Meeting 2 - Title IA Improving Programs SWRSD Parent Advisory Committee Meeting

April 21, 2023 immediately after Meeting 1

- 1. Call to Order
- 2. Roll Call
- 3. Approval of Agenda
- 4. Reports & Feedback
 - a. Program Overview
 - b. District Parent & Family Engagement Plan
 - c. Evaluations & Data
 - d. Application & Budget
 - e. REAP-Flex (Title II-A and Title IV-A)
 - f. Schoolwide Plans
 - g. School Improvement Process
- 5. Recommendation Development
- 6. Action Items
 - h. Recommendations
- 7. Adjournment

MISSION STATEMENT: The Southwest Region School District is committed to all students receiving an education that continuously affirms human diversity, that validates the history and culture of all ethnic groups, that is based on high expectation for academic success for every student, and that encourages students and parents' active participation.

SCHOOL BOARD GOALS:

- Cultural Programs
- Academic Growth for All
- Life-Ready Programs
- Strong, Dedicated Staff
- Community Involvement

Resources

- 21-22 District Family Engagement Plan
- 21-22 Systems of School Success Reports
- 21-22 District Report Card
- 22-23 Program Details
- 22-23 Budget
- 22-23 Schoolwide Plans template
- 23-24 School Success Plan template

Program Details

Southwest Region School District (45) - FY 2023 - ESEA Consolidated - Rev 5 - Title I-A

Purpose of Title I-A

The purpose of Title I-A is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. [Section 1001]

A. Title I-A Targeted Assistance Programs - (as applicable)

A.1. For all schools served with a targeted assistance program (marked "TA" on the Building Eligibility page), describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program, will identify the eligible children most in need of services. The academic criteria used to select students to receive Title I-A services should include multiple sources such as student performance on local assessments and the annual state summative assessment in English Language Arts and Math for students in grades 3-HS. [Section 1112(b)(9)]

Southwest Region School does not have any targeted assistance schools.

A.2. Provide a general description of the targeted services to students in all schools marked as targeted assistance. Include information on the type and time of service provided, such as in-class support, pull-out interventions, before or after school programs, summer programs, and professional development for educators. Include the number and type of staff funded by Title I-A at each school, as applicable. [Section 1112(b)(5)]

Southwest Region School does not have any targeted assistance schools.

A.3. Describe the process for annually reviewing and evaluating the effectiveness of the services provided by Title I-A in targeted assistance programs and revising those services based on the evaluation. [Section 1115(b)(3)]

Southwest Region School does not have any targeted assistance schools.

B. Title I-A Schoolwide Programs - (as applicable)

B.1. Provide a general description of how the schoolwide programs will ensure that all low-achieving students in all subgroups, including economically disadvantaged students, racial/ethnic subgroups, English learners, students with disabilities, migratory children, and homeless students are receiving assistance to increase their level of achievement. [Section 1114(b)(7)(A)]

All of our schools have current schoolwide plans in place and on file in both the individual school sites and the district office (on the district website). All of these plans include procedures that are in place at the individual school level describing how low-achieving

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students, in all subgroups, will receive assistance to improve performance levels (documented in indicators 3.02, 3.04, and 4.05). The process for annually reviewing and updating the schoolwide plans is an ongoing process throughout the year at each school and is monitored at the district level. The review and revision is completed by the school improvement team and feedback is provided by the district leadership team. The district will be moving away from AK STEPP during the 2022-23 school year and use the template provided by DEED.

The activities described in the schoolwide plans vary from school to school but the following list comprises many of the general activities used to help low-achieving students increase their level of achievement. After school programs that target students will specific academic needs; one-on-one and small group interventions; progress monitoring of interventions; development of SMART goals for students or groups of students based on student performance data. Indicators 3.02, 3.04, and 4.05 in the AK STEPP plan outlines the schools plan for helping low-achieving students.

The district has selected the "district determined PPA amount" addressed in the instructions for completing the consolidated application. The PPA amounts do not correspond with the poverty levels because of the large range in school student population sizes between our schools. In order to provide equitable services, the PPA amounts are bigger for our smaller schools than our larger schools regardless of poverty levels.

B.2. Provide a general description of the use of Title I-A funds at each schoolwide school. [Section 1112(b)(5)]

Each school will have parent and family engagement planned throughout the year (several events each year).

The after school tutoring programs vary between schools. Differences include students served, number of days/hours of tutoring, transportation costs, and extra-duty costs. There are schools that have similar programs which are described in general below:

Aleknagik School is a K-12 school that serve about 30 students. The after school program operates three days a week for 1 hour per session per grade span (K-5, 6-8, 9-12). This program is open for any student that needs extra help. There are several enrichment opportunities for students to participate in after school including a baking club and an E-sports club to increase student engagement and provide a well-rounded education. There is a 1.15 FTE paraprofessional to support instruction. There is a 0.5 FTE for an academic interventionist, which provides Tier II academic interventions from January through April for specific students that need additional academic support. Staff participate in the ASDN sponsored RTI conference to support the RTI intervention process. CHAMPS is the positive behavior support program being implemented in the school. Professional development in RTI will also be a focus for staff.

Clarks Point School is a K-12 school that serves about 15 students. The after school program will operate between two and three days a week for an hour per session for all students. The program is open for any student that needs extra help. Staff participate in the ASDN sponsored RTI conference to support the RTI intervention process. There is a 0.5 FTE paraprofessional to support instruction.

Twin Hills School is a K-12 schools that serves about 30 students. The after school program operates four days a week for 1 hour per session for all students. The program (Wolf Club) targets students in 1st through 5th grade and provides supplemental support in

reading and writing. Students in 6th through 8th grade have the opportunity to participate in the after school program to get help with homework and assignments. The staff and community will be working on developing a library within the school so support literacy. Professional development on the school improvement process will be a focus. There are 1.0 FTE in paraprofessionals to support instruction.

William Sonny Nelson School is a K-12 schools that serves about 15 students. Professional development on the school improvement process will be a focus. PD in effective math instruction will occur for one staff member. The after school program operates three days a week for 1 hour per session for all students. The program is available to all students that need additional help with homework and assignments. There are 1.0 FTE in paraprofessionals to support instruction.

Koliganek School is a K-12 school that serves about 60 students. The after/before school program operates four days a week for 1 hour per session. The target group is students in 1st through 12th grade to get extra help on homework and assignments, as well as, extra practice on specific skills based on the needs of students including reading skills through an online supplemental resource. There are opportunities for students to participate in enrichment activities to increase student engagement and offer a well-rounded education. There is 1.6 FTE in paraprofessionals to support instruction.

Chief Ivan Blunka School is a K-12 school that serves about 130 students. The after school program is differentiated per grade span. The program is available to all students but focuses on students in grades 1st through 5th that need intervention based on the MAP assessment (4 times per week). There is a homework assistance program for 6-12 grade students as well (twice a week). There are opportunities for students to participate in enrichment activities including a fab lab to increase student engagement and offer a well-rounded education. There are 2.5 FTE in paraprofessionals to support instruction. There is a 0.5 FTE for an academic interventionist, which provides Tier II academic interventions from January through April for specific students that need additional academic support.

Manokotak Nunaniq School is a K-12 school that serves about 120 students. The after school program operates four times a week between 1 and 1.5 hours per session. The program is available to all students as a time for homework assistance but the focus is on students in the elementary grades that would benefit from extra skill practice based on RTI team meetings. Tutors meet with classroom teachers to develop mini-plans for specific students that need extra practice. Staff participate in the ASDN sponsored RTI conference to support the RTI intervention process. There is 0.66 FTE in paraprofessionals to support instruction.

Togiak School is a K-12 school that serves about 200 students. The after school program operates three or four times a week between for 1 hours per session (K-5, 6-8, 9-12 grade spans). The program is available to all students as a time for homework assistance. There are different tutors to meet the needs of the students in varying grade levels. Accelerated Reader is being added to as a supplementary reading program. CHAMPS is the positive behavior support program being implemented in the school. Dual credit opportunities will be available to students. There are opportunities for students to participate in enrichment activities including a fab lab, weight lifting club, music club, and other clubs to increase student engagement and offer a well-rounded education. There are 1.10 FTE in paraprofessionals to support instruction.

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Togiak School - use of Remind communication platform to improve communication with parents and community. Manokotak School - use of funds to support dual credit opportunities.

B.3. For all schools served with an existing schoolwide plan (marked SW-Exist on the school Building Eligibility page), describe the process for annually reviewing and evaluating the effectiveness of the schoolwide plans and revising the needs assessment and schoolwide plans as necessary based on the results of the evaluation. [Section 1114(b)(3)]

All schools used the AK STEPP tool to complete the 2022-23 schoolwide plans. The district will not be AK STEPP next year and AK STEPP will be replaced with the DEED template for schoolwide plans. Schoolwide planning is a continuous process throughout the year and involves a school improvement team for each school that includes various stakeholders. Each team begins a needs assessment in January, which includes various data including student achievement data, community feedback, staff input, and student feedback. The school improvement teams then meet multiple times during the spring to revise the schoolwide plan based on the results of the needs assessment.

Title I Schoolwide plans an regular item on the local Community School Committee meetings which provides and opportunity for parent/community feedback. The district leadership reviews each site plan several times during the year and provide feedback as necessary. Part of the continuous process is to monitor the effectiveness of the plans outlined within the schoolwide plans by the district leadership team.

B.4. For all schools served with a new schoolwide plan (marked SW-New on the school Building Eligibility page), describe the process used to complete the needs assessment for the school and to create the schoolwide plan based on the needs assessment. [Section 1114(b)]

None of our schools have a new schoolwide plan.

C. Other Uses of Funds - (as applicable)

Describe any other information on how the district proposes to use funds to meet the purposes of this part, and that the district determines appropriate to provide.

C.1. Describe how the district proposes to use funds to assist schools in identifying and serving gifted and talented students. [Section 1112(b)(13)(A)]

Southwest Region School district is not using funds for this purpose.

C.2. Describe how the district proposes to use funds to assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. [Section 1112(b)(13)(B)]

Southwest Region School district is not using funds for this purpose.

C.3. Describe any other information on how the district proposes to use funds to meet the purposes of this part. [Section 1112(b)(13)]

Professional Development

Approximately 65 certificated staff will participate in professional development activities including the fall inservice. Professional development will occur in the following areas for K-6 teachers and instructional aides: effective implementation of the new ELA curricula to meet the state ELA standards; effective implementation of math curricula to meet state math standards; identifying when interventions are necessary based on curriculum assessments; effective integration of cultural standards and Yup'ik studies programs. Professional development will occur in the following areas for 7-12 teachers: identifying when interventions are necessary based on curriculum assessments; effective implementation of grade specific and content specific interventions; CTE specific training in NCCER Core and effective instructional practices; Additional professional development will be provided regarding effective teaching via distance delivery and/or blended instruction models. Professional development on RTI models and how to effectively use the dedicated 60 minute block of time in the schedule for RTI interventions will be included.

Professional development will occur in the following areas for new to the district teachers: a new teacher orientation into teaching in rural Alaska. This is a mentoring type of program that introduces new teachers to the local culture, identifies common cross-cultural barriers (communication differences, family structure differences, etc.), provides information about local traditions, beliefs, and customs, and provides an on-site mentor that helps them adjust to the community, get involved in community events, and integrate culture into instruction. Approximately 20 teachers will attend this training via distance delivery. Esther Ilutsik, Yup'ik Studies Director will be the induction program coordinator and receive and extra duty contract. The district will contract with the Alaska Mentorship Program as part of the new teacher induction program.

In August, professional development will occur in the following areas for 10 school instructional leaders at the district office: review RTI models and how to effectively use the dedicated 60 minute block of time in the schedule for RTI interventions; review the implementation of exploration weeks but focus on the RTI component for those students "at- risk" of dropping out; effective integration of technology to support instruction and interventions; effective implementation of CTE programs to increase engagement, staff evaluation processes. Additional professional development will be provided regarding effective teaching via distance delivery and/or blended instruction models for the smart start framework. A follow-up training will occur in December at the district office in Dillingham or by distance delivery for follow up training to improve leadership skills and effective implementation of school-wide strategies to improve instruction and learning. The RTI conference and/or principal's conference will be offered as a conference for site leadership, which includes NASSP or NAESP association fees. Professional development for site leadership at a spring leadership camp sponsored through the district office for the implementation of , RTI interventions, and ECE program interventions, PLCP implementation, and CTE integration.

In August, professional development on the use of a new learning management system will occur for the five principals and five teachers from our five smallest school (Aleknagik, Clarks Point, Koliganek, Twin Hills, & William Sonny Nelson). This is based on the identified need to address a need in scheduling issues and courses being taught by out-of-field teachers in our schools that have two

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or fewer middle school/high school teachers. This professional development will occur in Dillingham.

September, 2022 - Principal from William Sonny Nelson, Principal from Twin Hills, and District Liaison to Anchorage to participate in required CSI 5% school improvement professional development.

December, 2022 or January, 2023 - Professional development will occur in the following areas for 10 school instructional leaders at the district office in Dillingham. The design and implementation of a trauma informed instructional model to address the individual needs of students that experience trauma and/or RTI models.

November, 2022 or January, 2023 - 10 school instructional leaders will participate in professional development improve leadership skills and implementation of school-wide strategies to improve instruction and learning. The training will be focused around topics on effective leadership through, collaboration, RTI implementation, and other effective leadership skills. The RTI conference and principal's conference has provided this training in the past and has a rural focus that has been valuable to instructional leaders.

April, 2023 - 15 staff from all eight schools and the district office to attend the Reading of Science conference in Anchorage.

May, 2023 - approximately 10 principals will attend a spring leadership academy in Dillingham to evaluate programs based on smart goals and data. The objective will be to refine practices to meet future smart goals that are aligned to district initiatives.

Education Specialist

The Education Specialist at 1.0 FTE (Kirk Kofford) will provide ongoing support and training during the fall inservice (see activities above) and to staff throughout the year. This continuous training builds upon the professional development that occurs during the fall inservices and other topics such as, the effective implementation of curriculum intervention strategies, effective implementation of the new ELA curriculum, intervention monitoring, CTE integration, and Eweek instructional strategies.

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Use of Remind communication platform at district level to improve communication with parents and community. Travel for PAC to meet in April 2023 in Anchorage.



Southwest Region School DISTRICT PARENT AND FAMILY ENGAGEMENT POLICY

As authorized under ESEA, as amended

School Year 2021-22

Revision Date: March, 2021

Contents

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Overview

In support of strengthening student academic achievement, **Southwest Region School District** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. The policy establishes the district's expectations and objectives for meaningful parent and family involvement and describes how the district will implement a number of specific parent and family engagement activities.

The **Southwest Region School District** agrees to implement the following requirements as outlined in Section 1116 of the ESEA, as amended:

- The school district will conduct outreach to all parents and family members in all of its schools with Title I, Part A Programs to implement programs, activities, and procedures for the involvement of parents and family members. These programs, activities, and procedures will be planned and implemented with meaningful consultation with parents of participating children. [§1116(a)(1)]
- Consistent with Section 1116, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESEA, as amended, and each include a component of the school-parent compact consistent with Section 1116(d) of the ESEA, as amended. [§1116(b)] & [§1116(d)]
- In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under Section 1111 of the ESEA, as amended, in a format and, to the extent practicable, in a language such parents understand. [§1116(e)(4)]
- If the district plan for Title I, Part A, developed under Section 1112 of the ESEA, as amended, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the state. [§1116(b)(4)]
- The school district will be governed by the following definition of parental involvement and expects that
 its Title I, Part A schools will carry out programs, activities, and procedures in accordance with this
 definition:
 - Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
 - the carrying out of other activities, such as those described in section 1116. [§8101(39)]

Required Parent and Family Engagement Policy Components

Joint Development

The **Southwest Region School District** will take the following actions to involve parents and family members in the joint development of the district plan under Section 1112 of the ESEA, as amended, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESEA, as amended.

The district shall hold an annual meeting for parents of students in Title I programs to review and discuss the district parent engagement policy. The purpose will be to get feedback and input from parents to ensure that the plan is revised to address the feedback provided. These meetings will occur at each of our schools and will be open to the public. In addition, a parent consultation packet will be sent to each parent describing all the different methods for which parents can communicate your concerns and/or what is going well.

Technical Assistance

The **Southwest Region School District** will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all Title I, Part A schools within the district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

The district shall provide coordination, technical assistance and other support necessary to assist participating schools in building the capacity for strong parent involvement to improve student academic achievement and school performance.

This coordination, assistance and support shall include:

- Allocating district resources to parent involvement activities;
- Allocating district resources to provide opportunities for parents and community members to participate in School Board meetings via distance delivery from each site;
- Having the site Principal, or his or her designee, include the leadership duties of a Parent Engagement Coordinator at his or her school;
- Making district policies and programs available via the district website;
- Mailing out and posting on the district website all annual notices on district-wide academic performance and parents rights including: FERPA, PPRA, Schoolwide Title I Program Eligibility, etc.
- The district will review all school parent engagement policies and parent-school compacts to ensure the requirements are being met and parents have the opportunity to participate in the development of the plan. All sparent-school compact forms are on file at each site.

Coordination

The **Southwest Region School District** will coordinate and integrate parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

The district shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, local Tribal Organizations, district preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their students. These include, but are not limited to:

- Designating other district support for parent and teacher development and training to include social development of all early childhood age children.
- Collaborating with Head Start to screen early childhood age children for developmental delays or disabilities.
- Collaborating with local Tribal Organizations to support parent engagement activities.

Annual Evaluation

The **Southwest Region School District** will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

- (i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
- (ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- (iii) strategies to support successful school and family interactions.

The district shall conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this policy. Effectiveness shall be measured in part by improvements in student academic achievement and in school performance. The evaluation will include a parent survey, an opportunity to provide feedback at a public meeting in each community, and a consultation packet will be sent to each parent describing the methods they can provide feedback to the district. The district will be leading the efforts for evaluation.

The district shall use the findings of the evaluation to design strategies for more effective parental involvement and to revise, if necessary, this policy. The district shall provide such other reasonable support for parental involvement activities as parents may request.

Evidence-Based Strategies

The **Southwest Region School District** will use the findings of such evaluation listed above to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.

- The term evidence-based means an activity, strategy, or intervention that—
 - (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasiexperimental study; or
 - (III) promising evidence from at least 1 well designed and well-implemented correlational study with statistical controls for selection bias; or

(ii)

- (I) demonstrates a rationale based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
- (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

The district will analyze the evaluation data and work to align the results to evidence-based strategies. One strategy is to implement "at-home" visits during one of the parent/teacher conferences. Instead of asking parents to go to the school, teachers would go to the homes. There is evidence that this builds communication and trusting relationships. Another strategy is to provide several parent nights centered on supporting learning at home through education-based games and activities and provide the resources that parents can then take home.

Development, Revision, and Reviewing of Plan

The **Southwest Region School District** will involve parents in the activities of the Title I, Part A schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

The district continues to work to get a Parent Advisory Committee to help with the development and revision of the plan. In the meantime, the district attends the individual meetings that occur in each community about to present the district parent engagement policy and annual evaluation in order to get feedback that will drive any revisions to the plan. In addition, the district seeks feedback through an annual parent survey.

Reservation of Funds

The **Southwest Region School District** will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental and family engagement is spent and will ensure that not less than 90 percent of the 1 percent reserved goes directly to the schools, with priority given to high-need schools. (Only applicable to districts with an allocation of \$500,000 or more.)

- Funds reserved under this section by the district agency shall be used to carry out activities and strategies consistent with the district's parent and family engagement policy, including not less than 1 of the following:
 - (i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
 - (ii) Supporting programs that reach parents and family members at home, in the community, and at school.
 - (iii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
 - (iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
 - (v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.

The district ensures that at least 90% or more of the 1% reservation will go to sites. This will be the responsibility of the Federal Programs Department as the ESEA consolidated application is completed each year. Annually, each school will hold a public meeting to gather input on how the 1% reservation should be spent to support the parent engagement plan. This is done at the same time as the annual meeting to get input from parents on the school Title IA budget.

Building Capacity of Parents and Family Members

The **Southwest Region School District** will with the assistance of its Title I, Part A schools, build parents' capacity for strong parent and family engagement by providing materials and training on such topics as literacy training and using technology to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents and family members in understanding the following topics:

- The challenging State academic standards
- The State and local academic assessments
- How to monitor their child's progress
- How to work with educators to improve the achievement of their children
- The requirements of Title I, Part A

The district shall provide to parents, as appropriate, information to help them understand the state's academic content and achievement standards, state and local academic assessments, the requirements of Title I, how to monitor students' academic progress and how to work with school staff to improve the achievement of students. The district shall develop written materials and training for staff to help parents work with students to improve student achievement. This includes, but is not limited to:

- Sending a letter and posting on website the District Report Card in the fall to all parents in the district notifying them of the District's Tier designation and suggesting ways they could work with the school and the district to support improvements.
- Sending a letter to parents of LEP identified students informing them of the program and exit criteria and asking if the parents want their child involved in the LEP program.
- Sending a consultation packet with information about program evaluations, grant information, methods to contact the district, and online resources for parents to support learning at home and in the school.

Building Capacity of School Staff

The **Southwest Region School District** will, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals, other school leaders, and other staff on how to reach out to, communicate, and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools.

The district ensures that the school staff receive a copy of all district communication sent to parents, Tribal Councils, and other partners. The district works with each school to develop school based parent engagement plans, to present information at local public meetings. The district will provide online resources to staff about strategies to effectively engage parents; and also encourage returning staff to work with new staff on the best strategies to engage parents.

Building Capacity for Engagement – Optional

NOTE TO THE DISTRICT: The district parent and family engagement policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1116(e) of the ESEA, as amended:

To ensure effective involvement of parents and to support a partnership among the school involved, parents,
and the community to improve student academic achievement, each Title I, Part A school and district –
may involve parents in the development of training for teachers, principals, and other educators to
improve the effectiveness of such training;
may provide necessary literacy training from funds received under this part if the local educational
agency has exhausted all other reasonably available sources of funding for such training;
may pay reasonable and necessary expenses associated with local parental involvement activities,
including transportation and child care costs, to enable parents to participate in school-related meetings and
training sessions;
may train parents to enhance the involvement of other parents;
may arrange school meetings at a variety of times, or conduct in-home conferences between teachers
or other educators, who work directly with participating children, with parents who are unable to attend such
conferences at school, in order to maximize parental involvement and participation;
may adopt and implement model approaches to improving parental involvement;
may establish a districtwide parent advisory council to provide advice on all matters related to parental
involvement in programs supported under this section; and
may develop appropriate roles for community-based organizations and businesses in parent
involvement activities.
(Describe how each discretionary items checked above will be implemented.)

Adoption

This district parent and family member engagement policy has been developed jointly and agreed on with parents of children participating in Title I, Part A programs, as evidenced by <u>parent meetings in each community and feedback from parent surveys</u>.

This policy was adopted by the **Southwest Region School District** on **March, 2021** and will be in effect for the period of **2021-22**. The school district will distribute this policy to all parents of participating Title I, Part A children on or before **September 30th, 2021**.

Date: March 27, 2021

Printed Name of Superintendent: Steve Noonkesser

Signature of Superintendent:

February 16, 2023

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. This will be the first new Index Score since the 2018-2019 school year. It is important to note that the index score is based on 2021-22 data.

The 2021-22 designation for Aleknagik School is Universal Support with an index value of 9.84 out of 100.

There are a number of indicators that are assessed to determine an overall index scores (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.

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

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

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/akaccountability/
- For school assessment data: https://education.alaska.gov/assessments/results
- For school report to the public: https://education.alaska.gov/ReportCardToThePublic/
- 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

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. If interested, please contact the principal.

Sincerely,

Chad Martin Principal, Aleknagik School cmartin@swrsd.org



An excellent education for every student every day.

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.

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education.alaska.gov/compass

System for School Success



2021-2022 School Report

Aleknagik School, Southwest Region School District

Title I School: Yes

School Designation: Universal Support

Overall School Index Value: 9.84

Academic Achievement

Mathematics

Percentage of students that were proficient on the state summative assessment.

0%

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

Academic Growth



Not Part of 2021-22 Accountability

Because of the introduction of AKSTAR in the spring of 2022, two years of data for comparison are not available to calculate this indicator. For more information to changes to this year's Accountability system please see:

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

Graduation Rates



The rate of students that graduated from high school within four or five years of enrolling as ninth graders.

Graduation Rate

Four-Year	n/a
Five-Year	n/a

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	33.33%	n/a

Student Group Performance



Student Group Performance

If school is Targeted or Additional Targeted Support, identified student groups are shown below.

Student	n/a
Groups	II/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. <u>Note: ELA and Math Growth</u> are not part of the 2021-22 Accountability system.

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.

100

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** If a school has any student groups with index values under the Comprehensive Support (lowest 5%) threshold, that school receives a designation of Targeted Support.
- Additional Targeted Support Schools that are TSI for the same student group three years in a row.
- Universal Support All other schools are considered Universal Support schools.

Which student groups are measured?

- African American
- Alaska Native/
 - American Indian •
- Asian/Pacific
 Islander
- Caucasian
- Hispanic

- Two or More Races
- 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?

Highest Index Score Possible What is the TSI Performance Threshold in 2022? The lowest 5% of Title I schools have index scores ranging from 0 to 6.21. If a school is Title I and has an Index Scores overall school index score of 6.21 or lower, it receives a designation of Comprehensive Support (Lowest 5%). If a school has any student group with an index score below 6.21, the school receives a designation of Targeted Support. 6.21 **TSI Performance Threshold** 0.00 **Lowest Index Score Possible**



Clark's Point School 29 Saguyak Ave. Clark's Point, AK 99569

February 16, 2023

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. This will be the first new Index Score since the 2018-2019 school year. It is important to note that the index score is based on 2021-22 data.

The 2021-22 designation for Clarks Point school is Universal Support with an index value that is not applicable because there are too few students in the school to calculate an index value and to protect the identity of the students.

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

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

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/akaccountability
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- For school report to the public: https://education.alaska.gov/ReportCardToThePublic/
- 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

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. If interested, please contact the principal.

Sincerely,

Angelia Kelly Principal, Clarks Point School akelly@swrsd.org



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System for School Success Overview

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education.alaska.gov/compass

System for School Success



2021-2022 School Report

Clarks Point School, Southwest Region School District

Title | School: Yes

School Designation: Universal Support (Pending Small School Review)

Overall School Index Value: Not enough indicators to calculate

Academic Achievement

All

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 n/a Students

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

Academic Growth



Not Part of 2021-22 Accountability

Because of the introduction of AKSTAR in the spring of 2022, two years of data for comparison are not available to calculate this indicator. For more information to changes to this year's Accountability system please see:

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

Graduation Rates



The rate of students that graduated from high school within four or five years of enrolling as ninth graders.

Graduation Rate

Four-Year Five-Year n/a n/a

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.

n/a

Students n/a

Student Group Performance



Student Group Performance
If school is Targeted or Additional
Targeted Support, 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. <u>Note: ELA and Math Growth</u> are not part of the 2021-22 Accountability system.

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.

100

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:

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 - **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** If a school has any student groups with index values under the Comprehensive Support (lowest 5%) threshold, that school receives a designation of Targeted Support.
- Additional Targeted Support Schools that are TSI for the same student group three years in a row.
- Universal Support All other schools are considered Universal Support schools.

Which student groups are measured?

- African American
- Alaska Native/
 - American Indian •
- Asian/Pacific
 Islander
- Caucasian
- Hispanic

- Two or More Races
- 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?

Highest Index Score Possible What is the TSI Performance Threshold in 2022? The lowest 5% of Title I schools have index scores ranging from 0 to 6.21. If a school is Title I and has an Index Scores overall school index score of 6.21 or lower, it receives a designation of Comprehensive Support (Lowest 5%). If a school has any student group with an index score below 6.21, the school receives a designation of Targeted Support. 6.21 **TSI Performance Threshold** 0.00 **Lowest Index Score Possible**

February 16, 2023

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 2021-22 data, but because the student population is very small, there are not enough indicators to calculate an overall school index value.

The 2021-22 designation for William "Sonny" Nelson school continues to be Comprehensive Support and Improvement (CSI) based on 2018-2019 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) i.e schools needing overall improvement
- Targeted Support and Improvement (TSI) i.e. schools needing targeted improvement
- Universal Support i.e. all other schools not identified as CSI or TSI

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/akaccountability
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- For Alaska's accountability system: https://education.alaska.gov/akaccountability/schoolsuccess/accountabilitysystems.pdf

Because William "Sonny" Nelson school has been designated as a CSI school, there are additional supports from the Department of Education including a School Improvement grant.

For Comprehensive Support and Improvement Designation information: education.alaska.gov/akaccountability/schoolsuccess/CSI lowest 5.pdf

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. If interested, please contact the principal.

Sincerely, Roxy Meneguin Principal, William Sonny Nelson School rmeneguin@swrsd.org



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System for School Success Overview

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education.alaska.gov/compass

System for School Success



2021-2022 School Report

William "Sonny" Nelson School, Southwest Region School District

Title I School: Yes

School Designation: Comprehensive Support (Lowest 5%) -2018

Overall School Index Value: Not enough indicators to calculate

Academic Achievement

Mathematics

Percentage of students that were proficient on the state summative assessment.

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

Academic Growth



Not Part of 2021-22 Accountability

Because of the introduction of AKSTAR in the spring of 2022, two years of data for comparison are not available to calculate this indicator. For more information to changes to this year's Accountability system please see:

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

Graduation Rates



The rate of students that graduated from high school within four or five years of enrolling as ninth graders.

Graduation Rate

Four-Year Five-Year n/a n/a

School Quality/Success

All Students	n/a	n/a
	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.

Student Group Performance



Student Group PerformanceIf school is Targeted or Additional
Targeted Support, 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. <u>Note: ELA and Math Growth</u> are not part of the 2021-22 Accountability system.

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.

100

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** If a school has any student groups with index values under the Comprehensive Support (lowest 5%) threshold, that school receives a designation of Targeted Support.
- Additional Targeted Support Schools that are TSI for the same student group three years in a row.
- Universal Support All other schools are considered Universal Support schools.

Which student groups are measured?

- African American
- Alaska Native/
 - American Indian •
- Asian/Pacific
 Islander
- Caucasian
- Hispanic

- Two or More Races
- 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?

Highest Index Score Possible What is the TSI Performance Threshold in 2022? The lowest 5% of Title I schools have index scores ranging from 0 to 6.21. If a school is Title I and has an Index Scores overall school index score of 6.21 or lower, it receives a designation of Comprehensive Support (Lowest 5%). If a school has any student group with an index score below 6.21, the school receives a designation of Targeted Support. 6.21 **TSI Performance Threshold** 0.00 **Lowest Index Score Possible**



Koliganek School

PO Box 5025 Koliganek , Alaska 99678 *Phone (907) 596-3444*

Fax (907) 596- 3484
"Pride in Our Past, Purpose in Our Future"



Shannon Jones, Principal

sjones@swrsd.org

Anecia Johnson, Secretary

Ajohnson@swrsd.org

February 16, 2023

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. This will be the first new Index Score since the 2018-2019 school year. It is important to note that the index score is based on 2021-22 data.

The 2021-22 designation for Koliganek School is Universal Support with an index value of 21.26 out of 100.

There are a number of indicators that are assessed to determine an overall index scores (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.

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

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

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/akaccountability
- For school assessment data: https://education.alaska.gov/assessments/results
- For school report to the public: https://education.alaska.gov/ReportCardToThePublic/
- 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

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. If interested, please contact the principal.

Sincerely,

Shannon Jones Principal, Koliganek School



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System for School Success Overview

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can participate in decisions
to improve their student's
learning.

education.alaska.gov/compass

System for School Success



2021-2022 School Report

Koliganek School, Southwest Region School District

Title I School: Yes

School Designation: Universal Support

Overall School Index Value: 21.26

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%

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

Academic Growth



Not Part of 2021-22 Accountability

Because of the introduction of AKSTAR in the spring of 2022, two years of data for comparison are not available to calculate this indicator. For more information to changes to this year's Accountability system please see:

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

Graduation Rates



The rate of students that graduated from high school within four or five years of enrolling as ninth graders.

Graduation Rate

Four-Year Five-Year n/a n/a

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	72%	n/a

Student Group Performance



Student Group Performance If school is Targeted or Additional

Targeted Support, 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. <u>Note: ELA and Math Growth</u> are not part of the 2021-22 Accountability system.

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.

100

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** If a school has any student groups with index values under the Comprehensive Support (lowest 5%) threshold, that school receives a designation of Targeted Support.
- Additional Targeted Support Schools that are TSI for the same student group three years in a row.
- Universal Support All other schools are considered Universal Support schools.

Which student groups are measured?

- African American
- Alaska Native/
 - American Indian •
- Asian/Pacific
 Islander
- Caucasian
- Hispanic

- Two or More Races
- 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?

Highest Index Score Possible What is the TSI Performance Threshold in 2022? The lowest 5% of Title I schools have index scores ranging from 0 to 6.21. If a school is Title I and has an Index Scores overall school index score of 6.21 or lower, it receives a designation of Comprehensive Support (Lowest 5%). If a school has any student group with an index score below 6.21, the school receives a designation of Targeted Support. 6.21 **TSI Performance Threshold** 0.00 **Lowest Index Score Possible**

February 16, 2023

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. This will be the first new Index Score since the 2018-2019 school year. It is important to note that the index score is based on 2021-22 data.

The 2021-22 designation for Manokotak Nunaniq School is Universal Support with an index value of 26.06 out of 100.

There are a number of indicators that are assessed to determine an overall index scores (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.

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

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

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/akaccountability
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- For school report to the public: https://education.alaska.gov/ReportCardToThePublic/
- 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

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. If interested, please contact the principal.

Sincerely,

Jared Garlick, Principal



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System for School Success Overview

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to improve their student's
learning.

education.alaska.gov/compass

System for School Success



Manokotak School, Southwest Region School District

Title I School: Yes

School Designation: Universal Support

Overall School Index Value: 26.06

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%

Academic Growth



Not Part of 2021-22 Accountability

Because of the introduction of AKSTAR in the spring of 2022, two years of data for comparison are not available to calculate this indicator. For more information to changes to this year's Accountability system please see:

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

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	38.66%	n/a

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

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

from high school within four or five years of enrolling as ninth graders.

Four-Year Five-Year

80% n/a

Student Group Performance



Student Group Performance

If school is Targeted or Additional Targeted Support, identified student groups are shown below.

Student Groups

n/a



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. <u>Note: ELA and Math Growth</u> are not part of the 2021-22 Accountability system.

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.

100

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** If a school has any student groups with index values under the Comprehensive Support (lowest 5%) threshold, that school receives a designation of Targeted Support.
- Additional Targeted Support Schools that are TSI for the same student group three years in a row.
- Universal Support All other schools are considered Universal Support schools.

Which student groups are measured?

- African American
- Alaska Native/
 - American Indian •
- Asian/Pacific
 Islander
- Caucasian
- Hispanic

- Two or More Races
- 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?

Highest Index Score Possible What is the TSI Performance Threshold in 2022? The lowest 5% of Title I schools have index scores ranging from 0 to 6.21. If a school is Title I and has an Index Scores overall school index score of 6.21 or lower, it receives a designation of Comprehensive Support (Lowest 5%). If a school has any student group with an index score below 6.21, the school receives a designation of Targeted Support. 6.21 **TSI Performance Threshold** 0.00 **Lowest Index Score Possible**



TOGIAK SCHOOL PO Box 50 Togiak , Alaska 99678

Phone (907) 493-5829 Fax (907) 493- 5933



Karla Head Secondary Principal khead@swrsd.org Margie Frost Secretary mfrost@tog.swrsd.org Aaron Anderson Elementary Principal aanderson@swrsd.org

February 16, 2023

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. This will be the first new Index Score since the 2018-2019 school year. It is important to note that the index score is based on 2021-22 data.

The 2021-22 designation for Togiak school continues to be Comprehensive Support and Improvement (CSI) based on 2019 data. The overall index score is 15.73 out of 100.

There are a number of indicators that are assessed to determine an overall index scores (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.

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

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

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/akaccountability
- For school assessment data: https://education.alaska.gov/assessments/results
- For school report to the public: https://education.alaska.gov/ReportCardToThePublic/
- For Alaska's accountability system: https://education.alaska.gov/akaccountability/schoolsuccess/accountabilitysystems.pdf

Because Togiak School has been designated as a CSI school, there are additional supports from the Department of Education including a School Improvement grant

For Comprehensive Support and Improvement Designation information: education.alaska.gov/akaccountability/schoolsuccess/CSI lowest 5.pdf

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. If interested, please contact the principal.

Sincerely, Karla Head and Aaron Anderson Principals, Togiak School



An excellent education for every student every day.

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

System for School Success



2021-2022 School Report

Togiak School, Southwest Region School District

Title I School: Yes

School Designation: Comprehensive Support (Lowest 5%) -2019

Overall School Index Value: 15.73

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%

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

Academic Growth



Not Part of 2021-22 Accountability

Because of the introduction of AKSTAR in the spring of 2022, two years of data for comparison are not available to calculate this indicator. For more information to changes to this year's Accountability system please see:

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

Graduation Rates



The rate of students that graduated from high school within four or five years of enrolling as ninth graders.

Graduation Rate

Four-Year Five-Year

50% 36.36%

School Quality/Success

	Chronic Absenteeism	Grade 3 ELA
(0)	Percentage of students who	Percentage of Grade 3
	missed less than 10% of the	students that were proficient
444	days enrolled at the school.	on the state summative
V		assessment in ELA.
All	20.00/	00/
Students	39.8%	0%

Student Group Performance



Student Group Performance

If school is Targeted or Additional Targeted Support, 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. <u>Note: ELA and Math Growth</u> are not part of the 2021-22 Accountability system.

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.

100

Index Scores

How is my school designated for support?

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- **Targeted Support** If a school has any student groups with index values under the Comprehensive Support (lowest 5%) threshold, that school receives a designation of Targeted Support.
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Which student groups are measured?

- African American
- Alaska Native/
 - American Indian •
- Asian/Pacific
 Islander
- Caucasian
- Hispanic

- Two or More Races
- 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?

What is the TSI Performance Threshold in 2022?

Highest Index Score Possible

The lowest 5% of Title I schools have index scores ranging from 0 to 6.21.

- If a school is Title I and has an overall school index score of 6.21 or lower, it receives a designation of Comprehensive Support (Lowest 5%).
- If a school has any student group with an index score below 6.21, the school receives a designation of Targeted Support.

6.21
TSI Performance Threshold

0.00

Lowest Index Score Possible

February 16, 2023

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. This will be the first new Index Score since the 2018-2019 school year. It is important to note that the index score is based on 2021-22 data.

The 2021-22 designation for Twin Hills school continues to be Comprehensive Support and Improvement (CSI) based on 2018-2019 data. The overall index score is 8.2 out of 100.

There are a number of indicators that are assessed to determine an overall index scores (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.

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

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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):

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Because Twin Hills school has been designated as a CSI school, there are additional supports from the Department of Education including a School Improvement grant.

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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. If interested, please contact the principal.

Sincerely, LoAna Benton Principal, Twin Hills School lbenton@swrsd.org



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that parents and guardians
can participate in decisions
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learning.

education.alaska.gov/compass

System for School Success



Twin Hills School, Southwest Region School District

Title I School: Yes

School Designation: Comprehensive Support (Lowest 5%) -2018

Overall School Index Value: 8.2

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%

Academic Growth



Not Part of 2021-22 Accountability

Because of the introduction of AKSTAR in the spring of 2022, two years of data for comparison are not available to calculate this indicator. For more information to changes to this year's Accountability system please see:

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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	27.78%	n/a

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

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

from high school within four or five years of enrolling as ninth graders.

Four-Year Five-Year n/a n/a

Student Group Performance



Student Group Performance

If school is Targeted or Additional Targeted Support, identified student groups are shown below.

Student Groups

n/a



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. <u>Note: ELA and Math Growth</u> are not part of the 2021-22 Accountability system.

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Alaska's Public Schools: A Report Card to the Public: 2021-2022 Southwest Region School District

District Enrollment 574 School Year 2021-2022

This School Report Card presents information about the school's performance for the 2021-2022 school year. During this first administration of The Alaska System of Academic Readiness (AK STAR) assessment students in grades 3-9 were assessed in English Language Arts and Mathematics. Students in grades 5, 8, and 10 took the Alaska Science Assessment.

In June of 2021, DEED submitted an application (https://education.alaska.gov/akessa/stateplan/21-22-Addendum-Template final accessible.pdf) to US ED to make temporary changes to the System for School Success, Alaska's accountability plan under the Every Student Succeeds Act. Approval

(https://education.alaska.gov/akessa/stateplan/AK Addendum Approval Letter.pdf) for the changes was received in August 2021.

As part of the ongoing implementation of Alaska's Education Challenge, the Department of Education and Early Development (DEED) is working with school districts to support success in every school. Utilizing Alaska's plan for the Every Student Succeeds Act (ESSA) as a strategy for closing our achievement gaps, the accountability system is implemented to help celebrate success and identify areas where additional support is needed, with the goal of increasing achievement for all students. The Overall School Index Value is an important piece of the System for School Success, which provides information about how each school is supporting its students. Please see the Guide to the System for School Success

(https://education.alaska.gov/akaccountability/schoolsuccess/Guide_to_the_System_of_School_Success_with_Fact_Sheets.pdf) for a more complete description.

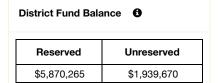
Financial Data

Spending Per Pupil Data District Average Spending N/A State/Local Funds N/A Total N/A State Wide Average Spending Coming soon! Federal Funds Coming soon! Total Coming soon! Total Coming soon!

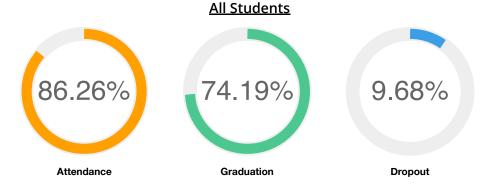
Instructional Spending

How much is spent on instruction?

	District	State
Instructional	70.8%	74.8%
Non- Instructional	29.2%	25.2%



Attendance, Graduation, and Dropout Rates



Report Card Interpretation Guides

- Attendance Rates (https://education.alaska.gov/reportcard/2021-2022/Attendance-Rates-Report-Card-Interpretation-Guide.pdf)
- Graduation Rates (https://education.alaska.gov/reportcard/2021-2022/GraduationRates-Report-Card-Interpretation-Guide.pdf)
- Dropout Rates (https://education.alaska.gov/reportcard/2021-2022/Dropout-Rates-Report-Card-Interpretation-Guide.pdf)

Subgroup	Attendance Rate	Graduation Rate	Dropout Rate
All Students	86.26%	74.19%	9.68%
Male	86.96%	82.35%	5.36%
Female	85.51%	64.29%	14.29%
Alaska Native/American Indian	86.20%	72.41%	10.29%
Asian/Pacific Islander	88.24%	n/a	n/a
Caucasian	91.24%	100.00%	0.00%
Two or More Races	86.40%	100.00%	0.00%
Economically Disadvantaged	86.48%	73.33%	11.54%
Not Economically Disadvantaged	85.55%	100.00%	0.00%
Students With Disabilities	84.80%	75.00%	19.35%
Students Without Disabilities	86.59%	74.07%	8.06%
Migrant Students	86.67%	87.50%	5.75%
Active Duty Parent/Guardian	94.19%	n/a	n/a
Foster Care	82.71%	n/a	0.00%

Information on the Professional Qualifications of Educators

Bachelors: 34 **Masters:** 35 **Ed Specialist: Doctorate:**

Additional information on teacher qualifications, including type of certification and college degree(s), is available from your school or district upon request. You may also request information on whether your child is provided service by paraprofessionals, and, if so, their qualifications.

Teacher Quality

Category	High- poverty Schools (District)	Low-poverty Schools (District)	All Schools (District)	High- poverty Schools (State)	Low- poverty Schools (State)	All Schools (State)
Number of teachers who are inexperienced	8		9	94.8	77.45	364.79
Total number of teachers	54.72		59.72	1080.56	2197.54	7468.78
Percent of teachers who are	14.62		15.07	8.77	3.52	4.88

inexperienced					
Number of teachers who have emergency or provisional credentials**	N/A	N/A	N/A	N/A	N/A
Percentage of teachers who have emergency or provisional credentials**	N/A	N/A	N/A	N/A	N/A
Number teachers teaching out- of-field	9.75	11.3	264.63	423.63	1504.12
Total number of teachers	54.72	59.72	1080.56	2197.54	7468.78
Percentage of teachers teaching out-of-field	17.82	18.92	24.49	19.28	20.14

[&]quot;The percentage of teachers in the district teaching with an Emergency Teacher Certificate is N/A. Alaska does not issue emergency certificates to teachers.

Admin Quality

Category	High-poverty Schools (District)	High-poverty Schools (State)	Low-poverty Schools (State)
Admin FTEs Inexperienced	1.80	18.60	4.00
Total FTEs Inexperienced	6.55	119.84	143.75
Percentage Inexperienced	27.48	15.52	2.78

2017-2018 Civil Rights Data Collection (CRDC)

The Civil Rights Data Collection (CRDC) is a survey of all public schools and school districts in the United States. This is completed and managed by the United States Department of Education. This data is collected pursuant to section 203(c)(1) of the Department of Education Organization Act (20 U.S.C. 3413(c)(1)). The CRDC is a biennial (i.e., every other school year) survey required by the Department's Office for Civil Rights (OCR).

The data in this report is from the **2017-2018** Civil Rights Data Collection, the most current data. This data can also be accessed on the CRDC Homepage (https://ocrdata.ed.gov/).

Please note: This data was derived from publicly-available data files in which statistical disclosure limitation methods have been applied to reduce the risk of disclosure of individual student information.

Category	Number of Children with Disabilities	Number of Children without Disabilities
Students who received one or more in-school suspensions.	8	30
Instances of out-of-school suspension.	69	118
Students who received an expulsion with educational services.	0	0
Students receiving a school-related arrest.	0	0
Students who were referred to a law enforcement agency or official.	4	8

Category	Number
Students absent 15 or more days during the school year	265
Students enrolled in preschool programs	11
Students enrolled in at least one Advanced Placement course	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight with a weapon	1
Incidents of physical attack or fight without a weapon	18
Incidents of possession of a firearm or explosive device	0
Incidents of rape or attempted rape	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0

Incidents of sexual assault (other than rape)	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack with a weapon	1
Incidents of threats of physical attack without a weapon	13
Allegations of harassment or bullying on the basis of disability	7
Allegations of harassment or bullying on the basis of race, color, or national origin	0
Allegations of harassment or bullying on the basis of religion	0
Allegations of harassment or bullying on the basis of sex	0
Allegations of harassment or bullying on the basis of sexual orientation	1

The CRDC data is collected by the Federal Government based on a particular methodology and purpose that may not be clearly aligned with the school's or district's disciplinary procedures.

Subgroup	Number of Grads that Enrolled in Postsecondary Education in the Academic Year Following Graduation	Number of Grads that Did Not Enroll in Postsecondary Education in the Academic Year Following Graduation	Total Number of Grads	Postsecondary Enrollment Rate
All Students	5	23	28	17.86
Alaska Native/American Indian	5	22	27	18.52
Two or More Races	*	*	*	*
Economically Disadvantaged	5	23	28	17.86
Students With Disabilities	*	*	*	*

Academic Progress

Because of the introduction of the Alaska System for Academic Readiness (AK STAR) summative assessment in the spring of 2022, two years of data are not available to calculate the Academic Growth indicator in this year's accountability system. The Academic Growth indicator will return in the next year's accountability system.

Academic Achievement **1**



Because of the introduction of the Alaska System for Academic Readiness (AK STAR) summative assessment in the spring of 2022, long-term goals for Academic Achievement have a new baseline year, 2022. Thus, the columns labeled '2021-2022 Interim Target (%)' and '2021-2022 Interim Target Met' are 'n/a' for this year. Next year, these columns will have data.

English Language Arts (ELA)

Student Group	2021-2022 Proficient (%)	2021-2022 Interim Target (%)	2021-2022 Interim Target Met	2022-2023 Interim Target (%)		
All Students	0	n/a	n/a	5		
Alaska Native/American Indian	0	n/a	n/a	5		
Caucasian	*	n/a	n/a	*		
Two or More Races	0	n/a	n/a	5		
Economically Disadvantaged	0	n/a	n/a	5		
Students With Disabilities	0	n/a	n/a	5		
English Learners	*	n/a	n/a	*		

Mathematics

Student Group	2021-2022	2021-2022 Interim	2021-2022 Interim	2022-2023 Interim	
	Proficient (%)	Target (%)	Target Met	Target (%)	
All Students	0	n/a	n/a	5	

Alaska Native/American Indian	0	n/a	n/a	5
Caucasian	*	n/a	n/a	*
Two or More Races	0	n/a	n/a	5
Economically Disadvantaged	0	n/a	n/a	5
Students With Disabilities	0	n/a	n/a	5
English Learners	*	n/a	n/a	*

Graduation Rate

4-Year Graduation Rate (lagging)

Student Group	2021-2022 Graduation Rate (%)	2021-2022 Interim Target (%)	2021-2022 Interim Target Met	2022-2023 Interim Target (%)
All Students	77.14	71.33	Yes	73.66
Alaska Native/American Indian	77.14	71.33	Yes	73.66
Economically Disadvantaged	78.79	71.33	Yes	73.66
Students With Disabilities	*	*	*	*

5-Year Graduation Rate (lagging) •

Student Group	2021-2022 Graduation Rate (%)	2021-2022 Interim Target (%)	2021-2022 Interim Target Met	2022-2023 Interim Target (%)
All Students	78.95	78.6	Yes	80.4
Alaska Native/American Indian	77.78	78.6	No	80.4
Hispanic	*	*	*	*
Two or More Races	*	*	*	*
Economically Disadvantaged	80	79.77	Yes	81.42
Students With Disabilities	*	*	*	*
English Learners	*	86.3	*	87.14

School Quality / Student Success

Grade 3 English Language Arts (ELA) •

Student Group	2021-2022 Proficient Rate (%) 1
All Students	0
Alaska Native/American Indian	0
Two or More Races	*
Economically Disadvantaged	0
Students With Disabilities	0

Chronic Absenteeism **6**

Student Group	2021-2022 Chronic Absenteeism Rate (%)
All Students	51.6
Alaska Native/American Indian	51.8
Asian/Pacific Islander	*

Caucasian	*
Two or More Races	45.16
Economically Disadvantaged	52.78
Students With Disabilities	49.04
English Learners	*

^{*} Suppressed for student privacy

Participation Rates 6

English Language Arts (ELA)

Subgroup	Target	2021-2022 FAY	2021-2022 Tested	Participation Rate (%)	Target Met?
All Students	95%	296	283	95.61	Yes
Alaska Native/American Indian	95%	275	262	95.27	Yes
Caucasian	95%	2	2	100	Yes
Two or More Races	95%	19	19	100	Yes
Economically Disadvantaged	95%	239	230	96.23	Yes
Students With Disabilities	95%	47	41	87.23	No
English Learners	95%	2	2	100	Yes

Mathematics

Subgroup	Target	2021-2022 FAY	2021-2022 Tested	Participation Rate (%)	Target Met?
All Students	95%	296	283	95.61	Yes
Alaska Native/American Indian	95%	275	262	95.27	Yes
Caucasian	95%	2	2	100	Yes
Two or More Races	95%	19	19	100	Yes
Economically Disadvantaged	95%	239	230	96.23	Yes
Students With Disabilities	95%	47	41	87.23	No
English Learners	95%	2	2	100	Yes

Access to Technology

As a requirement for receiving American Rescue Plan funding

(https://education.alaska.gov/safeschools/infectiousdisease/arp-state-

plan#:%7E:text=The%20ARP%20Act%20provides%20an%20additional%20%242.75%20billion%20in%20assistance,Native%20Hawaiians%2C%20and% DEED collected the following information about student access to technology.

All of the data in this report was collected as of October 2022 and represents state wide data.

Alaska Student Access to Technology Survey (https://education.alaska.gov/reportcard/2021-2022/Alaska%20Student%20Access%20to%20Technology%20Survey.pdf)

2021-2022 AKSTAR Assessment

Protocol for reporting results (https://education.alaska.gov/tls/assessments/pdf_files/4LevelReportingProtocol.pdf)

English Language Arts

Grade: All Grades

[^] If the value is less than or equal to 20, the reported value for the indicator will be 0. If the value is greater than 80, the reported value for the indicator will be 100. The 80/20 rule has been established to protect student privacy in Alaska's smaller schools. However, for the system to be fair to all schools, this suppression rule must be applied consistently to every school..

	Adv	anced	Prof	ficient		oaching ficient	Needs	Support		Percent Tested	
Subgroup	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Total Tested		Percent Not Tested
All Students	0	0.00%	10	3.31%	45	14.90%	247	81.79%	302	94.97%	5.03%
Female	0	0.00%	5	3.60%	22	15.83%	112	80.58%	139	95.86%	4.14%
Male	0	0.00%	5	3.07%	23	14.11%	135	82.82%	163	94.22%	5.78%
Alaska Native/American Indian	0	0.00%	4	1.44%	41	14.75%	233	83.81%	278	94.56%	5.44%
Caucasian	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Two or More Races	0	0.00%	5	22.73%	4	18.18%	13	59.09%	22	100.00%	0.00%
Economically Disadvantaged	0	0.00%	7	2.85%	37	15.04%	202	82.11%	246	95.35%	4.65%
Not Economically Disadvantaged	0	0.00%	3	5.36%	8	14.29%	45	80.36%	56	93.33%	6.67%
Disabled With Accommodations	*	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	38	100.00%	0.00%
Students With Disabilities	*	5% or fewer	*	5% or fewer	*	5% or fewer	*	95% or more	40	86.96%	13.04%
Students Without Disabilities	0	0.00%	9	3.44%	45	17.18%	208	79.39%	262	96.32%	3.68%
English Learners	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Not English Learners	0	0.00%	10	3.33%	44	14.67%	246	82.00%	300	94.94%	5.06%
Migrant Students	0	0.00%	5	3.52%	17	11.97%	120	84.51%	142	95.95%	4.05%
Not Migrant Students	0	0.00%	5	3.13%	28	17.50%	127	79.38%	160	94.12%	5.88%
Active Duty Parent/Guardian	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Not Active Duty Parent/Guardian	0	0.00%	9	2.99%	45	14.95%	247	82.06%	301	94.95%	5.05%
Not Homeless	0	0.00%	10	3.31%	45	14.90%	247	81.79%	302	94.97%	5.03%
Foster Care	0	0.00%	1	7.69%	3	23.08%	9	69.23%	13	100.00%	0.00%
Not Foster Care	0	0.00%	9	3.11%	42	14.53%	238	82.35%	289	94.75%	5.25%

	Advanced		Proficient		Approaching Proficient		Needs Support				
Subgroup	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Total Tested	Percent Tested	Percent Not Tested
All Students	0	0.00%	1	2.56%	7	17.95%	31	79.49%	39	92.86%	7.14%
Female	0	0.00%	0	0.00%	4	22.22%	14	77.78%	18	94.74%	5.26%
Male	0	0.00%	1	4.76%	3	14.29%	17	80.95%	21	91.30%	8.70%
Alaska Native/American Indian	0	0.00%	0	0.00%	7	19.44%	29	80.56%	36	92.31%	7.69%
Two or More Races	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Economically Disadvantaged	0	0.00%	1	3.45%	5	17.24%	23	79.31%	29	96.67%	3.33%
Not Economically Disadvantaged	*	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	10	83.33%	16.67%
Disabled With Accommodations	*	25% or fewer	*	25% or fewer	*	25% or fewer	*	75% or more	9	100.00%	0.00%
Students With Disabilities	*	25% or fewer	*	25% or fewer	*	25% or fewer	*	75% or more	9	81.82%	18.18%
Students Without Disabilities	0	0.00%	1	3.33%	7	23.33%	22	73.33%	30	96.77%	3.23%

Not English Learners	0	0.00%	1	2.56%	7	17.95%	31	79.49%	39	92.86%	7.14%
Migrant Students	0	0.00%	1	8.33%	2	16.67%	9	75.00%	12	92.31%	7.69%
Not Migrant Students	0	0.00%	0	0.00%	5	18.52%	22	81.48%	27	93.10%	6.90%
Not Active Duty Parent/Guardian	0	0.00%	1	2.56%	7	17.95%	31	79.49%	39	92.86%	7.14%
Not Homeless	0	0.00%	1	2.56%	7	17.95%	31	79.49%	39	92.86%	7.14%
Not Foster Care	0	0.00%	1	2.56%	7	17.95%	31	79.49%	39	92.86%	7.14%

	Adv	anced	Prof	ficient		oaching ficient	Needs	Support			
Subgroup	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Total Tested	Percent Tested	Percent Not Tested
All Students	0	0.00%	0	0.00%	3	5.66%	50	94.34%	53	94.64%	5.36%
Female	*	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	24	100.00%	0.00%
Male	0	0.00%	0	0.00%	3	10.34%	26	89.66%	29	90.63%	9.38%
Alaska Native/American Indian	0	0.00%	0	0.00%	3	6.25%	45	93.75%	48	94.12%	5.88%
Caucasian	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Two or More Races	*	*	*	*	*	*	*	*	4	100.00%	0.00%
Economically Disadvantaged	0	0.00%	0	0.00%	3	6.98%	40	93.02%	43	93.48%	6.52%
Not Economically Disadvantaged	*	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	10	100.00%	0.00%
Disabled With Accommodations	*	40% or fewer	*	40% or fewer	*	40% or fewer	*	60% or more	5	100.00%	0.00%
Students With Disabilities	*	40% or fewer	*	40% or fewer	*	40% or fewer	*	60% or more	7	77.78%	22.22%
Students Without Disabilities	0	0.00%	0	0.00%	3	6.52%	43	93.48%	46	97.87%	2.13%
Not English Learners	0	0.00%	0	0.00%	3	5.66%	50	94.34%	53	94.64%	5.36%
Migrant Students	*	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	26	96.30%	3.70%
Not Migrant Students	*	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	27	93.10%	6.90%
Not Active Duty Parent/Guardian	0	0.00%	0	0.00%	3	5.66%	50	94.34%	53	94.64%	5.36%
Not Homeless	0	0.00%	0	0.00%	3	5.66%	50	94.34%	53	94.64%	5.36%
Foster Care	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Not Foster Care	0	0.00%	0	0.00%	3	6.00%	47	94.00%	50	94.34%	5.66%

	Advanced		Proficient		Approaching Proficient		Needs	Support			
Subgroup	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Total Tested	Percent Tested	Percent Not Tested
All Students	0	0.00%	3	10.00%	7	23.33%	20	66.67%	30	93.75%	6.25%
Female	0	0.00%	2	11.76%	3	17.65%	12	70.59%	17	100.00%	0.00%
Male	0	0.00%	1	7.69%	4	30.77%	8	61.54%	13	86.67%	13.33%
Alaska Native/American Indian	0	0.00%	2	7.14%	7	25.00%	19	67.86%	28	93.33%	6.67%
Caucasian	*	*	*	*	*	*	*	*	1	100.00%	0.00%

Two or More Races	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Economically Disadvantaged	0	0.00%	2	8.33%	5	20.83%	17	70.83%	24	92.31%	7.69%
Not Economically Disadvantaged	0	0.00%	1	16.67%	2	33.33%	3	50.00%	6	100.00%	0.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Students With Disabilities	*	*	*	*	*	*	*	*	1	50.00%	50.00%
Students Without Disabilities	0	0.00%	3	10.34%	7	24.14%	19	65.52%	29	96.67%	3.33%
Not English Learners	0	0.00%	3	10.00%	7	23.33%	20	66.67%	30	93.75%	6.25%
Migrant Students	0	0.00%	2	11.76%	2	11.76%	13	76.47%	17	89.47%	10.53%
Not Migrant Students	0	0.00%	1	7.69%	5	38.46%	7	53.85%	13	100.00%	0.00%
Active Duty Parent/Guardian	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Not Active Duty Parent/Guardian	0	0.00%	2	6.90%	7	24.14%	20	68.97%	29	93.55%	6.45%
Not Homeless	0	0.00%	3	10.00%	7	23.33%	20	66.67%	30	93.75%	6.25%
Foster Care	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Not Foster Care	0	0.00%	2	7.41%	6	22.22%	19	70.37%	27	93.10%	6.90%

	Adv	anced	Prof	ficient		oaching ficient	Needs	Support			
Subgroup	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Total Tested	Percent Tested	Percent Not Tested
All Students	0	0.00%	3	5.45%	14	25.45%	38	69.09%	55	96.49%	3.51%
Female	0	0.00%	2	7.41%	7	25.93%	18	66.67%	27	100.00%	0.00%
Male	0	0.00%	1	3.57%	7	25.00%	20	71.43%	28	93.33%	6.67%
Alaska Native/American Indian	0	0.00%	1	1.96%	13	25.49%	37	72.55%	51	96.23%	3.77%
Two or More Races	*	*	*	*	*	*	*	*	4	100.00%	0.00%
Economically Disadvantaged	0	0.00%	2	4.44%	12	26.67%	31	68.89%	45	100.00%	0.00%
Not Economically Disadvantaged	0	0.00%	1	10.00%	2	20.00%	7	70.00%	10	83.33%	16.67%
Disabled With Accommodations	*	40% or fewer	*	40% or fewer	*	40% or fewer	*	60% or more	7	100.00%	0.00%
Students With Disabilities	*	40% or fewer	*	40% or fewer	*	40% or fewer	*	60% or more	7	87.50%	12.50%
Students Without Disabilities	0	0.00%	3	6.25%	14	29.17%	31	64.58%	48	97.96%	2.04%
Not English Learners	0	0.00%	3	5.45%	14	25.45%	38	69.09%	55	96.49%	3.51%
Migrant Students	0	0.00%	2	7.14%	5	17.86%	21	75.00%	28	100.00%	0.00%
Not Migrant Students	0	0.00%	1	3.70%	9	33.33%	17	62.96%	27	93.10%	6.90%
Not Active Duty Parent/Guardian	0	0.00%	3	5.45%	14	25.45%	38	69.09%	55	96.49%	3.51%
Not Homeless	0	0.00%	3	5.45%	14	25.45%	38	69.09%	55	96.49%	3.51%
Foster Care	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Not Foster Care	0	0.00%	3	5.56%	13	24.07%	38	70.37%	54	96.43%	3.57%

	Adv	anced	Proficient		Approaching Proficient		Needs	Support			
Subgroup	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Total Tested	Percent Tested	Percent Not Tested
All Students	0	0.00%	1	2.33%	3	6.98%	39	90.70%	43	95.56%	4.44%
Female	0	0.00%	1	5.26%	2	10.53%	16	84.21%	19	90.48%	9.52%
Male	*	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	24	100.00%	0.00%
Alaska Native/American Indian	*	5% or fewer	*	5% or fewer	*	5% or fewer	*	95% or more	40	95.24%	4.76%
Two or More Races	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Economically Disadvantaged	0	0.00%	1	2.86%	2	5.71%	32	91.43%	35	94.59%	5.41%
Not Economically Disadvantaged	*	25% or fewer	*	25% or fewer	*	25% or fewer	*	75% or more	8	100.00%	0.00%
Disabled With Accommodations	*	40% or fewer	*	40% or fewer	*	40% or fewer	*	60% or more	5	100.00%	0.00%
Students With Disabilities	*	40% or fewer	*	40% or fewer	*	40% or fewer	*	60% or more	5	100.00%	0.00%
Students Without Disabilities	0	0.00%	1	2.63%	3	7.89%	34	89.47%	38	95.00%	5.00%
Not English Learners	0	0.00%	1	2.33%	3	6.98%	39	90.70%	43	95.56%	4.44%
Migrant Students	*	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	22	100.00%	0.00%
Not Migrant Students	0	0.00%	1	4.76%	1	4.76%	19	90.48%	21	91.30%	8.70%
Not Active Duty Parent/Guardian	0	0.00%	1	2.33%	3	6.98%	39	90.70%	43	95.56%	4.44%
Not Homeless	0	0.00%	1	2.33%	3	6.98%	39	90.70%	43	95.56%	4.44%
Foster Care	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Not Foster Care	0	0.00%	1	2.38%	3	7.14%	38	90.48%	42	95.45%	4.55%

	Adv	anced	Prof	ficient		oaching ficient	Needs	Support			
Subgroup	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Total Tested	Percent Tested	Percent Not Tested
All Students	0	0.00%	1	2.78%	3	8.33%	32	88.89%	36	97.30%	2.70%
Female	0	0.00%	0	0.00%	3	20.00%	12	80.00%	15	93.75%	6.25%
Male	*	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	21	100.00%	0.00%
Alaska Native/American Indian	0	0.00%	1	2.86%	3	8.57%	31	88.57%	35	97.22%	2.78%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Economically Disadvantaged	0	0.00%	1	3.03%	3	9.09%	29	87.88%	33	97.06%	2.94%
Not Economically Disadvantaged	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Students With Disabilities	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Students Without Disabilities	0	0.00%	1	3.03%	3	9.09%	29	87.88%	33	97.06%	2.94%
Not English	0	0.00%	1	2.78%	3	8.33%	32	88.89%	36	97.30%	2.70%

Learners											
Migrant Students	*	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	18	94.74%	5.26%
Not Migrant Students	0	0.00%	1	5.56%	3	16.67%	14	77.78%	18	100.00%	0.00%
Not Active Duty Parent/Guardian	0	0.00%	1	2.78%	3	8.33%	32	88.89%	36	97.30%	2.70%
Not Homeless	0	0.00%	1	2.78%	3	8.33%	32	88.89%	36	97.30%	2.70%
Foster Care	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Not Foster Care	0	0.00%	1	2.94%	3	8.82%	30	88.24%	34	97.14%	2.86%

	Adv	anced	Prof	ficient		paching ficient	Needs	Support			
Subgroup	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Total Tested	Percent Tested	Percent Not Tested
All Students	0	0.00%	1	2.17%	8	17.39%	37	80.43%	46	93.88%	6.12%
Female	0	0.00%	0	0.00%	3	15.79%	16	84.21%	19	90.48%	9.52%
Male	0	0.00%	1	3.70%	5	18.52%	21	77.78%	27	96.43%	3.57%
Alaska Native/American Indian	0	0.00%	0	0.00%	6	15.00%	34	85.00%	40	93.02%	6.98%
Two or More Races	0	0.00%	1	16.67%	2	33.33%	3	50.00%	6	100.00%	0.00%
Economically Disadvantaged	0	0.00%	0	0.00%	7	18.92%	30	81.08%	37	92.50%	7.50%
Not Economically Disadvantaged	0	0.00%	1	11.11%	1	11.11%	7	77.78%	9	100.00%	0.00%
Disabled With Accommodations	*	25% or fewer	*	25% or fewer	*	25% or fewer	*	75% or more	8	100.00%	0.00%
Students With Disabilities	*	25% or fewer	*	25% or fewer	*	25% or fewer	*	75% or more	8	100.00%	0.00%
Students Without Disabilities	0	0.00%	0	0.00%	8	21.05%	30	78.95%	38	92.68%	7.32%
English Learners	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Not English Learners	0	0.00%	1	2.27%	7	15.91%	36	81.82%	44	93.62%	6.38%
Migrant Students	0	0.00%	0	0.00%	4	21.05%	15	78.95%	19	95.00%	5.00%
Not Migrant Students	0	0.00%	1	3.70%	4	14.81%	22	81.48%	27	93.10%	6.90%
Not Active Duty Parent/Guardian	0	0.00%	1	2.17%	8	17.39%	37	80.43%	46	93.88%	6.12%
Not Homeless	0	0.00%	1	2.17%	8	17.39%	37	80.43%	46	93.88%	6.12%
Foster Care	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Not Foster Care	0	0.00%	1	2.33%	7	16.28%	35	81.40%	43	93.48%	6.52%

Math

Grade: All Grades

	Advanced		Proficient		Approaching Proficient		Needs	Support			
Subgroup	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Total Tested	Percent Tested	Percent Not Tested
All Students	0	0.00%	5	1.66%	19	6.29%	278	92.05%	301	94.65%	5.35%
Female	0	0.00%	0	0.00%	8	5.76%	131	94.24%	138	95.17%	4.83%
Male	0	0.00%	5	3.07%	11	6.75%	147	90.18%	163	94.22%	5.78%
Alaska Native/American Indian	0	0.00%	2	0.72%	17	6.12%	259	93.17%	277	94.22%	5.78%

Races	Caucasian	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Disadvantaged Not Economically Disadvantaged Disadvantaged Disadvantaged Disadvantaged Disabled With Disabilities Disabled With Disabilities Disabilities Disabled With Disabilities Disabled With Disabilities Disabili	Two or More Races	0	0.00%	3	13.64%	1	4.55%	18	81.82%	22	100.00%	0.00%
Disadvantaged Disabled With Town or To	Economically Disadvantaged	0	0.00%	4	1.63%	15	6.10%	227	92.28%	245	94.96%	5.04%
Accommodations fewer more grade fewer fewer fewer fewer fewer fewer fewer fewer more grade fewer fewer fewer fewer fewer more grade fewer fewer fewer fewer fewer fewer more grade fewer fewer fewer fewer fewer more grade fewer fewer fewer fewer fewer fewer fewer fewer more grade fewer few	Not Economically Disadvantaged	0	0.00%	1	1.79%	4	7.14%	51	91.07%	56	93.33%	6.67%
Students Without Disabilities Fewer Fe	Disabled With Accommodations	*		*		*		*		38	100.00%	0.00%
Disabilities	Students With Disabilities	*		*		*		*		40	86.96%	13.04%
Not English Learners 0 0.00% 5 1.67% 19 6.33% 276 92.00% 299 94.62% 5.38% Migrant Students 0 0.00% 4 2.80% 8 5.59% 131 91.61% 143 96.62% 3.38% Not Migrant Students 0 0.00% 1 0.63% 11 6.92% 147 92.45% 158 92.94% 7.06% Students * * * * * * * 1 100.00% 0.00% Active Duty Parent/Guardian 0 0.00% 5 1.66% 18 5.98% 278 92.36% 300 94.64% 5.36% Not Homeless 0 0.00% 5 1.66% 19 6.29% 278 92.05% 301 94.65% 5.35% Foster Care * 20% or fewer * 20% or fewer * 80% or more 13 100.00% 0.00%	Students Without Disabilities	0	0.00%	4	1.53%	19	7.25%	239	91.22%	261	95.96%	4.04%
Learners Migrant Students 0 0.00% 4 2.80% 8 5.59% 131 91.61% 143 96.62% 3.38%	English Learners	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Not Migrant Students 0 0.00% 1 0.63% 11 6.92% 147 92.45% 158 92.94% 7.06% Active Duty Parent/Guardian * * * * * * * 1 100.00% 0.00% Not Active Duty Parent/Guardian 0 0.00% 5 1.66% 18 5.98% 278 92.36% 300 94.64% 5.36% Not Homeless 0 0.00% 5 1.66% 19 6.29% 278 92.05% 301 94.65% 5.35% Foster Care * 20% or fewer * 20% or fewer * 80% or more 13 100.00% 0.00%	Not English Learners	0	0.00%	5	1.67%	19	6.33%	276	92.00%	299	94.62%	5.38%
Students Active Duty Parent/Guardian * * * * * * * * * * * * * * * * 1 100.00% 0.00% 0.00% 0.00% 0.00% 1 2 2	Migrant Students	0	0.00%	4	2.80%	8	5.59%	131	91.61%	143	96.62%	3.38%
Not Active Duty O 0.00% 5 1.66% 18 5.98% 278 92.36% 300 94.64% 5.36%	Not Migrant Students	0	0.00%	1	0.63%	11	6.92%	147	92.45%	158	92.94%	7.06%
Parent/Guardian 0 0.00% 5 1.66% 19 6.29% 278 92.05% 301 94.65% 5.35% Foster Care * 20% or fewer * 20% or fewer * 20% or fewer * 80% or more 13 100.00% 0.00%	Active Duty Parent/Guardian	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Foster Care * 20% or * 20% or * 20% or * 80% or 13 100.00% 0.00%	Not Active Duty Parent/Guardian	0	0.00%	5	1.66%	18	5.98%	278	92.36%	300	94.64%	5.36%
fewer fewer more	Not Homeless	0	0.00%	5	1.66%	19	6.29%	278	92.05%	301	94.65%	5.35%
Not Foster Care 0 0.00% 4 1.38% 19 6.57% 266 92.04% 288 94.43% 5.57%	Foster Care	*		*		*		*		13	100.00%	0.00%
	Not Foster Care	0	0.00%	4	1.38%	19	6.57%	266	92.04%	288	94.43%	5.57%

Subgroup Cou All Students 0 Female *	0.00% 20% or	Count		Count						Percent
	20% or	1		Count	Percent	Count	Percent	Total Tested	Percent Tested	Not Tested
Female *			2.56%	1	2.56%	37	94.87%	39	92.86%	7.14%
	fewer	*	20% or fewer	*	20% or fewer	*	80% or more	18	94.74%	5.26%
Male 0	0.00%	1	4.76%	1	4.76%	19	90.48%	21	91.30%	8.70%
Alaska * Native/American Indian	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	36	92.31%	7.69%
Two or More * Races	*	*	*	*	*	*	*	3	100.00%	0.00%
Economically 0 Disadvantaged	0.00%	1	3.45%	1	3.45%	27	93.10%	29	96.67%	3.33%
Not Economically * Disadvantaged	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	10	83.33%	16.67%
Disabled With * Accommodations	25% or fewer	*	25% or fewer	*	25% or fewer	*	75% or more	9	100.00%	0.00%
Students With * Disabilities	25% or fewer	*	25% or fewer	*	25% or fewer	*	75% or more	9	81.82%	18.18%
Students Without 0 Disabilities	0.00%	1	3.33%	1	3.33%	28	93.33%	30	96.77%	3.23%
Not English 0 Learners	0.00%	1	2.56%	1	2.56%	37	94.87%	39	92.86%	7.14%
Migrant Students *	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	12	92.31%	7.69%
Not Migrant * Students	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	27	93.10%	6.90%
Not Active Duty 0 Parent/Guardian	0.00%	1	2.56%	1	2.56%	37	94.87%	39	92.86%	7.14%
Not Homeless 0	0.00%	1	2.56%	1	2.56%	37	94.87%	39	92.86%	7.14%

	Adv	anced	Prof	ficient		oaching ficient	Needs	Support			
Subgroup	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Total Tested	Percent Tested	Percent Not Tested
All Students	*	5% or fewer	*	5% or fewer	*	5% or fewer	*	95% or more	53	94.64%	5.36%
Female	*	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	24	100.00%	0.00%
Male	*	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	29	90.63%	9.38%
Alaska Native/American Indian	*	5% or fewer	*	5% or fewer	*	5% or fewer	*	95% or more	48	94.12%	5.88%
Caucasian	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Two or More Races	*	*	*	*	*	*	*	*	4	100.00%	0.00%
Economically Disadvantaged	*	5% or fewer	*	5% or fewer	*	5% or fewer	*	95% or more	43	93.48%	6.52%
Not Economically Disadvantaged	*	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	10	100.00%	0.00%
Disabled With Accommodations	*	40% or fewer	*	40% or fewer	*	40% or fewer	*	60% or more	5	100.00%	0.00%
Students With Disabilities	*	40% or fewer	*	40% or fewer	*	40% or fewer	*	60% or more	7	77.78%	22.22%
Students Without Disabilities	*	5% or fewer	*	5% or fewer	*	5% or fewer	*	95% or more	46	97.87%	2.13%
Not English Learners	*	5% or fewer	*	5% or fewer	*	5% or fewer	*	95% or more	53	94.64%	5.36%
Migrant Students	*	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	26	96.30%	3.70%
Not Migrant Students	*	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	27	93.10%	6.90%
Not Active Duty Parent/Guardian	*	5% or fewer	*	5% or fewer	*	5% or fewer	*	95% or more	53	94.64%	5.36%
Not Homeless	*	5% or fewer	*	5% or fewer	*	5% or fewer	*	95% or more	53	94.64%	5.36%
Foster Care	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Not Foster Care	*	5% or fewer	*	5% or fewer	*	5% or fewer	*	95% or more	50	94.34%	5.66%

	Adv	anced	Prof	ficient		oaching ficient	Needs	Support			
Subgroup	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Total Tested	Percent Tested	Percent Not Tested
All Students	0	0.00%	1	3.23%	3	9.68%	27	87.10%	31	96.88%	3.13%
Female	*	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	17	100.00%	0.00%
Male	0	0.00%	1	7.14%	1	7.14%	12	85.71%	14	93.33%	6.67%
Alaska Native/American Indian	0	0.00%	1	3.45%	2	6.90%	26	89.66%	29	96.67%	3.33%
Caucasian	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Economically Disadvantaged	0	0.00%	1	4.00%	1	4.00%	23	92.00%	25	96.15%	3.85%

Not Economically Disadvantaged	*	40% or fewer	*	40% or fewer	*	40% or fewer	*	60% or more	6	100.00%	0.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Students With Disabilities	*	*	*	*	*	*	*	*	1	50.00%	50.00%
Students Without Disabilities	0	0.00%	1	3.33%	3	10.00%	26	86.67%	30	100.00%	0.00%
Not English Learners	0	0.00%	1	3.23%	3	9.68%	27	87.10%	31	96.88%	3.13%
Migrant Students	0	0.00%	1	5.56%	1	5.56%	16	88.89%	18	94.74%	5.26%
Not Migrant Students	*	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	13	100.00%	0.00%
Active Duty Parent/Guardian	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Not Active Duty Parent/Guardian	0	0.00%	1	3.33%	2	6.67%	27	90.00%	30	96.77%	3.23%
Not Homeless	0	0.00%	1	3.23%	3	9.68%	27	87.10%	31	96.88%	3.13%
Foster Care	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Not Foster Care	0	0.00%	0	0.00%	3	10.71%	25	89.29%	28	96.55%	3.45%

	Adv	anced	Prof	ficient		paching ficient	Needs	Support			
Subgroup	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Total Tested	Percent Tested	Percent Not Tested
All Students	0	0.00%	2	3.64%	6	10.91%	47	85.45%	55	96.49%	3.51%
Female	0	0.00%	0	0.00%	3	11.11%	24	88.89%	27	100.00%	0.00%
Male	0	0.00%	2	7.14%	3	10.71%	23	82.14%	28	93.33%	6.67%
Alaska Native/American Indian	0	0.00%	1	1.96%	6	11.76%	44	86.27%	51	96.23%	3.77%
Two or More Races	*	*	*	*	*	*	*	*	4	100.00%	0.00%
Economically Disadvantaged	0	0.00%	2	4.44%	5	11.11%	38	84.44%	45	100.00%	0.00%
Not Economically Disadvantaged	*	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	10	83.33%	16.67%
Disabled With Accommodations	*	40% or fewer	*	40% or fewer	*	40% or fewer	*	60% or more	7	100.00%	0.00%
Students With Disabilities	*	40% or fewer	*	40% or fewer	*	40% or fewer	*	60% or more	7	87.50%	12.50%
Students Without Disabilities	0	0.00%	2	4.17%	6	12.50%	40	83.33%	48	97.96%	2.04%
Not English Learners	0	0.00%	2	3.64%	6	10.91%	47	85.45%	55	96.49%	3.51%
Migrant Students	0	0.00%	2	7.14%	2	7.14%	24	85.71%	28	100.00%	0.00%
Not Migrant Students	0	0.00%	0	0.00%	4	14.81%	23	85.19%	27	93.10%	6.90%
Not Active Duty Parent/Guardian	0	0.00%	2	3.64%	6	10.91%	47	85.45%	55	96.49%	3.51%
Not Homeless	0	0.00%	2	3.64%	6	10.91%	47	85.45%	55	96.49%	3.51%
Foster Care	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Not Foster Care	0	0.00%	2	3.70%	6	11.11%	46	85.19%	54	96.43%	3.57%

Advance	ed Profic	 oroaching roficient	Needs	Support			
					Total	Percent	Percent Not

Subgroup	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Tested	Tested	Tested
All Students	0	0.00%	0	0.00%	4	9.09%	40	90.91%	43	95.56%	4.44%
Female	0	0.00%	0	0.00%	3	15.00%	17	85.00%	19	90.48%	9.52%
Male	*	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	24	100.00%	0.00%
Alaska Native/American Indian	0	0.00%	0	0.00%	3	7.32%	38	92.68%	40	95.24%	4.76%
Two or More Races	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Economically Disadvantaged	0	0.00%	0	0.00%	3	8.33%	33	91.67%	35	94.59%	5.41%
Not Economically Disadvantaged	*	25% or fewer	*	25% or fewer	*	25% or fewer	*	75% or more	8	100.00%	0.00%
Disabled With Accommodations	*	40% or fewer	*	40% or fewer	*	40% or fewer	*	60% or more	5	100.00%	0.00%
Students With Disabilities	*	40% or fewer	*	40% or fewer	*	40% or fewer	*	60% or more	5	100.00%	0.00%
Students Without Disabilities	0	0.00%	0	0.00%	4	10.26%	35	89.74%	38	95.00%	5.00%
Not English Learners	0	0.00%	0	0.00%	4	9.09%	40	90.91%	43	95.56%	4.44%
Migrant Students	*	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	22	100.00%	0.00%
Not Migrant Students	*	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	21	91.30%	8.70%
Not Active Duty Parent/Guardian	0	0.00%	0	0.00%	4	9.09%	40	90.91%	43	95.56%	4.44%
Not Homeless	0	0.00%	0	0.00%	4	9.09%	40	90.91%	43	95.56%	4.44%
Foster Care	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Not Foster Care	0	0.00%	0	0.00%	4	9.30%	39	90.70%	42	95.45%	4.55%

	Adv	anced	Prof	ficient		oaching ficient	Needs	Support			
Subgroup	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Total Tested	Percent Tested	Percent Not Tested
All Students	*	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	36	97.30%	2.70%
Female	*	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	15	93.75%	6.25%
Male	*	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	21	100.00%	0.00%
Alaska Native/American Indian	*	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	35	97.22%	2.78%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Economically Disadvantaged	*	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	33	97.06%	2.94%
Not Economically Disadvantaged	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Students With Disabilities	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Students Without Disabilities	*	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	33	97.06%	2.94%
Not English Learners	*	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	36	97.30%	2.70%
Migrant Students	*	20% or	*	20% or	*	20% or	*	80% or	18	94.74%	5.26%

		fewer		fewer		fewer		more			
Not Migrant Students	*	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	18	100.00%	0.00%
Not Active Duty Parent/Guardian	*	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	36	97.30%	2.70%
Not Homeless	*	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	36	97.30%	2.70%
Foster Care	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Not Foster Care	*	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	34	97.14%	2.86%

	Adv	anced	Prof	ficient		oaching ficient	Needs	Support			
Subgroup	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Total Tested	Percent Tested	Percent Not Tested
All Students	0	0.00%	1	2.27%	3	6.82%	40	90.91%	44	89.80%	10.20%
Female	*	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	18	85.71%	14.29%
Male	0	0.00%	1	3.85%	3	11.54%	22	84.62%	26	92.86%	7.14%
Alaska Native/American Indian	0	0.00%	0	0.00%	3	7.89%	35	92.11%	38	88.37%	11.63%
Two or More Races	*	40% or fewer	*	40% or fewer	*	40% or fewer	*	60% or more	6	100.00%	0.00%
Economically Disadvantaged	0	0.00%	0	0.00%	3	8.57%	32	91.43%	35	87.50%	12.50%
Not Economically Disadvantaged	*	25% or fewer	*	25% or fewer	*	25% or fewer	*	75% or more	9	100.00%	0.00%
Disabled With Accommodations	*	25% or fewer	*	25% or fewer	*	25% or fewer	*	75% or more	8	100.00%	0.00%
Students With Disabilities	*	25% or fewer	*	25% or fewer	*	25% or fewer	*	75% or more	8	100.00%	0.00%
Students Without Disabilities	0	0.00%	0	0.00%	3	8.33%	33	91.67%	36	87.80%	12.20%
English Learners	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Not English Learners	0	0.00%	1	2.38%	3	7.14%	38	90.48%	42	89.36%	10.64%
Migrant Students	*	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	19	95.00%	5.00%
Not Migrant Students	0	0.00%	1	4.00%	2	8.00%	22	88.00%	25	86.21%	13.79%
Not Active Duty Parent/Guardian	0	0.00%	1	2.27%	3	6.82%	40	90.91%	44	89.80%	10.20%
Not Homeless	0	0.00%	1	2.27%	3	6.82%	40	90.91%	44	89.80%	10.20%
Foster Care	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Not Foster Care	0	0.00%	1	2.44%	3	7.32%	37	90.24%	41	89.13%	10.87%

2021-2022 Alaska Science Assessment

 $Protocol\ for\ reporting\ results\ (https://education.alaska.gov/tls/assessments/pdf_files/4LevelReportingProtocol.pdf)$

Science

Grade: All Grades

	Adv	anced	Prof	ficient		aching icient	Needs	Support			
Subgroup	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Total Tested	Percent Tested	Percent Not Tested
All Students	1	1.06%	5	5.32%	19	20.21%	69	73.40%	94	93.07%	6.93%
Female	1	2.22%	2	4.44%	9	20.00%	33	73.33%	45	93.75%	6.25%

Male	0	0.00%	3	6.12%	10	20.41%	36	73.47%	49	92.45%	7.55%
Alaska Native/American Indian	0	0.00%	4	4.44%	18	20.00%	68	75.56%	90	92.78%	7.22%
Caucasian	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Two or More Races	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Economically Disadvantaged	0	0.00%	4	5.00%	17	21.25%	59	73.75%	80	93.02%	6.98%
Not Economically Disadvantaged	1	7.14%	1	7.14%	2	14.29%	10	71.43%	14	93.33%	6.67%
Disabled With Accommodations	*	25% or fewer	*	25% or fewer	*	25% or fewer	*	75% or more	9	100.00%	0.00%
Students With Disabilities	*	25% or fewer	*	25% or fewer	*	25% or fewer	*	75% or more	9	90.00%	10.00%
Students Without Disabilities	1	1.18%	5	5.88%	18	21.18%	61	71.76%	85	93.41%	6.59%
Not English Learners	1	1.06%	5	5.32%	19	20.21%	69	73.40%	94	93.07%	6.93%
Migrant Students	0	0.00%	1	2.08%	10	20.83%	37	77.08%	48	90.57%	9.43%
Not Migrant Students	1	2.17%	4	8.70%	9	19.57%	32	69.57%	46	95.83%	4.17%
Active Duty Parent/Guardian	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Not Active Duty Parent/Guardian	0	0.00%	4	4.35%	19	20.65%	69	75.00%	92	92.93%	7.07%
Not Homeless	1	1.06%	5	5.32%	19	20.21%	69	73.40%	94	93.07%	6.93%
Foster Care	0	0.00%	1	16.67%	2	33.33%	3	50.00%	6	100.00%	0.00%
Not Foster Care	1	1.14%	4	4.55%	17	19.32%	66	75.00%	88	92.63%	7.37%

	Adv	anced	Prof	ficient		oaching ficient	Needs	Support			
Subgroup	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Total Tested	Percent Tested	Percent Not Tested
All Students	0	0.00%	2	6.67%	5	16.67%	23	76.67%	30	93.75%	6.25%
Female	0	0.00%	1	5.88%	2	11.76%	14	82.35%	17	100.00%	0.00%
Male	0	0.00%	1	7.69%	3	23.08%	9	69.23%	13	86.67%	13.33%
Alaska Native/American Indian	0	0.00%	1	3.57%	5	17.86%	22	78.57%	28	93.33%	6.67%
Caucasian	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Economically Disadvantaged	0	0.00%	1	4.17%	3	12.50%	20	83.33%	24	92.31%	7.69%
Not Economically Disadvantaged	0	0.00%	1	16.67%	2	33.33%	3	50.00%	6	100.00%	0.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Students With Disabilities	*	*	*	*	*	*	*	*	1	50.00%	50.00%
Students Without Disabilities	0	0.00%	2	6.90%	5	17.24%	22	75.86%	29	96.67%	3.33%
Not English Learners	0	0.00%	2	6.67%	5	16.67%	23	76.67%	30	93.75%	6.25%
Migrant Students	0	0.00%	1	5.88%	2	11.76%	14	82.35%	17	89.47%	10.53%
Not Migrant Students	0	0.00%	1	7.69%	3	23.08%	9	69.23%	13	100.00%	0.00%
Active Duty Parent/Guardian	*	*	*	*	*	*	*	*	1	100.00%	0.00%

Not Active Duty	0	0.00%	1	3.45%	5	17.24%	23	79.31%	29	93.55%	6.45%
Parent/Guardian											
Not Homeless	0	0.00%	2	6.67%	5	16.67%	23	76.67%	30	93.75%	6.25%
Foster Care	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Not Foster Care	0	0.00%	1	3.70%	4	14.81%	22	81.48%	27	93.10%	6.90%

	Adv	anced	Pro	ficient		oaching ficient	Needs	Support			
Subgroup	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Total Tested	Percent Tested	Percent Not Tested
All Students	0	0.00%	2	5.56%	8	22.22%	26	72.22%	36	97.30%	2.70%
Female	0	0.00%	1	6.67%	4	26.67%	10	66.67%	15	93.75%	6.25%
Male	0	0.00%	1	4.76%	4	19.05%	16	76.19%	21	100.00%	0.00%
Alaska Native/American Indian	0	0.00%	2	5.71%	7	20.00%	26	74.29%	35	97.22%	2.78%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Economically Disadvantaged	0	0.00%	2	6.06%	8	24.24%	23	69.70%	33	97.06%	2.94%
Not Economically Disadvantaged	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Students With Disabilities	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Students Without Disabilities	0	0.00%	2	6.06%	8	24.24%	23	69.70%	33	97.06%	2.94%
Not English Learners	0	0.00%	2	5.56%	8	22.22%	26	72.22%	36	97.30%	2.70%
Migrant Students	0	0.00%	0	0.00%	6	33.33%	12	66.67%	18	94.74%	5.26%
Not Migrant Students	0	0.00%	2	11.11%	2	11.11%	14	77.78%	18	100.00%	0.00%
Not Active Duty Parent/Guardian	0	0.00%	2	5.56%	8	22.22%	26	72.22%	36	97.30%	2.70%
Not Homeless	0	0.00%	2	5.56%	8	22.22%	26	72.22%	36	97.30%	2.70%
Foster Care	*	*	*	*	*	*	*	*	2	100.00%	0.00%
Not Foster Care	0	0.00%	2	5.88%	7	20.59%	25	73.53%	34	97.14%	2.86%

	Adv	anced	Prof	ficient		oaching ficient	Needs	Support			
Subgroup	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Total Tested	Percent Tested	Percent Not Tested
All Students	1	3.57%	1	3.57%	6	21.43%	20	71.43%	28	87.50%	12.50%
Female	1	7.69%	0	0.00%	3	23.08%	9	69.23%	13	86.67%	13.33%
Male	0	0.00%	1	6.67%	3	20.00%	11	73.33%	15	88.24%	11.76%
Alaska Native/American Indian	0	0.00%	1	3.70%	6	22.22%	20	74.07%	27	87.10%	12.90%
Caucasian	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Economically Disadvantaged	0	0.00%	1	4.35%	6	26.09%	16	69.57%	23	88.46%	11.54%
Not Economically Disadvantaged	*	40% or fewer	*	40% or fewer	*	40% or fewer	*	60% or more	5	83.33%	16.67%
Disabled With Accommodations	*	40% or fewer	*	40% or fewer	*	40% or fewer	*	60% or more	5	100.00%	0.00%
Students With	*	40% or	*	40% or	*	40% or	*	60% or	5	100.00%	0.00%

Disabilities		fewer		fewer		fewer		more			
Students Without Disabilities	1	4.35%	1	4.35%	5	21.74%	16	69.57%	23	85.19%	14.81%
Not English Learners	1	3.57%	1	3.57%	6	21.43%	20	71.43%	28	87.50%	12.50%
Migrant Students	*	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	13	86.67%	13.33%
Not Migrant Students	1	6.67%	1	6.67%	4	26.67%	9	60.00%	15	88.24%	11.76%
Active Duty Parent/Guardian	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Not Active Duty Parent/Guardian	0	0.00%	1	3.70%	6	22.22%	20	74.07%	27	87.10%	12.90%
Not Homeless	1	3.57%	1	3.57%	6	21.43%	20	71.43%	28	87.50%	12.50%
Foster Care	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Not Foster Care	1	3.70%	1	3.70%	6	22.22%	19	70.37%	27	87.10%	12.90%

Extent of Use of Alternate Assessment

Alaska's students participate in statewide summative assessments that are aligned to state adopted English language arts, mathematics, and science standards. Students take the Alaska System for Academic Readiness (AK STAR) and the Alaska Science Assessment or the Dynamic Learning Maps® (DLM®) Alternate Assessment for students with the most significant cognitive disabilities. The Alternate Assessment is an instructionally relevant system that supports student learning and measures what students with significant cognitive disabilities know and can do. All students are assessed in English Language Arts and Mathematics for grades 3-9 and in Science for grades 5, 8, and 10. The department's Participation Guidelines for Inclusion of Alaska Students in State Assessments (Dec 2017) outlines the eligibility criteria to determine which students will be administered the Alternate Assessment in all the content areas: English language arts, mathematics, and science.

The tables below describe the number of students who participated in the Alternate Assessment, the number of students who participated in the AK STAR assessment, the total number of students assessed, and the percentage of the total count who participated in the Alternate Assessment, by content area and grade.

Due to the small number of students taking the Alternate Assessment and the necessity to protect student privacy, we are unable to report any data at the school level related to the extent of use of the alternate assessment

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP): The National Assessment of Educational Progress (NAEP) is the only national test of what students know and can do. The No Child Left Behind Act of 2001 mandated state participation in NAEP reading and mathematics assessments in grades 4 and 8 every other year so that NAEP could serve as the common measure of student achievement.

NAEP does not test each fourth or eighth grader in the state. A representative sample of schools is chosen to participate in the NAEP. No NAEP individual results are given for students or schools; only statewide results are reported. NAEP scores can be used to compare Alaska to the nation and to other states.

NAEP assessments are designed to assess NAEP standards, also known as NAEP frameworks. NAEP does not assess students on the Alaska standards (grade level expectations). More information about the NAEP in Alaska (http://education.alaska.gov/tls/assessment/naep.html)

There are three achievement levels for each grade assessed by NAEP: Basic, Proficient, and Advanced. A fourth level, Below Basic, has no federal policy definition but is indicative of a lack of mastery. Proficient on the NAEP indicates students "have demonstrated competency over challenging subject matter." The following definitions apply to all subjects and all grades assessed by NAEP:

Achievement-Level Policy Definitions

Basic Partial Mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.

Proficient Solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Advanced Superior performance.

The most recent NAEP results available are from the 2022 administration. The tables located below show the performance of Alaska students on NAEP in 2022 compared to the performance of public school students nationwide. NAEP will be administered again in early 2024.

NAEP Grade 4 Reading (2021)

	Advan	ced	Profici	ent	Basi	c	Below I	Basic
Student Subgroup	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
African American	2%	‡	14%	‡	27%	‡	57%	‡
Alaska Native/American Indian	3%	#	15%	6%	25%	13%	57%	81%
Asian/Pacific Islander	23%	3%	33%	16%	25%	28%	20%	53%
All Students	8%	5%	24%	19%	29%	27%	39%	49%
Caucasian	11%	9%	30%	27%	31%	31%	28%	33%
Economically Disadvantaged	3%	2%	16%	12%	28%	23%	52%	64%
English Learners	1%	2%	9%	11%	23%	21%	67%	66%
Hispanic	4%	5%	17%	23%	28%	34%	51%	38%
Two or More Races	9%	3%	27%	21%	31%	31%	33%	45%
Students With Disabilities	1%	1%	8%	4%	17%	13%	74%	83%

^{*} Rounds to zero. NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

† Reporting standards not met.

NAEP Grade 4 Reading (2021)

Participation Rate Percentages

	National Public	Alaska
English Learners	95%	99%
Students With Disabilities	89%	96%

NAEP Grade 8 Reading (2021)

	Advan	ced	Profici	ent	Basi	c	Below	Basic
Student Subgroup	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
African American	1%	‡	14%	‡	37%	‡	48%	‡
Alaska Native/American Indian	1%	#	17%	7%	37%	25%	45%	68%
Asian/Pacific Islander	12%	2%	43%	17%	30%	41%	15%	40%
All Students	3%	3%	26%	23%	39%	37%	32%	37%
Caucasian	4%	4%	32%	35%	40%	40%	23%	21%
Economically Disadvantaged	1%	1%	17%	12%	39%	34%	42%	53%
English Learners	#	#	5%	3%	26%	24%	69%	72%
Hispanic	1%	2%	19%	22%	40%	41%	40%	34%
Two or More Races	5%	2%	28%	23%	38%	45%	29%	31%
Students With Disabilities	#	#	6%	7%	24%	25%	70%	68%

* Rounds to zero. NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

† Reporting standards not met.

NAEP Grade 8 Reading (2021) Participation Rate Percentages

	National Public	Alaska
English Learners	93%	99%
Students With Disabilities	90%	97%

NAEP Grade 4 Math (2021)

	Advan	ced	Profici	ent	Bas	ic	Below	Basic
Student Subgroup	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
African American	1%	‡	13%	‡	39%	‡	46%	‡
Alaska Native/American Indian	3%	1%	16%	7%	40%	25%	42%	68%
Asian/Pacific Islander	24%	3%	38%	16%	28%	42%	11%	40%
All Students	7%	5%	28%	23%	39%	37%	26%	35%
Caucasian	10%	8%	37%	34%	38%	39%	15%	18%
Economically Disadvantaged	2%	1%	18%	13%	41%	37%	38%	49%
English Learners	1%	1%	12%	8%	38%	32%	48%	59%
Hispanic	2%	3%	19%	21%	42%	43%	37%	33%
Two or More Races	9%	4%	29%	23%	39%	44%	23%	30%
Students With Disabilities	2%	1%	11%	7%	29%	25%	57%	67%

[#] Rounds to zero. NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

[‡] Reporting standards not met.

NAEP Grade 4 Math (2021) Participation Rate Percentages

	National Public	Alaska
English Learners	95%	97%
Students With Disabilities	90%	95%

NAEP Grade 8 Math (2021)

	Advan	ced	Profic	ent	Bas	ic	Below	Basic
Student Subgroup	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
African American	1%	‡	8%	‡	29%	‡	62%	‡
Alaska Native/American Indian	1%	1%	10%	8%	33%	23%	56%	68%
Asian/Pacific Islander	26%	2%	30%	18%	28%	38%	16%	42%
All Students	7%	5%	19%	18%	35%	36%	40%	41%
Caucasian	9%	9%	26%	25%	38%	41%	28%	25%
Economically	2%	1%	11%	10%	33%	32%	54%	57%

Disadvantaged								
English Learners	#	#	4%	4%	20%	25%	76%	72%
Hispanic	2%	4%	12%	13%	34%	38%	52%	46%
Two or More Races	6%	3%	21%	20%	36%	39%	37%	38%
Students With Disabilities	1%	#	4%	7%	17%	20%	78%	73%

[#] Rounds to zero. NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

[‡] Reporting standards not met.

NAEP Grade 8 Math (2021)

Participation Rate Percentages

	National Public	Alaska
English Learners	94%	97%
Students With Disabilities	91%	93%

Operating Status

This graph illustrates the predominant learning models for schools in Alaska during the 2021-2022 school year, based on approved or unexpected building closures due to Covid-19. The Levels (described below) indicate whether the schools operated on a standard operation schedule or a hybrid operation schedule. Schools are depicted in groups according to Level and month of the year.

Levels:

Standard Operations: Schools were open, in-person, and students attended 5 days/week on campus.

Level 1: Schools operated on a hybrid schedule, students attended in-person 4 days/week on campus, 1 day/week remote.

Level 2: Schools operated on a hybrid schedule, students attended in-person 3 days/week on campus, 2 days/week remote.

Level 3: Schools operated on a hybrid schedule, students attended in-person 2 days/week on campus, 3 days/week remote.

Level 4: Schools operated on a hybrid schedule, students attended in-person 1 days/week on campus, 4 days/week remote.

Level 5: Schools operated on a fully remote schedule, with no in-person attendance, 0 days/week on campus and 5 days/week remote.

Feedback

Recently the Alaska Department of Education & Early Development (DEED) released the 2021-2022 Report Cards to the Public for each school district and school in Alaska. This new user-friendly website aims to provide clear, common information about all public schools and districts in our State. These report cards to the public contain data and information about academics, school environment, teacher quality, and more. We value your feedback as we strive to make Alaska's District and School Report Cards a user-friendly resource to help inform parents and other stakeholders about how districts and schools are doing. Thank you for your participation in this survey and sharing your thoughts and experience with us.

- District/School Personnel Feedback Survey (https://www.surveymonkey.com/r/Q86SHXS)
- Parent Feedback Survey (https://www.surveymonkey.com/r/QL28KFQ)

Southwest Region School District

2022-23 Federal & State Grant Synopsis

Title I, Part A – Improving Basic Programs*

<u>Purpose:</u> To increase the achievement of all students, particular those who are economically disadvantaged.

<u>Information:</u> Schools with at least 40% poverty are eligible to operate as schoolwide, which requires a schoolwide plan for improving achievement. A Title I Schoolwide school is allowed to consolidate funds from other sources to create a schoolwide program of increased achievement. These funds are used to employ various personnel including instructional aides and district specialists, purchase and implement supplemental curriculum, enhance lines of communication with parents and staff, provide professional development, and afford the opportunity for after school programs and parent involvement activities.

Category	School Year 2022-23
Certified Staff Salaries	\$134,199
Instructional Aide Salaries	\$288,448
Benefits	\$123,882
Professional & Technical Services	\$43,025
Student Travel	\$7,500
Staff Travel	\$202,610
Utility Services	\$4,850
Other Purchased Services	\$45,550
Supplies	\$102,212
Other Expenses (Dues & Fees)	\$11,700
Indirect	\$39,789
Student Tuition	\$6,415
Total	\$1,002,682

[SCHOOL NAME] TITLE I SCHOOLWIDE PLAN

As authorized under ESEA, as amended by ESSA,

December 2015

[School Year]



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Contact Information		
School Information		
Name of School:	Na	me of Principal:
Address (Street, City, State, Zip):		
Phone:	Fax:	Email:
District Information		
Name of District:	Na	me of Superintendent:
Address (Street, City, State, Zip):		
		Email:
Schoolwide Enactment	Information	
Schoolwide Eligibility Informatio	n (for a new schoolwide plan)	
What is the school's current	Is the school's poverty rate	If poverty rate is below 40%, does the school have
poverty rate?	above 40%?	an approved waiver on file with DEED?
	☐ Yes ☐ No	☐ Yes ☐ No
Colored Clapha Life and Car		
Schoolwide Plan Information		
New Plan?	Initial Effective Date	Revision Date
☐ Yes ☐ No [MM/DD/YYYY]		[MM/DD/YYYY]
Assurance Agreement	for Schoolwide Plan	
students are from low-income far Early Development to operate a s completed the schoolwide planning schoolwide planning, implementa worked in consultation with the s school in implementing, evaluating	nilies, or the school received a vectoolwide program without meng process and has met the requition, and evaluation criteria as a chool as the school developed tog, and revising the plan annually	
Name of Superintendent:		Name of Principal:
Signature:		ignature:
Date: [MM/DD/YYYY]	ı	Date: [MM/DD/YYYY]

Title I Schoolwide Program Overview

A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire education program in a Title I school in order to improve the achievement of the lowest achieving students (ESEA section 1114(a)(1)). Under ESEA, a school may initially operate a schoolwide program if it meets any of the following conditions:

- A Title I school with 40% or more of its students living in poverty, regardless of the grades it serves.
- A Title I school that receives a waiver from the Alaska Department of Education & Early Development to operate
 a schoolwide program without meeting the 40% poverty threshold.

Benefits from Operating a Schoolwide Program

A school that operates a schoolwide program is able to take advantage of numerous benefits, including:

- **Serving all students**. A school operating a schoolwide program does not need to identify particular students as eligible to participate, or individual services as supplementary. (ESEA section 1114(a)(2)(A)).
- Consolidating Federal, State, and local funds. A school operating a schoolwide program may consolidate Federal, State, and local education funds to better address the needs of students in the school. (ESEA section 1114(a)(1), (3)).

Consultation and Coordination

- The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (ESEA section 1114(b)(2))
- If appropriate and applicable, the plan must be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities. (ESEA section 1114(b)(5))
- The plan must be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. (ESEA section 1114(b)(4))

Implementing a Schoolwide Program

There are three required components of a schoolwide program that are essential to effective implementation: conducting a comprehensive needs assessment, preparing a comprehensive schoolwide plan, and annually reviewing and revising, as necessary, the schoolwide plan.

• Conducting a comprehensive needs assessment. To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. (ESEA section 1114(b)(6)). Through the needs assessment, a school must examine relevant academic achievement data and other data to understand students' most pressing needs and their root causes. The needs assessment should include consultation with a broad range of stakeholders (described above). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

- Preparing a **comprehensive schoolwide plan** that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA section 1114(b)(7)).
 - O The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)). The schoolwide plan may include one or more of these activities:
 - counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
 - preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
 - implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
 - professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and
 - strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;
 - The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii)).
 - To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results. This plan may be integrated into an existing improvement plan.
- Annually evaluating the schoolwide plan, using data from the State's assessments, other student performance
 data, and perception data to determine if the schoolwide program has been effective in addressing the major
 problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students.
 Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to
 ensure continuous improvement. (ESEA section 1114(b)(3)).

Plan Development and Consultation

A. Describe the composition of the planning team. Provide a list of team members, who they represent, and their roles and/or responsibilities. (Each group should have at least one participant.)

Schoolwide Program Planning Team

Representation	Name of Team Member	Roles/Responsibilities
Principal:	•	
(required)		
Teachers:	•	
(required)		
Paraprofessionals:	•	
(required)		
Parents & Community:	•	
(required)		
School Staff	•	
(required)		
Technical Assistance Providers:	•	
(as appropriate)		
Administrators:	•	
(as appropriate)		
*Title Programs:	•	
*CTE:	•	
*Head Start:	•	
Specialized Instructional Support:	•	
(as appropriate)		
Tribes & Tribal Organizations:	•	
(as applicable)		
Students:	•	
(if plan relates to secondary school)		
Other:	•	
(as needed)		

^{*}Administrators of programs that are to be consolidated in the schoolwide plan.

Describe the process used to develop the schoolwide plan C. Use the following table to summarize the steps and activities of the planning process. Provide information about meeting dates and agenda items/topics as well as future meeting dates.					
Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings (check all that apply)			
mm/dd/yy		☐ Planning Team ☐ All Staff ☐ Parents/Community			
mm/dd/yy		☐ Planning Team ☐ All Staff ☐ Parents/Community			
mm/dd/yy		☐ Planning Team ☐ All Staff ☐ Parents/Community			
mm/dd/yy		☐ Planning Team ☐ All Staff ☐ Parents/Community			
mm/dd/yy		☐ Planning Team ☐ All Staff ☐ Parents/Community			
mm/dd/yy		☐ Planning Team ☐ All Staff ☐ Parents/Community			
mm/dd/yy		☐ Planning Team ☐ All Staff ☐ Parents/Community			
mm/dd/yy		☐ Planning Team ☐ All Staff ☐ Parents/Community			
mm/dd/yy		☐ Planning Team ☐ All Staff ☐ Parents/Community			
mm/dd/yy		☐ Planning Team ☐ All Staff ☐ Parents/Community			

D. Describe the process for communicating with all members of the school and community who were not part of the planning team about the planning process, data collection, plan development, and plan

approval. Include specific information describing how parents were notified of the schoolwide planning

Describe the process used to communicate with all members of the school & community who were not part of the planning

B. Describe the process used to develop the schoolwide plan.

process and involved in the plan development.

team.

Comprehensive Needs Assessment

A. Provide a brief description of the school, attendance area, and community.

Provide a brief description of the school, attendance area, and community.

B. Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, migrant, English Learners, homeless, foster care, etc. as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.

Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community.

C. Summarize the areas the school's current educational program that need improvement as identified in the comprehensive needs assessment. Identify priority of focus areas for achieving the outcomes of the proposed schoolwide program as being High, Medium, or Low.

Type of Data	Area of Need	Priorit	Describe needs determined from data in each area, as
Analyzed		у	applicable (do not include solutions here)
State Summative Assessment and other district assessment data	Reading/language arts instruction for all students	•	
	Mathematics instruction for all students Science instruction for all students		
	Other content area instruction for all students		
	Support for students with disabilities		
	Support for migrant students		
	Economically disadvantaged or low achieving students		
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English		

Type of Data	Area of Need	Priorit	Describe needs determined from data in each area, as
Analyzed		у	applicable (do not include solutions here)
Graduation &	Ensure students will		
dropout rate	graduate from high		
	school		
Attendance &	Ensure that students		
Chronic	attend school and		
absenteeism	reduce chronic		
rates	absenteeism		
Demographic	Support for other		
data	populations such as		
	subgroups, homeless,		
	foster care, or		
	neglected &		
	delinquent students		
Curriculum	Core curriculum		
	aligned vertically and		
	with state standards		
Instruction	Effective instructional		
	strategies and tiered		
	interventions		
Assessment	Use of formative and		
	progress monitoring		
	assessments to		
	improve instruction		
Supportive	Safe, orderly learning		
Learning	environment		
Environment			
Family	Family & community		
Engagement	engagement		
Professional	PD to support		
Development	curriculum,		
(PD) needs	instruction &		
assessment	assessment		
Professional	PD to support		
Development	individual teacher		
(PD) needs	skills		
assessment			
Professional	PD or strategies for		
Development	hiring qualified		
(PD) needs	teachers		
assessment			
Leadership	Recruiting, training &		
	retaining qualified		
	principals		

Type of Data	Area of Need	Priorit	Describe needs determined from data in each area, as
Analyzed		у	applicable (do not include solutions here)
Other:			
Other:			
Other:			

D. As a result of the comprehensive needs assessment and/or annual review and evaluation of the schoolwide plan, identify three or four goals to be addressed within the comprehensive schoolwide plan during the year for the high priority areas of need identified. Indicate the specific area of need (content, subgroups, etc.). Include current baseline data and a measurable goal/target for the year. In the Evaluation Measure column, indicate what data source will be used to determine whether the target has been met and/or the evaluation tools to be used.

Baseline Data	Measurable Goal/Target	Evaluation of Measure
	Baseline Data	Baseline Data Measurable Goal/Target

Schoolwide Plan Strategies

A. Describe the strategies that the school will be implementing to address the identified school needs.

Describe the strategies that the school will be implementing to address the identified school needs.

B. Describe the strategies that the school will use to provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards.

Describe the strategies that the school will use to provide opportunities for all children to meet the challenging State academic standards.

C. Describe how the school will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Describe how the school will strengthen the academic program, increase learning time, and provide a well-rounded education.

D. Describe how the school will address the needs of those at risk of not meeting the challenging State academic standards.

Describe how the school will address the needs of those at risk of not meeting the challenging State academic standards.

Annual Evaluation & Review Process

A. Describe how the school will evaluate whether the elements of the schoolwide plan have been implemented as planned.

Describe how the school will evaluate whether the elements of the schoolwide plan have been implemented as planned.

B. Describe how the school will measure and report student progress on the State's annual assessments and other indicators of student achievement at the end of the school year, for all students and for subgroups of students.

Describe how the school will measure & report student process on the State's annual assessments & other indicators of student achievement.

C. Describe how the school will evaluate the results of the schoolwide plan in increasing student achievement in meeting the State's academic standards, particularly for those students who have been further from achieving standards, and meeting the goals and objectives in the plan.

Describe how the school will evaluate the results of the schoolwide plan in increasing student achievement in meeting the State's academic standards.

D. Describe how the school will use the results of the annual evaluation of the effectiveness of the schoolwide plan to make revisions to the plan to ensure continuous improvement of the students in the schoolwide program.

Describe how the school will use the results of the annual evaluation of the effectiveness of the schoolwide plan to make revisions to the plan.

Financial Requirements

A. Indicate which, if any, of the state, local or federal program resources are used to support the schoolwide plan. (Include only funds that are used to implement components of the schoolwide plan in the school. See 34 CFR, Section 220.29 for regulations relating to consolidation of funds from federal programs.)

Check if used	Dollar Amount	Program funds used to implement components of the schoolwide plan (check all that apply)
		Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
		Title I, Part C: Education of Migratory Children**
		Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and School Leaders
		Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement
		Title IV, Part A: Student Support and Academic Enrichment Grants
		Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
		IDEA Part B**
		Carl Perkins
		State Funds
		Local Funds
		Other:

^{**}The use of Migrant Education, Indian Education, and IDEA funds have additional restrictions.









Successful School Improvement Plan

School Information:

School Name: Click or tap here to enter text. Plan Year: Click or tap here to enter text.

City/Village: Click or tap here to enter text. Zip Code: text Phone Number: text

Principal: Click or tap here to enter text. **Contact Information:** Click or tap here to enter text.

District: Click or tap here to enter text. **Superintendent:** Click or tap here to enter text.

District Liaison: Click or tap here to enter text. **Phone:** Click or tap here to enter text. **Email:** Click or tap here to enter text.

ESSA Designation: Choose an item.

TSI Subgroup(s) (if applicable): Click or tap here to enter text.

School Mission: Click or tap here to enter text.

School Vision: Click or tap here to enter text.









School Plan

School plans are built from the 4 Big Conclusions surmised through the program, profile, and practice reviews. This is a 3year plan based from data collected through the reviews and created in collaboration with school and community members (SCLT).

Goals & Strategies

Goal #1: Click or tap here to enter text.

Measures:

Indicator(s)	Data Source	Baseline	Target Yr 1	Target Yr 2	Target Yr 3
1.					
2.					

Strategy #1: Click or tap here to enter text.

Measures:

Indicator(s)	Data Source	Baseline	Target Yr 1	Target Yr 2	Target Yr 3
1.					
2.					

Year 1 Milestones and Actions

Milestone 1:

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1.					
2.					
3.					









Milestone 2:

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
4.					
5.					
6.					

Year 2 Milestones and Actions

Milestone 1:

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1.					
2.					
3.					

Milestone 2:

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1.					
2.					
3.					









Year 3 Milestones and Actions

Milestone 1:

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1.					
2.					
3.					

Milestone 2:

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1.					
2.					
3.					

Reporting

Year 1 Progress Reporting (To be completed at end of school year)

Goal: Click or tap here to enter text.

Strategy: Click or tap here to enter text.









Milestones and Actions

Causes and Adjustments for Year 2: Click or tap here to enter text.

Year 2 Progress Reporting (To be completed at end of school year)

Goal: Click or tap here to enter text.

Strategy: Click or tap here to enter text.

Milestones and Actions

Causes and Adjustments for Year 2: text









Year 3 Progress Reporting (To be completed at end of school year)

Goal: Click or tap here to enter text.

Strategy: Click or tap here to enter text.

Milestones and Actions

Causes and Adjustments for Year 2: text









Assurances

By my signature below, I assure that

- the district has reviewed and approved the school's improvement plan as submitted through GMS,
- that it meets all requirements based on its Alaska System for School Success score and, if applicable, its designation as a Comprehensive or Targeted Support and Improvement School.
- that the district will continue to support the school in the full implementation of the plan as presented, and
- the District Liaison for school improvement or school principal will contact the DEED School Improvement Specialist for discussion and approval of any significant changes to the plan during the school year.
- The district will ensure federal funds are spent in compliance with the <u>Uniform Grant Guidance</u>.

Superintendent's Signature:	 Date:	

By my signature below, I assure that I will support the full implementation of the school improvement plan as submitted through GMS by

- holding regular School and Community Leadership Team planning meetings,
- monitoring the implementation of the actions and tasks according to the timeline, and
- communicating with the DEED School Improvement Specialist about the plan's implementation and any anticipated changes to the plan.









Principal's Signature: Date:
