



Alaska Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated. For an overview and full set of profiles, visit www.air.org/ESSAAccountability.

- Alaska uses a composite index to calculate an annual summative rating of Superior, Satisfactory, Needs Improvement, Targeted Support, or Comprehensive Support for all public schools; additional business rules help to align federal improvement categories with these ratings.
- Alaska includes measures in its school quality or student success indicator that help to ensure readiness all along the educational trajectory, including chronic absenteeism starting in kindergarten, reading proficiency by Grade 3, on-track credits in Grade 9, and readiness for postsecondary opportunities.

Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

Annual Meaningful Differentiation	
<input checked="" type="checkbox"/> Annual summative rating (Annually calculates overall performance rating for all schools and "all students" using all indicators, beyond CSI/TSI schools)	
<input type="checkbox"/> Data dashboard only (CSI/TSI schools identification only)	
Summative Ratings	
Superior, Satisfactory, Needs Improvement, Targeted Support, Comprehensive Support	
Accountability Measures	Included in Accountability
Academic	
Achievement status	✓
Achievement growth	✓
GAP Achievement gap	
ELP English language proficiency/progress	✓
4-year graduation rate	✓
EAR Early learning	✓
WRE Well-rounded education	✓
Persistence	
EXT Extended-year graduation rate(s)	✓
OTG On-track to graduation	✓
Dropout rate	
College and career readiness	
COL College enrollment	
ADV Advanced coursework or sequence	✓
CPT College placement test(s)	✓
CTE Career and technical education or work-based learning	✓
Readiness to learn	
CFL Conditions for learning/school climate	
SEL Social-emotional learning	
CHR Chronic absenteeism	✓

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

Student Groups for Accountability Determinations (N = 10 for accountability, N = 5 for reporting)
Major racial/ethnic subgroups
African American
Alaska Native/Native American
Asian/Pacific Islander
Caucasian
Hispanic
Two or more races
Other required subgroups
Economically disadvantaged
Students with disabilities
English learners
Nonrequired subgroups
Not applicable

Subjects Used for Accountability		
Subject	Status	Growth
Math	✓	✓
Reading/English language arts (ELA)	✓	✓
Writing		
Science		
Social studies		
Other		



Annual Differentiation System

Alaska uses the following composite index to determine summative ratings of Superior, Satisfactory, Needs Improvement, Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI). CSI and TSI criteria are first applied to all schools (see also “School Improvement Categories”), and the remaining schools receive 1 of the 3 other summative ratings based on composite index score, participation rate, individual measure scores, and progress against ambitious interim goals (see business rules in index below).

For example, in order to receive a Superior rating, a school must meet all of the following criteria:

- Meets composite index score minimum
- Not identified for CSI or TSI status
- Meets minimum level of performance on each measure
- All subgroups meet all ambitious interim goals (proficiency, graduation rate, and ELP progress)
- 95% participation rate met for all students and each subgroup

Alaska Composite Index for Determination of Summative Ratings and CSI/TSI Schools, 2017–18 Proposed State Plan

ESSA Indicator	State Measure	Measure Weighting	
		Elementary/Middle Schools	High Schools
 Academic achievement	Proficiency (ELA, math)	36%	40%
 Other academic	Student growth (ELA, math)	40%	--
 Graduation rate	4-year graduation rate	--	20%
	5-year graduation rate	--	10%
 English language proficiency progress	On track to ELP	14%	15%
Academic indicators subtotal		90%	85%
 School quality or student success	Reading proficiency by Grade 3	4%	--
	Interim assessment participation	2%	--
	Chronic absenteeism	4%	5%
	Freshman on-track	--	5%
	Alaska Performance Scholarship eligibility	--	5%
SQSS indicator subtotal		10%	15%
Total		100%	100%
Business rules		<ul style="list-style-type: none"> • Schools with participation rate less than 95% for all students may not receive a summative rating higher than “Needs Improvement.” • Schools with participation rate less than 95% for any disaggregated subgroup may not receive a rating higher than “Satisfactory.” • To receive a “Superior” or “Satisfactory” rating, schools must meet minimum levels of performance for each individual measure. • To receive a “Superior” rating, schools must meet all ambitious interim goals (all students and subgroups). • Schools identified for CSI or TSI may not receive a summative rating higher than “Needs Improvement.” 	

Note: ELA=English language arts

Accountability Measure Descriptions

ESSA Indicator	State Measure	Description
 Academic achievement	Proficiency (weighted equally for ELA and math)	Percentage of students scoring at the performance level indicating grade-level proficiency or higher on annual statewide assessments.
	<i>Participation rate inclusion</i>	The denominator of the proficiency calculation is the higher of the number of students actually participating or 95% of enrolled students in participating grades and subjects. Schools with participation rate less than 95% for all students may only receive a summative rating as high as “Needs Improvement.” Schools with participation rate less than 95% for any subgroup may not receive a rating higher than “Satisfactory.” Schools with low participation rate for 2 consecutive years must develop an improvement plan that approves professional development for teachers regarding engaging families on this issue.
 Other academic	Student growth (weighted equally for ELA and math)	Average number of performance levels of improvement on statewide assessments from year-to-year across participating students. A value table is used to assign point values to each student according to starting and ending performance level.
 Graduation rate	4-year graduation rate	The percentage of students within an adjusted cohort who graduate within 4 or 5 years, respectively, with a regular high school diploma.
	5-year graduation rate	
ELP English language proficiency progress	On-track to ELP	Percentage of students meeting annual individual targets for sufficient progress toward ELP within a state-determined number of years, based on state ELP test results.
SQSS School quality or student success	Reading proficiency by Grade 3	Percentage of students scoring at the performance level indicating grade-level proficiency or higher on annual statewide assessments in Grade 3.
	Interim assessment participation	Percentage of enrolled students who participate in at least a fall and winter administration of a state-approved interim assessment.
	Chronic absenteeism	Percentage of students absent for more than 10% of enrolled school days.
	Freshmen on-track	Percentage of first-time 9th graders who earn at least 5 credits by the end of their first year of high school with at least 4 credits from language arts, social studies, mathematics, or science.
	Alaska Performance Scholarship eligibility	Percentage of students graduating who are eligible for an Alaska Performance Scholarship based participation and/or performance benchmarks for all of the following: <ul style="list-style-type: none"> • Grade point average • ACT, SAT, or ACT WorkKeys performance • High school curriculum that integrates advanced coursework and a well-rounded education (science, social studies, world languages, etc.)

Note: ELA=English language arts

School Improvement Categories

	Comprehensive Support and Improvement (CSI) Schools	Targeted Support and Improvement (TSI) Schools	Additional Targeted Support (ATS) Schools
Identification criteria	<ul style="list-style-type: none"> Low-performing school: Bottom 5% of Title I schools, based on composite index score and, after the initial identification cycle, progress on the index score as well as all academic indicator measures Low graduation rate school: 4-year graduation rate less than 67% Chronically underperforming subgroup (i.e., 3 years failure to exit Title I ATS status) 	Any school with consistently underperforming subgroup(s) based on meeting all of the following criteria for 2 consecutive years: <ul style="list-style-type: none"> Low performance on each of the accountability indicators No progress on any indicator Not meeting any of the annual ambitious interim goals (for proficiency, graduation rate or ELP progress) 	Any school with subgroup scoring lower on all indicators than the highest performing CSI school identified for bottom 5% of Title I schools based on all students
First year and frequency of identification	<ul style="list-style-type: none"> 2018–19 for low-performing and low graduation rate schools and every 3 years thereafter 2021–22 for chronically underperforming subgroup schools and every 3 years thereafter 	2019–20 and annually thereafter	2018–19 and every 3 years thereafter
Years of improvement to exit status	1 year of improvement required to exit CSI status (minimum 3 years in status)	States are not required to determine exit criteria for consistently underperforming subgroups	1 year of improvement required to exit ATS status (minimum 3 years in status)

Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA		Year of Student Enrollment		
		Year 1	Year 2	Year 3
1	✓	Exempt all recent ELs from ELA/reading statewide testing	Test new ELs and include proficiency scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
2		Test all recent ELs in ELA/reading but exclude from accountability	Test ELs and include achievement growth scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
3		Uniform procedure for assigning individual ELs to either Option 1 or Option 2		