if:

1. The student received valid scores in the previous and current years;
2. The student had natural grade progression; and
3. The student was enrolled for the full academic year in the current year.

DEED designed the revised value table shown below so a student will make adequate growth by:

- a) Retaining or improving their four-way status between the previous and current years if the student was Proficient or higher in the previous year; or
- b) Improving their eight-way status between the previous or current years if the student was Below Proficient or lower in the previous year.

In the following table, each check mark represents an example of meeting a growth target in the current year based on performance in the previous year.

Previous Year	Current Year FBP Low	Current Year FBP High	Current Year BP Low	Current Year BP High	Current Year P Low	Current Year P High	Current Year A Low	Current Year A High
FBP Low		✓	✓	✓	✓	✓	✓	✓
FBP High			✓	✓	✓	✓	✓	✓
BP Low				✓	✓	✓	✓	✓
BP High					✓	✓	✓	✓
P Low					✓	✓	✓	✓
P High					✓	✓	✓	✓
A Low							✓	✓
A High							✓	✓

Note: FBP = Far Below Proficient; BP = Below Proficient; P = Proficient; A = Advanced

Alaska will split the scale-score ranges for Below Proficient and Proficient in half. The intention was to do the same for the Far Below Proficient and Advanced ranges as well; however, based on 2017 PEAKS performance, this would have resulted in significantly fewer students in the A High and FBP Low ranges compared to the A Low and FBP High ranges, respectively. At the recommendation of Alaska’s Technical

Advisory Committee, Alaska will instead establish the lower bound of the FBP High range and the upper bound of the A Low range to ensure that both ranges are equal to 16 scale-score points. This value represents about half of the 33-point standard deviation in 2017. The following table represents the scale-score cuts and standard errors for the 2017 PEAKS English language arts and mathematics content assessments by grade level:

English Language Arts (Computer-Based)

Grade	Below Proficient Scale score cut	Below Proficient Scale score standard error	Proficient Scale score cut	Proficient Scale score standard error	Advanced Scale score cut	Advanced Scale score standard error
3	464	10	500	10	542	13
4	468	9	500	9	538	12
5	464	9	500	9	548	14
6	473	10	500	10	551	13
7	471	10	500	10	546	13
8	469	9	500	10	541	12
9	471	9	500	10	535	12

Mathematics (Computer-Based)

Grade	Below Proficient Scale score cut	Below Proficient Scale score standard error	Proficient Scale score cut	Proficient Scale score standard error	Advanced Scale score cut	Advanced Scale score standard error
3	458	11	500	10	554	13
4	460	12	500	10	559	13
5	462	13	500	11	568	14
6	454	11	500	9	554	11
7	451	13	500	10	559	13
8	448	13	500	11	562	14
9	450	14	500	13	570	14

Splitting the achievement levels in this manner results in sub-levels that are between 13 and 57 scale-score points wide, greater than the standard errors at the achievement levels, which are between nine and 14 scale-score points wide.

The above addresses the issue of reliability of the half-performance levels in relation to a conditional standard error of measurement (at the performance level cut points). In terms of validity, the achievement levels are based on the Achievement Level Descriptors (ALDs), and the performance levels were set during standard setting to reflect progressive achievement. In other words, the achievement levels reflect substantial growth both within years and across years. (The latter is what Alaska will use.) Because the half-performance levels are about one-half standard deviation, movement from the mean of one half-performance level to the next (up or down) would reflect a substantial effect size (e.g., 0.5). A student close to the cut score who moves just to the other side of the cut score would reflect less growth; however, that is common to any growth measured by categorical changes.

Validity involves an interpretation of scores, not just the score itself. The claim that the student has grown from one half-performance level to the next is a very straightforward interpretation based on the ALD ranges and the student's initial and ending scale scores. A value table growth model based on achievement levels has the advantage of being quite transparent in terms of what the change in performance is, and how that change is incorporated into the accountability system.

- c. Graduation Rate. Describe the Graduation Rate indicator, including a description of
 - (i) how the indicator is based on the long-term goals;
 - (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students;
 - (iii) how the indicator is based on the four-year adjusted cohort graduation rate;
 - (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and
 - (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

Alaska will measure and report the **lagging** four- and five-year adjusted cohort graduation rates for the all students group and for all subgroups present in a school. While the indicator will be measured and reported for all students and all subgroups, for the purpose of inclusion in the index, schools will earn between zero and 100 points equal to the four-year rate for the all students group only, and between zero and 100 points equal to the five-year rate for the all students group only. The four-year rate will receive 15 percent of the weight assigned to the 7-12 portion of the accountability score, and the five-year rate will receive five percent of the weight assigned to the 7-12 portion of the accountability score. The indicator is based on the long-term goals. Schools with a four-year rate of at least 90 percent and schools with a five-year rate of at least 93 percent will receive the most points because points are based on the actual rate. Alaska will take advantage of the flexibility under ESSA Section 8101(23) and 8101(25) for very small schools by requiring a minimum number of 10 students in an adjusted cohort, below which the school will be exempt from differentiation and identification for accountability. At this time, Alaska does not propose creating or awarding a State-defined alternate diploma to students with the most significant cognitive disabilities.

- d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

Alaska will measure the percentage of eligible English learners (ELs) in each school that meet the definition of making progress in achieving proficiency in English, as measured by the state English Language Proficiency (ELP) assessment, WIDA ACCESS for ELLs 2.0. Schools will earn points based on the percentage of ELs making progress.

Alaska defines an English learner (EL) as one who meets the criteria to be considered as an English learner under ESEA as amended by ESSA section 8101(20) and Alaska regulation 4 AAC 34.090(2). Upon enrollment, districts follow the pre-screening process to identify potential ELs. This is typically

accomplished by having parents complete the Home Language Survey and perhaps having teachers complete the optional Language Observation Checklist. Through this process, districts identify students eligible for a state-approved screening assessment, which will indicate a student’s English language proficiency. When the student’s screener performance falls below a minimum score, the district identifies the student as an EL.

Alaska administers the ACCESS for ELLs 2.0 assessment as a measure of ELP. ACCESS for ELLs 2.0 measures proficiency in four domains: listening, reading, speaking, and writing. There are six WIDA English language proficiency levels, identified as (1) Entering, (2) Emerging, (3) Developing, (4) Expanding, (5) Bridging, and (6) Reaching.

Alaska has considered ELs proficient in the English language when they achieved an overall composite proficiency level (CPL) of 5.0 or higher and at least a 4.0 in each of the four domains. ~~Beginning with the~~ **For the accountability system calculations for the 2017-2018, 2018-2019, 2019-2020, and 2020-2021 school years, the exit criteria is proposed to change to requires that students achieve a 4.5 overall CPL with a minimum score of 3.8 in writing and 4.0 in all other domains. Beginning in 2021-2022, the exit criteria is proposed to change to a 4.5 overall CPL with no minimum score requirements for the subdomains of the assessment.** A student remains identified as an English learner until the end of the school year in which they meet the exit criteria on ACCESS for ELLs 2.0 and exit EL status. (See Title III, Part A Section 1 for a complete description of entrance and exit criteria.)

The ACCESS for ELLs 2.0 overall CPL is reported as a number with one decimal digit between 1.0 and 6.0. Alaska’s definition of making progress in learning English has been a gain of at least 0.4 on the overall CPL from the previous year. Beginning with the 2017-2018 ACCESS for ELLs 2.0 data, the change in overall CPL needed for each individual student to make progress will be based on the expected number of years needed to reach proficiency and the most recent overall CPL.

Alaska’s expectation is that students identified as English learners will reach proficiency in a maximum of seven years after the year of initial identification. A student with an overall CPL between 1.0 and 1.9 in the year of initial identification will have seven additional years to meet the exit criteria. Students who scored at higher levels of English proficiency during the year of initial identification would be expected to attain proficiency in fewer than seven years. The chart below indicates the maximum number of expected years to meet the exit criteria based on the overall CPL in the initial year of identification:

Year 0: Initial Overall CPL	Maximum Years to Meet Exit Criteria
1.0 – 1.9	Year 7
2.0 – 2.9	Year 6
3.0 – 3.9	Year 5
4.0 – 4.4	Year 4

Student progress toward English language proficiency is not linear. Recognizing this, Alaska will calculate the expected level of growth in the overall CPL annually for each student based on the student’s most recent overall CPL and the number of expected years remaining to reach an overall CPL of 4.5. The following table provides the expected progression for a hypothetical English learner:

Year	Expected growth	Target	Actual overall CPL	Met target?	Years remaining to achieve overall CPL of 4.5
Year 0	n/a	n/a	1.0	n/a	7
Year 1	0.5	1.5	2.7	Yes	6
Year 2	0.3	3.0	3.5	Yes	5
Year 3	0.2	3.7	3.5	No	4
Year 4	0.3	3.8	4.2	Yes	3
Year 5	0.1	4.3	4.6	Yes	n/a

Using the table as an example, DEED will reset each English learner’s growth target annually based on the student’s most-recent overall CPL on ACCESS for ELLs 2.0. The maximum number of expected years a student has to meet the exit criteria is based on the overall CPL in the initial year of identification. The last column in the table above shows how the number of years remaining for the hypothetical student to meet the exit criteria decreases annually until the student is expected to meet the exit criteria.

Alaska will continue to consider EL students to have made progress if the student earned at least the expected increase in the overall CPL from the previous year. An EL student who meets the exit criteria for attaining proficiency will also be considered as having made progress.

A student will be included in this calculation by meeting the following criteria:

- A. The student received a valid overall CPL in a previous year used to determine the number of years needed to achieve an overall CPL of 4.5; and
- B. The student was enrolled for the full academic year in the current year.

Alaska will calculate this indicator by dividing the number of FAY English learners who either achieved their growth target or met the exit criteria by the number of FAY English learners with growth targets. Except for the 80/20 rule described in Section A.4.iv.a., schools will earn between zero and 100 points equal to the percentage of students meeting their growth targets on ACCESS for ELLs 2.0. This indicator will be calculated for the K-6 and 7-12 portions of the accountability system, including all English learners in grades 1-12.

- e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator:
 - (i) how it allows for meaningful differentiation in school performance;
 - (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and
 - (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

When implementing the accountability system following the 2017-2018 school year, Alaska will implement two School Quality or Student Success (SQSS) indicators: chronic absenteeism and Grade 3 English language arts (ELA) proficiency. For each SQSS indicator, performance will be measured and

reported for all students and all subgroups. Schools will earn between zero and 100 points for the performance of the all students group.

The proposed indicators are designed to encourage schools to improve the quality of instruction, the quality of the school climate, and student engagement. Alaska will continue to consult with stakeholders including district staff, educators, parents, tribal members, and others to determine additional possibilities for indicators that can measure non-academic qualities of a successful school.

This will include further discussions about the three additional SQSS indicators Alaska included in its initial state plan submission: participation on district-administered interim assessments, grade 9 students on track for graduation, and eligibility for the Alaska Performance Scholarship.

DEED will work with stakeholders to develop a timeline for implementing any new indicators, including the possibility of piloting indicators by collecting data for a period of time before incorporating new indicators into the accountability system.

Indicators to be used beginning in the 2017-2018 school year are:

Chronic absenteeism

A student is chronically absent when they missed at least 10 percent of the days in which they were enrolled in the school. The denominator for the chronic absenteeism indicator will include all students who were enrolled at the same school for at least half of the school term. The numerator will be the number of students enrolled at the same school for at least half of the school term who were not chronically absent. Schools will earn points equal to this percentage, resulting in a value between zero and 100 points for the all students group.

During the 2016-2017 school year, 24.3 percent of students statewide enrolled at the same school for at least half of the school term were chronically absent. Using data from the 2014-2015 school year, 37.6 percent of students who were not chronically absent met the standards on the AMP ELA content assessment. This compares to 22.8 percent of chronically absent students who met the standards. The figures for the math content assessment reflect a similar gap: 34.1 percent versus 18.8 percent.

Resources and strategies are available to support schools in reducing rates of chronic absenteeism and thus increasing learning. DEED also recognizes that Alaska has unique circumstances that potentially exacerbate the rates of chronic absenteeism that would not typically affect most schools in the other states. For example, access to medical or dental care, participation in student activities, and cultural events may require an absence of several days from school for students residing in rural communities. DEED will advocate for districts to provide instruction for students during times away from school. DEED will also review the data and impact of this indicator in the accountability system for possible revisions or replacement in the future.

This indicator will be calculated for the K-6 and 7-12 portions of the accountability system.

Grade 3 English language arts proficiency

Students who can read on grade level by 3rd grade are much more likely to be successful and less likely to drop out of school. To provide an incentive to help meet this goal, Alaska will measure the percentage

of grade 3 students scoring at the proficient or advanced achievement levels on the statewide assessments in English language arts (ELA).

While the indicator will be measured and reported for all students and all subgroups, for the purpose of inclusion in the index, schools will earn between zero and 100 points for the all students group based on identified performance levels. Except for the 80/20 rule described in Section A.4.iv.a., schools will earn points equal to the percentage of students scoring at the proficient or advanced achievement levels on the statewide assessments in English language arts (ELA). This indicator will be calculated for the K-6 portion of the accountability system.

If a school meets the participation requirement, the denominator will be all FAY students in grade 3 with a valid score. If a school does not meet the participation rate requirement, the denominator will be 95 percent of all FAY students in grade 3. ESSA does not provide flexibility for a participation n-size when calculating the Academic Achievement indicator.

v. Annual Meaningful Differentiation (ESEA section 1111(c)(4)(C))

- a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of
 - (i) how the system is based on all indicators in the State's accountability system,
 - (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

Alaska will use an index system based on 100 points for annual meaningful differentiation of all public schools. A similar type of system was used in Alaska's previous accountability system. The accountability system to meaningfully differentiate all public schools each year is described in this plan. DEED will establish business rules based on data analysis, and state regulations to implement the accountability system will be created through a public comment process and adoption by the State Board of Education and Early Development.

All accountability indicators will be included in the index. Each school will receive an overall score of between zero and 100 based on performance on the individual indicators, which will also be on a scale of between zero and 100 points. DEED will weight the indicators based on the weights and the K-6/7-12 enrollment percentages described in Section A.4.v.b. Performance on all indicators will be reported on a dashboard-type of display, along with the school's overall score and designation.

DEED will publish index scores and designations for the 2018-2019 school year in the fall of 2018. As of February 28, 2018, DEED has confirmed a high degree of differentiation among schools based on the indicators and weights described in this plan subject to available data.

- b. Describe the weighting of each indicator in the State’s system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

Alaska proposes the following weights for the indicators in the accountability system for schools with students in grades K-6 and schools with students in grades 7-12.

Accountability Indicator Weights: ~~Schools that Do Not Serve Grade 12~~

Indicator		Grade Span	
		K-6	7 and above
Achievement	English Language Arts	15%	10%
	Mathematics	15%	10%
Growth	English Language Arts	20%	20%
	Mathematics	20%	20%
Graduation Rate	Four-Year	n/a	15%
	Five-Year	n/a	5%
English Learner Progress		15%	10%
Chronic Absenteeism		10%	10%
Grade 3 English Language Arts		5%	n/a
Total		100%	100%

Accountability Indicator Weights: ~~Schools that Serve Grade 12~~

Indicator		Grade Span	
		K-6	7-12
Achievement	English Language Arts	15%	30%
	Mathematics	15%	30%
Growth	English Language Arts	20%	n/a
	Mathematics	20%	n/a
Graduation Rate	Four-Year	n/a	15%
	Five-Year	n/a	5%
English Learner Progress		15%	10%
Chronic Absenteeism		10%	10%
Grade 3 English Language Arts		5%	n/a
Total		100%	100%

If the minimum *n*-size is not met, the indicator will not be included for that school. The weighting assigned to indicators that are not included in the calculation of the index score will be redistributed proportionally among the indicators with enough students to meet the minimum *n*. The following table reflects the redistributed weights for a hypothetical K-12 school that does not meet the minimum *n* in English Learner Progress for either grade span **and that doesn't meet the minimum *n* for Academic Growth for the 7-12 grade span:**

Accountability Indicator Weights

Example of Redistributed Weights: No English Learner Progress

Indicator		Grade Span	
		K-6	7 and above
Achievement	English Language Arts	17.65%	33.33 20%
	Mathematics	17.65%	33.33 20%
Growth	English Language Arts	23.53%	n/a
	Mathematics	23.53%	n/a
Graduation Rate	Four-Year	n/a	16.67 30%
	Five-Year	n/a	5.56 10%
English Learner Progress		0% n/a	0% n/a
Chronic Absenteeism		11.76%	11.11 20%
Grade 3 English Language Arts		5.88%	n/a
Total		100.00%	100.00%

A school's overall index score is the result of two separate calculations: one based on indicators for students enrolled in grades K-6, and one based on indicators for students enrolled in grades 7-12. Alaska will weight these two calculations based on enrollment on October 1. The following chart shows an example of such a school:

Grade Span	Index Points Earned	Enrollment on October 1	% of Overall Enrollment on October 1	Weighted Points
K-6	75.00	500	66.67%	50.00
7-12	60.00	250	33.33%	20.00
Total for School	--	750	--	70.00

- c. If the State uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

Every school that meets the minimum n in at least two indicators (which guarantees that at least one academic indicator will be included) will receive an index score and a designation.

Universal Support: From the schools that receive an index score, Alaska will first determine the schools to be designated for Comprehensive Support and Improvement as indicated in Section 4.vi.a-d. Alaska will then determine the schools to be designated as Targeted Support and Improvement from the remaining schools, as described in Section 4.vi.e-f. The remaining schools that have an index score will receive a designation of Universal Support.

Small Schools: In order to maximize the number of schools that will meet the minimum n and receive an index score, Alaska will aggregate up to three years of available data when calculating index scores and determining designations for the 2018-2019 school year in the fall of 2018.

When a school does not meet the minimum n of ten students in at least two of the accountability indicators, a different approach to accountability and meaningful differentiation is taken. Alaska will report data, to the extent possible, for these schools in all indicators. Because the minimum n for reporting is 5, Alaska will report data on the indicators when at least 5 students are included. A small school performance review will be conducted for these schools to protect student-level information. Based on the small school review, the bottom five percent of the Title I schools in this group will be designated as Small School Comprehensive Support and Improvement. Other schools in this group will receive, if applicable, a designation as Small School Targeted Support and Improvement. The remaining schools in this group will receive a designation of Small School Support. DEED will work with the district leadership for these schools to ensure that schools designated as Small School CSI or Small School TSI will complete a school improvement plan that aligns with the accountability indicators and will receive appropriate CSI or TSI supports as applicable to the context of the school.

Schools with no tested grades (K-2): These schools, known as “feeder schools,” will receive the index score and designation of the school that receives the 2nd grade students into 3rd grade.

Alternative schools, including Division of Juvenile Justice youth facilities and schools serving incarcerated youth: Traditional school accountability metrics do not readily lend themselves to measuring the educational and social contributions generated by alternative schools. ESSA’s emphases on well-rounded education, equity, and inclusion of non-academic school quality and student success indicators allow for an opportunity to create an accountability system for alternative schools that more accurately reflects their accomplishments.

Alaska will work with stakeholders to determine appropriate indicators for a modified accountability system for alternative schools. Alaska’s intention was to report the performance of these schools on the indicators in the accountability system in 2017-2018 without calculating an overall score or designation; however, in its feedback to DEED, the U.S. Department of Education stated that all schools must be included in the system of annual meaningful differentiation. DEED will calculate an index score and determine a designation for alternative schools in the fall of 2018 according to the parameters for all

other schools. Any proposed modifications for alternative schools will be submitted in a future amendment to the state's ESSA plan.

DEED started stakeholder engagement with the Alaska Alternative School Coalition in February 2018. The next step is to convene an advisory group of alternative school principals and other staff to develop quantifiable measures that can be disaggregated and apply to all students. This model mirrors the process facilitated by DEED during the 2013-2014 school year that led to revisions to the Alaska School Performance Index (ASPI) that were very well received.

vi. **Identification of Schools** (*ESEA section 1111(c)(4)(D)*)

In upgrading its school designation system to align with ESSA requirements, Alaska is prioritizing a clear and accessible designation system that accurately identifies a manageable cohort of schools for support and continues to facilitate differentiated support based upon eligible resources. The following charts summarize the entrance and exit criteria for schools identified for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI).

Identification of Schools Prior to School Year 2021-2022

Comprehensive Support and Improvement (CSI)

Criteria #	Criteria Category	Entrance Conditions	Exit Conditions
1	Lowest 5%	<p>Title I Schools Only: When ranked annually according to their accountability index value, the lowest performing schools that represent 5% of all Title I schools are identified as CSI schools. CSI schools will be identified annually based on this criteria. The accountability index value of the highest performing Title I CSI school in this category will determine the Lowest Performance Threshold and will be determined annually.</p>	<p>A CSI school designated under Criteria 1 may exit after three years if the school no longer meets the lowest 5% entrance criteria and if the school’s accountability index score has improved since the CSI designation. <i>A school may also exit CSI if it meets the school’s long-term goal or measures of interim progress for the all students’ group in academic achievement in ELA and Mathematics, 4-year graduation rate, and EL progress (as applicable).</i></p>
2	Low Graduation Rate	<p>All High Schools: Have a four-year adjusted cohort graduation rate less than or equal to 66⅔%. Identified annually.</p>	<p>A CSI school designated under Criteria 2 may exit after one year if it attains a four-year adjusted cohort graduation rate greater than 66⅔ %.</p>
3	TSI Lowest Performing Subgroup	<p>All TSI Schools Only: Have met the entrance criteria for a targeted support and improvement (TSI) school for the same subgroup for three consecutive years without meeting the TSI exit criteria. These schools will be identified for CSI at the beginning of the next school year. The 2021-2022 school year will be the first year schools that have had three consecutive years of meeting the TSI entrance conditions for a subgroup will be designated as CSI schools.</p>	<p>Meet the TSI exit criteria as evaluated annually.</p>

Targeted Support and Improvement (TSI)

Criteria #	Criteria Category	Entrance Criteria	Exit Criteria
1	Consistently Under-performing Subgroup	<p>All Schools not already identified as CSI: Have one or more subgroups whose accountability index value is less than or equal to the annually determined Lowest Performance Threshold of the CSI schools identified as the lowest performing 5%.</p> <p>Note: This definition of TSI qualifies all TSI schools for additional targeted support. A school that meets this criteria will be identified as a CSI school under the Lowest Performing Subgroup category if the school has met the TSI entrance criteria for the same subgroup three years in a row.</p>	A school may exit at the end of a year if the school no longer meets the entrance criteria and the accountability index value of the subgroup has improved.

Identification of Schools in School Year 2021-2022 and Beyond

Comprehensive Support and Improvement (CSI)

Criteria #	Criteria Category	Entrance Conditions	Exit Conditions
1	Lowest 5%	<p>Title I Schools Only: When ranked every three years according to their accountability index value, the lowest performing schools that represent 5% of all Title I schools are identified as CSI schools. CSI schools will be identified every three years based on this criteria. The accountability index value of the highest performing Title I CSI school in this category will determine the Lowest Performance Threshold and will be determined annually.</p>	A CSI school designated under Criteria 1 may exit after three years if the school no longer meets the lowest 5% entrance criteria and if the school's accountability index score has improved since the CSI identification year.
2	Low Graduation Rate	<p>All High Schools: Have a lagging four-year adjusted cohort graduation rate less than or equal to 66$\frac{2}{3}$%. Identified every three years.</p>	A CSI school designated under Criteria 2 may exit after three years if it attains a lagging four-year adjusted cohort graduation rate greater than 66 $\frac{2}{3}$ %.

Criteria #	Criteria Category	Entrance Conditions	Exit Conditions
3	TSI Consistently Low Performing Subgroup	All TSI Schools Only: Have met the entrance criteria for a targeted support and improvement (TSI) school for the same subgroup for three consecutive years without meeting the TSI exit criteria. These schools will be identified for CSI at the beginning of the next school year. The 2024-2025 school year will be the first year schools that have had three consecutive years of meeting the TSI entrance conditions for a subgroup will be designated as CSI schools.	Meet the TSI exit criteria as evaluated every three years.

Targeted Support and Improvement (TSI)

Criteria #	Criteria Category	Entrance Criteria	Exit Criteria
1	Under-performing Subgroup	All Schools not already identified as CSI: Have one or more subgroups whose accountability index value is less than or equal to the Lowest Performance Threshold of Title I schools identified as the lowest performing 5% in the identification year. Note: This definition of TSI qualifies all TSI schools for additional targeted support. A school that meets this criteria will be identified as a CSI school under the Consistently Low Performing Subgroup category if the school has met the TSI entrance criteria for the same subgroup for all three years in the identification period.	A school may exit at the end of three years if the school no longer meets the entrance criteria and the accountability index value of the subgroup has improved from the index value achieved in the identification year.

Notes:

- A CSI school cannot simultaneously be designated as a TSI school even if the school meets TSI entrance criteria.
- A CSI school would remain as a CSI school if the school met its corresponding exit condition but was re-identified as a CSI school through a different CSI entrance condition. For example, if a CSI school met the exit conditions for criteria 1, but had a **lagging** four-year adjusted cohort graduation rate less than or equal to 66⅔ %, the school would be re-identified a CSI school until meeting the exit condition for criteria 2.
- While a CSI school cannot be simultaneously designated as a TSI school, a CSI school could exit from a CSI designation and be identified as a TSI designation if the school meets the CSI exit criteria and also meets the TSI entrance criteria. In a similar manner, a CSI school would be re-identified as a CSI school if the corresponding CSI exit conditions had been met but the school

had met the TSI entrance conditions for the last three consecutive years through criteria 3.

- Small schools that do not have an index score will be designated as Small School CSI or Small School TSI, as applicable, based on the small school performance review as described in Section A.4.v.c.
- The first year that three year designations for CSI (graduation rate) and TSI will be made is for school year 2021-2022.
- Schools that, at that time, are already designated for Comprehensive Support and Improvement will retain their original designation until three years has elapsed. At this point, their designation will be re-evaluated. If the school still meets entrance criteria for CSI, CSI (graduation rate), or TSI, then the school will receive and retain the appropriate designation until the next identification period begins in 2024-2025. If the school does not meet entrance criteria for CSI, CSI (graduation rate), or TSI, then the school will receive and retain a designation of Universal Support until the next identification period begins in 2024-2025.
- New schools that are opened after an identification period has begun will receive a designation of Universal Support until the next identification period begins.

- a. Comprehensive Support and Improvement Schools. Describe the State’s methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.

Title I Schools Only:

As described above, schools will be identified for CSI support (lowest 5% criteria) if, when ranked according to their accountability index value, they are among the lowest performing Title I schools that represent 5% of all Title I schools with an accountability index value. These schools ~~will be~~ were first identified in 2018-19 for support and notified in the fall of 2018. Small schools for which an accountability index score cannot be calculated will be designated as Small School Comprehensive Support and Improvement, as applicable, based on the small school performance review as described in Section A.4.v.c.

- b. Comprehensive Support and Improvement Schools. Describe the State’s methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.

All High Schools:

As described above, schools will be identified for CSI support (low graduation rate criteria) if they have a ~~lagging~~ four-year adjusted cohort graduation rate less than or equal to 66%. These schools ~~will be~~ were first identified in 2018-19 for support and notified in the fall of 2018.

- c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.

All TSI Schools Only:

As described above, schools will be identified for CSI support (TSI ~~consistently lowest-~~ performing subgroup criteria) if they have been identified as a targeted support and improvement (TSI) school for the same lowest performing subgroup for three consecutive years without exiting TSI status by the end of the third year. The 2021-2022 school year will be the first year ~~that~~ schools ~~that will be designated as CSI support (TSI consistently low performing subgroup criteria) have had three consecutive years of meeting the TSI entrance conditions for a subgroup will be designated as CSI schools~~. Schools will be re-evaluated for the CSI support (TSI consistently low performing subgroup criteria) designation every 3 years thereafter.

- d. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

~~As indicated above:~~

Before the 2021-2022 school year:

- Schools will be identified as CSI (lowest 5%) annually. Even though CSI (lowest 5%) are identified annually, a school already identified as CSI from previous years will continue on the original identification timeline for at least three years and until it meets the criteria for exit.
- Schools will be identified as CSI (graduation rate) annually.
- Schools will be identified as CSI through the TSI entrance criteria starting in the 2021-2022 school year and annually thereafter.

In the 2021-2022 school year and beyond:

- Schools will be identified as CSI (lowest 5%) every three years. A school that is already identified as CSI from previous years will continue on the original identification timeline for at least three years and until it meets the criteria for exit.
- Schools will be identified as CSI (graduation rate) every three years and will continue on the original identification timeline for at least three years and until it meets the criteria for exit.
- Schools will be identified as CSI through the TSI entrance criteria starting in the 2021-2022 school year and every three years thereafter.

- e. Targeted Support and Improvement. Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (*ESEA section 1111(c)(4)(C)(iii)*)

All Schools:

Alaska is defining “consistent underperformance” as any subgroup whose accountability index value places them below the Lowest Performance Threshold. The Lowest Performance Threshold is the accountability index value of the highest performing Title I CSI school in Category 1 (the lowest 5% of Title I schools) and will be determined annually. A school with one or more subgroups performing at or below the lowest performance threshold **in the identification year** will be identified as a TSI school. These schools ~~will be~~ first identified in 2018-19 for support and notified in the fall of 2018;. **Beginning with the 2021-2022 school year, schools will be identified for TSI support every three years and will be identified annually thereafter** using the Lowest Performance Threshold as determined **in the identification year annually**. Small schools for which an accountability index score cannot be calculated will be designated as Small School Targeted Support and Improvement, as applicable, based on the small school performance review as described in Section A.4.v.c.

- f. Additional Targeted Support. Describe the State’s methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. *(ESEA section 1111(d)(2)(C)-(D))*

All Schools:

As described above, schools will be identified as a TSI school if they have one or more subgroups whose accountability school index value is lower than the annually determined Lowest Performance Threshold **in the identification year. Prior to the 2021-2022 school year, ~~T~~this** identification will occur annually. These schools ~~will be~~ first identified in 2018-19 for support and notified in the fall of 2018. **Beginning with the 2021-2022 school year, schools will be identified every three years for TSI support.** All schools identified as TSI under this methodology will qualify for additional targeted support.

- g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

Each school that qualifies for an index score based on the criteria in Section A.4.v.b. will receive a designation of either CSI, TSI, or Universal Support. A small school that does not qualify for an index score due not meeting the minimum *n* it one or more academic indicators will receive a designation of either Small School CSI, Small School TSI, or Small School Support as described in Section A.4.v.c.

- vii. **Annual Measurement of Achievement** (*ESEA section 1111(c)(4)(E)(iii)*): Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

Alaska recognizes the importance of statewide assessments to inform the public about the performance of schools, to provide information so that schools can improve, and to ensure that *all* students are receiving an excellent education. Alaska law respects that parents have the right to exclude their students from participation in specific instructional activities and statewide assessments. Schools may not coerce parents or their students into participating in the assessments.

Alaska expects districts and schools to communicate with teachers and parents about the importance of the assessments and to provide every encouragement to students to participate and do their best on the assessments.

Alaska will continue to calculate the participation rate based on the percentage of students enrolled in grades 3-9 on the first day of testing who receive a valid score. If a school does not meet the participation rate requirement, the denominator of the Academic Achievement indicator will be 95 percent of all FAY students in grades 3-9. ESSA does not provide flexibility for a participation n-size when calculating the Academic Achievement indicator.

Schools that miss the 95 percent participation rate target for the all students group or any subgroup for two consecutive years must create and submit an improvement plan to the district. The district must review and approve the plans for each school. The plan must be created with stakeholders and must include documentation of the communication and other efforts the school made to inform parents of the importance of participating in the statewide assessments, while recognizing parents' rights under State law regarding their child's participation in those assessments. The plan must also document training that teachers have received in the importance of the assessments and how to communicate with parents and students regarding the assessments. The plan must document efforts made to encourage participation by all students in all subgroups, and that no students have been systematically excluded from testing. The plan must include steps the school will take to increase the participation rate in future years. The plan must include the strategies and samples of the materials that will be used by the school and district to educate parents about the importance of assessments and their role in student learning.

DEED will work with districts with a significant number of schools missing the 95 percent participation rate target, or those in which one or more schools miss the 95 percent target over a number of years, to determine a process for improvement.

viii. **Continued Support for School and LEA Improvement** (*ESEA section 1111(d)(3)(A)*)

- a. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years not to exceed four) over which schools are expected to meet such criteria.

As described previously, schools may exit CSI status after meeting the exit criteria aligned to the entrance criteria. A CSI school designated under Criteria 1 may exit after three years if the school no longer meets the lowest 5% entrance criteria and if the school's accountability index score has improved since the CSI designation. ~~A school may also exit CSI if it meets the school's long-term goal or measures of interim progress for the all students' group in academic achievement in ELA and Mathematics, 4 year graduation rate, and EL progress (as applicable).~~ Prior to school year 2021-2022, Aa CSI school that entered due to a low graduation rate can exit CSI status the first year the school's lagging four-year graduation cohort rate exceeds the 66⅔% requirement. Beginning with the 2021-2022 school year, a -CSI school that entered due to a low graduation rate can exit CSI status after three years if the school's lagging four-year graduation cohort rate exceeds the 66⅔% requirement in the identification year. Prior to school year 2021-2022, Ddesignated CSI schools due to low subgroup performance can exit CSI status the first year the school does not meet the TSI entrance criteria (has no subgroups performing at or below the Lowest Performance Threshold). Beginning with the 2021-2022 school year, designated CSI schools due to low subgroup performance can exit CSI status after three years if the school does not meet the TSI entrance criteria (has no subgroups performing at or below the Lowest Performance Threshold) in the identification year. Small School CSI schools may exit CSI status after three years if the small school performance review as described in Section A.4.v.c. no longer identifies them as CSI.

- b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

As described previously, ~~prior to school year 2021-2022~~, exit from TSI status is determined annually, ~~whereas beginning with the 2021-2022 school year, exit from TSI status is determined every three years.~~ Targeted Support and Improvement schools may exit such status ~~in an identification year~~ when the accountability index value of the subgroup that led to designation in the first place has improved and the subgroup's accountability index value no longer falls at or below the most recent Lowest Performance Threshold. It is possible that a school may meet the exit criteria for one subgroup and be newly identified based on the accountability index value of another subgroup in the same ~~identification~~ year, resulting in continued identification as a TSI school for consecutive years.

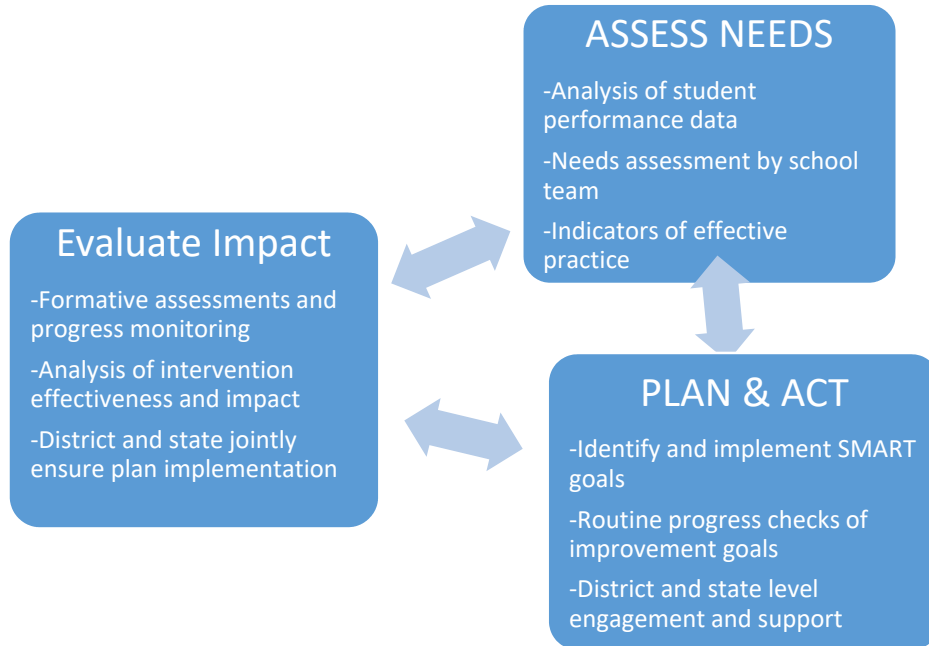
- c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

Schools identified for comprehensive support and improvement that fail to meet the State's exit criteria are held accountable to a rigorous improvement process, supported by district and State resources and support, with reporting of results to stakeholders. In addition to the existing system of differentiated support and oversight of struggling schools, DEED will facilitate collaboration and engagement among

stakeholders including school and district staff, parents and community members, and tribal representatives, DEED staff, and the Commissioner of Education.

Mid-course interventions and supports will be implemented for those schools at risk of not exiting comprehensive support and improvement status. The State and district will assess progress and support school level engagement in continuous improvement throughout the school year.

Continuous Improvement Planning Cycle



Upon failure to exit comprehensive support and improvement status after three years, DEED will initiate differentiated interventions based on need leading to increased levels of State oversight. These interventions may involve any of the following actions in alignment with existing State statute and regulation:

- Convening a strategic planning and support team that could include the Commissioner of Education or designee, DEED program staff, district staff, school staff, parents, tribal representatives, and other stakeholders (community members, parents, and regional school boards). This team will be given authority to recommend and direct the following types of interventions based upon need and readiness of struggling schools, as appropriate and as resources allow:
 - External and/or internal independent review of student achievement data, curriculum effectiveness, instructional practices, school improvement priorities, behavioral supports, and community engagement efforts.
 - Audit of resource allocation at the district and/or school level.
 - On-site evaluation of school improvement practices and/or mandatory off-site school improvement work sessions/interviews.

- Periodic distance or onsite stakeholder and DEED “check-ins” to assess and support school improvement efforts.
- New comprehensive strategic plans written with DEED input/oversight.
- Assignment of School Improvement Coach to district or school.
- More focused training and/or technical assistance.
- District and State level direction of school improvement funds, other applicable federal funds, or other state or local funds toward required interventions such as cohesive professional development and leadership development.
- Replacement of teachers and principals.
- State governance of schools and/or district.

Current State statutes and regulations that support these actions are AS 14.07.020.16, AS 14.07.030.14-15, and 4 AAC 06.864(b).

- d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Alaska will periodically review resource allocation to support school improvement in each district (LEA) in the state serving a significant number or percentage of schools identified for comprehensive (CSI) or targeted support and improvement (TSI).

DEED will allocate 1003(a) funds based on a formula or competitive process for Comprehensive Support and Intervention and Targeted Support and Intervention Support schools.

District and school planning teams collaborate to create school improvement plans based on a comprehensive needs assessment. This collaborative plan includes:

- Interim and long-term goals
- Evidence-based tasks and interventions designed to meet these goals
- A process to assess, monitor, and evaluate progress (DEED provides a continuous school improvement online tool that satisfies these criteria)

Schools and districts submit a budget for school improvement funds that aligns with the goals of the school improvement plan for review by the district and the State. Budgets must include:

- Cohesive professional development opportunities
- Interventions for instructional improvement

DEED reviews the school improvement plans and budgets annually. School improvement plans and documents will also be reviewed in scheduled monitoring visits.

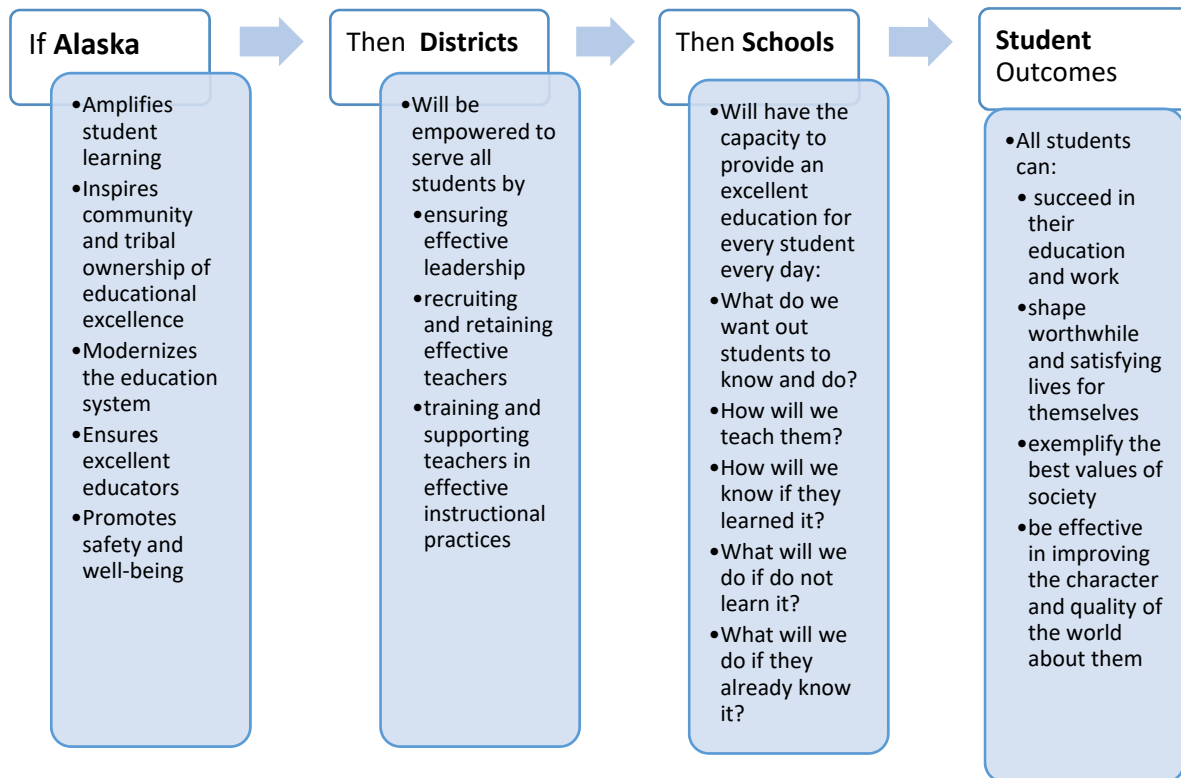
End-of-year evaluations of programs reviewed by district for effectiveness and shared with DEED.

For districts serving a significant number or percentage of CSI or TSI schools failing to make progress, an inter-departmental review will be conducted as needed on an annual basis to ensure alignment of diverse resources. This review will include funds beyond federal school improvement funds such as other federal funds, state provided general funds, and grant funding. This comprehensive review of the district’s and schools’ budgets will be made available for public feedback.

- e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

DEED will provide technical assistance to all districts and to each district (LEA) in the State that serves a significant number or percentage of schools identified for comprehensive or targeted support and improvement through a tiered system of support.

The main strategic goal of DEED is to provide support to districts to amplify student achievement by providing assistance to increase district capacity in desired attributes. All training and professional development provided to districts, schools, and teachers supports the commitment DEED has made to Alaska's students.



DEED will deploy resources to help districts lead for success by providing:

- Technical assistance for district and schools staff, regional school boards, and parents
- Support with the alignment of resources
- Support in identifying resources and needs of early learners ages three to five
- Investment in change that is sustainable
- Clear communication that change is not only necessary but attainable
- Facilitation of collaboration with key associations and community groups

Desired attributes of districts

- prioritize low performing schools
- provide differentiated support aligned with the unique needs of the students

- identify and rectify resource inequities
- create an instructional infrastructure that utilizes data to drive decisions
- have the capacity to adapt instruction to match the identified needs
- practice an attitude of cooperation by regular communication with stakeholders and facilitate access to documents, parents, and staff

School improvement processes and support are built on the foundation of the *Alaska Effective Schools Framework* which reinforces an evidence-based instructional focus through emphasis on and support of the following 12 key indicators:

- 1) School staff implements the district approved, research based curricula that are aligned with Alaska Content Standards.
- 2) School staff use universal screening assessments and routinely administer them multiple times a year in at least literacy and math.
- 3) School staff implement a coherent, documented plan throughout the school to ensure that all students receive core instruction and all low-performing students receive additional support to help them meet or exceed the state content standards.
- 4) School staff use research-based instructional practices, programs and materials.
- 5) School staff consistently, and regularly measure the effectiveness of instruction using data from a variety of formative assessments.
- 6) School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.
- 7) School staff provide extended learning opportunities, and students in need of additional support regularly participate.
- 8) School and classroom environments reflect respect for all students and cultures, and they reflect an understanding of the cultural values of the students and community.
- 9) School staff communicate effectively with parents about learning expectations, student progress, and reinforcing learning at home; staff implement effective strategies to increase parent engagement.
- 10) School priorities, goals, plans, and events are collaboratively developed by school staff members, parents, students, and community members, and these plans are communicated to all stakeholders by school staff.
- 11) School staff use multiple sources of student assessment data as a primary factor in determining professional development priorities.
- 12) School staff embed professional development into daily routines and practices.

Technical assistance strategies provided to districts will be prioritized on a tiered approach based on the number and/or percentage of CSI and TSI schools in the district and specific needs identified. Strategies include:

- Support regarding the school improvement planning process. Distance delivery or on-site training from DEED staff and experts with prioritized responses based on available resources.
 - Comprehensive needs assessment
 - Gap analysis and root cause training
 - Strategic planning based on identified needs and root causes
 - Measureable goals and tasks to support designated needs

- Evaluation, feedback, and reflection
- Leadership support and development

- Technical assistance on evidence-based interventions
 - Awareness training regarding evidence-based practices
 - Determine the best intervention to match need as identified in comprehensive needs assessments
 - Strategies to create measureable goals using the strategies to meet the needs addressed in a comprehensive needs assessment
- Funding and support to allow district teams to attend statewide conferences that focus on evidence-based practices and effective strategies to build leadership and pedagogy within a school. Alaska remains committed to deliver training via distance technology such as ongoing online, individualized professional learning opportunities.
- Training and webinar support on Alaska’s continuous school improvement planning tool (or other comparable planning tool implemented by the district) throughout the year.
- Coaching support through the State System of Support (SSOS) coaching program prioritized to schools with the highest need.
- Continued technical assistance during scheduled Title program monitoring visits to districts and schools.
 - Parent and community involvement strategies
 - Schoolwide planning
 - Guidance for leveraging federal funding streams to promote student achievement
 - Tools and templates
 - Programmatic planning guidance
 - Interstate collaboration opportunities
- Intentional collaboration of diverse resources
 - The State will coordinate and better utilize experts from within DEED, external partners, SSOS coaches, and teachers/leaders in the field.
 - Early Childhood Education
 - Career and Technical Education
 - English Language Arts, Mathematics, and Science Standards
 - Health and Safety/School Climate initiatives
 - Special Education
 - English Learners and Language Acquisition
 - Instructional Best Practices
 - DEED website resources that include fact sheets, Power Point presentations (static and recorded), professional learning modules, tool kits, lists of resources (What Works Clearinghouse, Regional Educational Laboratories), etc.
- f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA

with a significant number or percentage of schools implementing targeted support and improvement plans.

N/A – These actions are presented in the previous three responses.