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Dear Parent(s)/Guardian(s),

The Alaska Department of Education and Early Development (DEED) recently released the index scores and designations for every school in Alaska. It is important to note that the index score is based on 2023-24 data.

There are three possible school designations and every public school in Alaska will receive one of these designations including:

- Comprehensive Support and Improvement (CSI) or schools needing overall improvement
- Targeted Support and Improvement (TSI) or schools needing targeted improvement
- Universal Support i.e. all other schools not identified as needing additional supports

**The 2024-25 designation for Koliganek School is Universal Support with an index value of 14.76 out of 100. This is well above the lowest 5% threshold of 9.3**

The designations are based on a number of indicators including academic growth, academic achievement, chronic absenteeism, Grade 3 English language arts proficiency English Learner progress, and graduation rate. You can get more information about your school on the Alaska state website (see below):

- For school designation: <https://education.alaska.gov/compass/>
- For school assessment data: <https://education.alaska.gov/assessments/results>
- For Alaska's accountability system:  
<https://education.alaska.gov/akaccountability/schoolsuccess/accountabilitysystems.pdf>

For Universal Support Designation information:

[https://education.alaska.gov/akaccountability/schoolsuccess/Universal\\_Support.pdf](https://education.alaska.gov/akaccountability/schoolsuccess/Universal_Support.pdf)

*Here is some information about the scores you will see on the school report (see enclosed document). For the academic achievement indicator scores of 0% don't necessarily mean that there were no students that were proficient on the state test. The state has an "80/20" rule to protect the student privacy in Alaska schools. If 20% or less of students were proficient then a score of 0% is used.*

It is important for our school to continue to improve and provide a quality education for all students. Parents and community members are invited and encouraged to continue to work with us in this process.

Additional resources about the Universal Support designation and the System of School Success are included.

Sincerely,

Shannon Jones  
Principal, Koliganek School

***Home of The Huskies***





EDUCATION  
& EARLY DEVELOPMENT

*An excellent education for  
every student every day.*

# System for School Success

2023-2024 School Report



Koliganek School, Southwest Region School District

Title I School: Yes

 School Designation: Universal Support - 2024

 Overall School Index Value: 14.76

## System for School Success Overview

Alaska's education accountability system, System for School Success, includes each student group individually, creating a holistic vision of a school through two lenses: the performance of all students and that of their student group populations.


## The Compass

*A Guide to Alaska's Public  
Schools*


Alaska recently launched **The Compass**, a website designed to help parents access important data about public schools in Alaska. The Compass features a wealth of meaningful information on schools and districts so that parents and guardians can participate in decisions to improve their student's learning.

[education.alaska.gov/compass](https://education.alaska.gov/compass)


## Academic Achievement

	English Language Arts Percentage of students that were proficient on the state summative assessment.	Mathematics Percentage of students that were proficient on the state summative assessment.
All Students	0%	0%


## Growth

	English Language Arts Percentage of students who improved one year to the next on the state summative assessment.	Mathematics Percentage of students who improved one year to the next on the state summative assessment.
All Students	25%	13.04%


## School Quality/Success

	Chronic Absenteeism Percentage of students who missed less than 10% of the days enrolled at the school.	Grade 3 ELA Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.
All Students	34.55%	n/a


## English Learner Progress

	English Learner Progress Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
All Students	n/a

## Graduation Rates

	Graduation Rate The rate of students that graduated from high school within four or five years of enrolling as ninth graders.
Four-Year	n/a
Five-Year	n/a

## Student Group Performance

	Student Group Performance If school is ATSI or CSI-TSI, identified student groups are shown below.
Student Groups	n/a

n/a - there were less than 10 students represented or the indicator is not relevant to the school.

# System for School Success Overview



How is my school measured?												
	K	1	2	3	4	5	6	7	8	9	10	11 12
ELA and Math Proficiency				✓	✓	✓	✓	✓	✓	✓		
ELA and Math Growth				✓	✓	✓	✓	✓	✓	✓		
Graduation												✓
English Learner Progress	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Chronic Absenteeism	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grade 3 ELA Proficiency				✓								

## Measures Combine into Index Score

Each indicator noted in the table to the left is given a score for the school.

In addition to looking at the whole school, each student group in a school is measured in the areas listed in the table to the left. These scores are combined and the student group is given a score.

## How is my school designated for support?

Each year an overall school index value is calculated for each school and a school designation is assigned. There are three school designations for Alaska's schools:

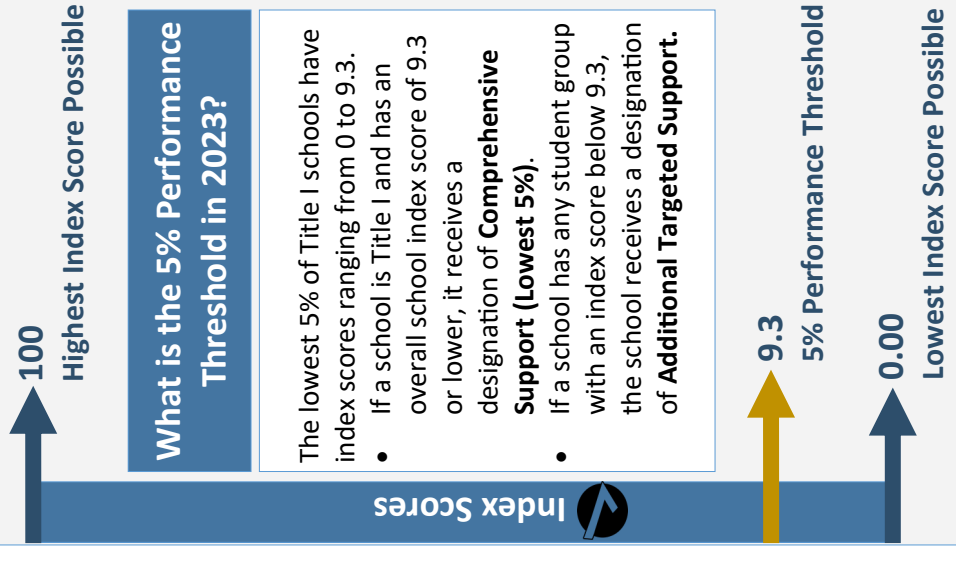
- **Comprehensive Support**
  - **Lowest 5%** - If the overall school index value of a school falls in the lowest 5% of Title I schools, that school receives a designation of Comprehensive Support (Lowest 5%).
  - **Graduation Rate** - If a secondary school has a graduation rate of less than or equal 66.67%, that school receives a designation of Comprehensive Support (Graduation Rate).
  - **Targeted Support (CSI-TSI)** - Schools that are ATSI for the same group three years in a row.
- **Additional Targeted Support (ATSI)** - If a school has any student groups with index values under the Comprehensive Support (lowest 5%) threshold, that school receives this designation.
- **Universal Support** - All other schools are considered Universal Support schools.

## Which student groups are measured?

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

## What are some questions I could ask my school?

- Where can I find more information about how my school is performing?
- What supports are being provided to my school based on its designation?
- What opportunities are available for me to be involved in my student's education?



# Universal Support



## The FACTS:

After the passage of the Every Student Succeeds Act (ESSA), each state was required to write a plan outlining how they will evaluate how well schools are doing on a variety of indicators. The System for School Success is outlined in Alaska's State Plan and describes how DEED will create school designations and what supports these schools will receive.

Indicators within the System for School Success are:

- Academic Achievement looks at the percentage of students whose performance on the state's summative assessments demonstrate the skills and knowledge of the current grade-level content in English language arts and mathematics.
- Academic Growth looks at the percentage of students who improved from one year to the next on the statewide summative assessments in English and language arts and mathematics
- Graduation Rate looks at the percentage of students who graduated from high school with a diploma in four or five years.
- English Learner Progress calculates the percentage of English learners who meet or exceed their growth target toward attaining English language proficiency. English learners are students who have the influence of a language other than English.
- Chronic Absenteeism (School Quality/Student Success) looks at the percentage of students who missed less than 10% of the days they attended at the school.
- Grade 3 English Language Arts indicates how many students are proficient on the statewide summative assessment in English language arts.

An index value is determined for each school with 10 students in a minimum of two indicators.

## How is this school designation determined?

A school receives a designation of Universal Support if

- The index value is higher than school identified as the lowest 5% of Title I schools (Comprehensive Support and Intervention-lowest 5%)
- The graduation rate is higher than 66 2/3% for schools with grade 12 (Comprehensive Support and Intervention- Graduation Rate).
- The index values for each subgroup in their school is higher than schools identified as the lowest 5% of Title I schools (Targeted Support and Intervention)

## Supports Available for Universal Support

- Statewide networks are aimed at connecting educators and supporting best practices in school improvement. Examples of statewide networks include the Alaska ECHO Project, Alaska Professional Learning Network (AKPLN), and AK RISE Rural Teachers Network.
- Webinars focused on school improvement topics highlight promising practices and success stories from across Alaska. In addition, technical assistance webinars for CSI and TSI schools provide additional support for continuous improvement efforts.



# System for School Success

## FREQUENTLY ASKED QUESTIONS Accountability System

### Q. What is an accountability system? Why is it important?

Statewide accountability systems are designed to celebrate success and identify areas where additional support is needed, with the goal of increasing achievement for all students. A common misunderstanding is that state accountability systems are intended to be punitive, but that is not the case. Just as state standards and assessments set expectations for what students should know and be able to do, state accountability systems set expectations for school performance and school system effectiveness.

### Q. How did the state decide to use this system? Were stakeholders involved in the design?

Alaska engaged a wide variety of stakeholders, including parents, administrators, educators, and other community members, to develop its accountability system under ESSA. The Department of Education and Early Development received feedback from more than 4,000 stakeholders over the course of a year and half through online surveys, discussion groups and webinars, community conversations, and an ESSA advisory committee.

## School Ratings

### Q. What does the Overall School Index Value mean?

The Overall School Index Value is a type of accountability rating and is one way to provide information about how each school is supporting its students. Accountability ratings help stakeholders know where schools are excelling and where they have room to grow. But they aren't the only thing that matters. Beyond these ratings, parents, educators, and other stakeholders know a great deal about how their schools are performing.

### Q. What is the Overall School Index Value based on? Only test scores?

The Overall School Index Value is not based only on test scores. It is based on multiple measures of student success, including graduation rates, achievement, progress for English learners in learning English, and other measures of school quality and student success.

Many stakeholders provided input on the selection of these indicators through the ESSA planning process, and we look forward to continued engagement with a wide variety of stakeholders throughout implementation.

### Q. Does the Overall School Index Value mean some schools are “good” and others are “bad?”

Schools that have lower ratings are not necessarily “bad schools,” but they are schools that need help and support. Through conversations sparked by the Overall School Index Value, these schools have the opportunity to engage parents and the community in developing a plan to improve the school's performance.

Schools that receive high ratings deserve credit for their accomplishments, and the lessons they have learned need to be shared so that other schools can benefit.

### Q. What are the options for my student?

Accountability ratings provide you with information about how your school and the student groups in that school are performing. You can use that information to engage with your school's administrator or your student's teachers to see what supports are available for individual students.

## School Identification

### Q. How are schools identified for support?

Schools that are identified for support did not achieve one or more of the expectations set in the accountability system. These schools need the most assistance, support, and direction for their students to have the same opportunities for growth and success that exist for students in other schools. Alaska has established four levels of support for its schools: comprehensive (CSI), targeted (TSI), additional targeted (ATSI), and universal.

### Q. If my school is identified for support or interventions, what will happen to it?

Schools that are identified for support have the opportunity to engage parents and the community in identifying local school needs and developing a plan for improvement. Each school will collaboratively develop an improvement plan and will receive additional support from the state and their district. These schools have room to improve but they are not necessarily "bad schools."

### Q. If my school is identified as CSI, TSI, or ATSI, will it be given additional resources to support improvement?

Schools that are identified for support are eligible for additional federal funds and may be eligible for additional state or local funding and support. It will be important for your school to think about how it can align the resources it currently receives with its school improvement plan.

### Q. If my school is not identified, does that mean it is a "good" school?

Schools that are not identified for support have demonstrated that they are not among the lowest performing schools in the state. Just as we know that all students, even those that are high performing, can keep growing, our schools can grow too. These schools should celebrate their performance while continuing to seek gains for all students.