

## System for School Success Companion Document for School Designations

The purpose of the *System for School Success* is to help schools and districts measure their performance on key indicators, identify areas for improvement, and target resources and support for all students to receive an excellent education and be prepared for college or a career after high school.

This companion document describes the *System for School Success* and the data used to calculate school index values. It is designed to describe the components and indicators that contribute to the *System for School Success*.

The one-page System for School Success Report contains general information and school demographics; grade K-6 FAY participation rate, indicators, and the K-6 index value; grade 7-12 FAY participation rate, indicators, and the 7-12 index value; the overall school index value; the school's designation for level of support; and the school index values for the nine different student groups, also known as subgroups.

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## General Information

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**School ID:** The unique school identification number for the school.

**Name of District/School:** The school district name is located on the left side above the tables and the school name is located below the school district name.

**Overall School Index Value:** Located under district and school name, the Overall School Index Value is the sum of the school's performance points in each indicator with the appropriate weight applied. See *Appendix A* for the weight of each indicator. If the school includes both the K-6 and 7-12 grade spans, the Overall School Index Value is calculated based on the October 1<sup>st</sup> enrollment of both grade spans. To receive an Overall School Index Value, a school must have values in at least two indicators. One of these indicators must be one of the following: academic achievement in ELA or Mathematics, growth in ELA or Mathematics, four-year or five-year graduation rate, or English Learner progress.

An indicator can only be calculated if there are data from ten or more students. If available, data from three school years can be aggregated to reach the number of ten or more students. When data has been aggregated to calculate an indicator's value, the value on the report is followed by an asterisk, "\*". See *Appendix B* for abbreviations and symbols used on the reports.

Schools that do not meet the minimum criteria for an Overall School Index Value are evaluated through a Small School Review process that results in designations at one of the three support levels that all schools receive in the *System for School Success*.

**Support Level:** Alaska has established three levels of support for its schools: comprehensive, targeted, and universal. See *Appendix C* for more information concerning the three levels of support.

## School Demographics

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**Grade Span:** Provides the official grade span served by the school, even if there are no students enrolled currently in each grade in the grade span.

**Oct 1 Enrollment:** Provides the total number of students in all grade levels of the school as reported by the school district on October 1, 2017.

**Title I School:** If yes, this school has been identified to receive additional financial assistance from the U.S. Department of Education to help ensure that all children meet challenging state academic standards. Identification is based on the number and percentage of children that are economically disadvantaged.

## Grades K-6 and Grades 7-12 Participation Rate

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The participation rate is the percentage of full academic year (FAY) students in the tested grade levels that received a valid score on the statewide PEAKS or DLM summative assessments. Participation rate is calculated at the school level for English Language Arts (ELA) and Mathematics, and each grade span (Grades K-6 and Grades 7-12). Participation rate is one component in the calculation for the academic achievement indicator for both grade spans and the Grade 3 ELA indicator for Grades K-6. The Grades K-6 participation rate is based on the tested grades: grades three, four, five, and six. The Grades 7 - 12 participation rate is based on the tested grades: grades seven, eight and nine. The participation rate for Grade 3 ELA indicator is based on the Grade 3 PEAKS ELA and Grade 3 DLM assessments.

*System for School Success* accountability reporting differs from assessment reporting in that ELA and Mathematics achievement is based only on students attending the school for a full academic year (continuous enrollment from October 1<sup>st</sup> to the first day of the assessment window). The number of full academic year (FAY) students are shown for each grade span along with the number of FAY students that took the assessment.

**FAY Grades 3-6 or FAY Grades 7-12:** This field indicates the number of students who were considered full academic year (FAY) for the 2017-2018 school year in each grade span. FAY is defined as the number of students who were continuously enrolled in the tested grades (Grades 3-9) on the first day of October (October 1, 2017) through the first day of the summative assessment window (March 26, 2018). This number may be different for ELA and Math.

**Tested:** This field indicates the number of FAY students who tested in the content areas of ELA and Mathematics, for the given grade span.

**Rate:** Participation rate is calculated by dividing the number of tested FAY students by the number of FAY students enrolled in the tested grades.

**Meeting the 95% participation rate:** If the school meets or exceeds 95% participation of FAY students, only the FAY students who were assessed are included in the calculation for the academic achievement and Grade 3 ELA indicator. The denominator used to calculate the academic achievement value is the actual number of students tested.

**Not meeting the 95% participation rate:** If the school does not meet the 95% participation rate of FAY students, the denominator used to calculate the indicator value for ELA, Mathematics, and Grade 3 ELA is 95% of the FAY students eligible for testing in each content area rounding up to the next whole number. If a school does not meet or exceed the 95% participation rate for two consecutive years, the school must create and submit a participation rate improvement plan to its district.

## Academic Achievement

This indicator looks at the achievement level of students on the statewide PEAKS and DLM summative assessments in the content areas of English Language Arts (ELA) and Mathematics.

**% Proficient:** This field indicates the percent of proficient FAY students and is calculated by dividing the number of proficient FAY students by the number of FAY students tested in this content area, ELA or Mathematics. See *Appendix D* for the rules impacting the display of this data.

**Weight:** The system weight for Grades K-6 ELA proficiency and Mathematics proficiency is 15% for each content area. If a school does not have at least ten students represented in an indicator even after aggregation, then there is no value for that indicator and the weighting is proportionally redistributed to the other indicators that do have values.

**Value:** If the school has a participation rate of 95% or greater, the academic achievement value is calculated by dividing the count of FAY students who were proficient or advanced in the content area by the number of FAY students who tested in the content area, then multiplying by 100.

If a school does not meet the participation rate of 95% or greater, the academic achievement value is calculated by dividing the total number of students who were either proficient or advanced by 95% of the total FAY students in the tested grades (not just those students who tested) and multiplying by 100. As an example, if a grade span had 237 students, 95% of 237 is 225.15 students. A school that had less than 95% participation would have its number of proficient or advanced students in the grade span divided by 226 to calculate the percent proficient.

**80/20 Rule:** 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, the suppression rule must be applied consistently to every school.

**Minimum “n” Rule:** A reported value of “n/a” indicates that there were less than 10 students represented in this indicator.

**Weight for School:** This field indicates the weight of this particular indicator in the school’s total value. If one or more of the system’s indicators do not meet the “minimum n” requirement of 10 students even with aggregation, the system weight for that indicator is proportionally redistributed to the remaining indicators that meet the “minimum n”. A weight for school of “n/a” indicates that there were less than 10 students represented in this indicator.

**Points:** Represents the points earned for this indicator towards the school’s total value. This value is calculated by multiplying the value of the indicator by the weight for school. “n/a” indicates that there were less than 10 students represented in this indicator.

## Academic Growth

This indicator looks at student values on the statewide PEAKS assessments in ELA and Mathematics over two consecutive years to see if there is improvement (growth). See *Appendix E* for a more detailed description of the school academic growth.

**Weight:** The system weight for Grades K-6 ELA and Mathematics academic growth is 20% for each content area. If a school does not have at least ten students represented in an indicator after aggregation, then there is no value for that indicator and the weighting is proportionally redistributed to the other indicators.

**Value:** This field indicates the number of FAY students that demonstrated growth based on the growth table divided by the total number of FAY students with two consecutive years of test scores, then multiplied by 100. The 95% participation rate rule does not apply to academic growth.

**80/20 Rule:** 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, the suppression rule must be applied consistently to every school.

**Minimum "n" Rule:** A reported value of "n/a" indicates that there were less than 10 students represented in this indicator.

**Weight for School:** This field indicates the weight of this particular indicator in the school's total value. If one or more of the system's indicators do not meet the "minimum n" requirement of 10 students even with aggregation, the system weight for that indicator is proportionally redistributed to the remaining indicators that meet the "minimum n". A weight of "n/a" indicates that there were less than 10 students even with aggregation represented in this indicator.

**Points:** Represents the points earned for this indicator towards the school's index value. This value is calculated by multiplying the value of the indicator by the weight for school.

### *English Learner Progress*

This indicator demonstrates the percentage of English Learners that have met or exceeded their growth target. Growth targets are determined annually based on a student's performance on ACCESS for English Language Learners (ELLs) in the baseline year.

**Weight:** The system weight for Grades K-6 English Learner Progress is 15%. If a school does not have at least ten students represented in an indicator even with aggregation, then there is no value for that indicator and the weighting is proportionally redistributed to the other indicators.

**Value:** This field is the percentage of EL students in the grade span that have met or exceeded their growth target multiplied by 100.

**80/20 Rule:** 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, the suppression rule must be applied consistently to every school.

**Minimum "n" Rule:** A reported value of "n/a" indicates that there were less than 10 students represented in this indicator.

**Weight for School:** This field indicates the weight of this particular indicator in the school's total value. If one or more of the system's indicators do not meet the "minimum n" requirement of 10 students with aggregation, the system weight for that indicator is proportionally redistributed to the remaining indicators that meet the "minimum n". A weight of "n/a" indicates that there were less than 10 students even with aggregation represented in this indicator.

**Points:** Represents the points earned for this indicator towards the school's total value. This value is calculated by multiplying the value of the indicator by the weight for the school.

### *School Quality/Student Success: Chronic Absenteeism*

This indicator looks at the number of students that are not considered chronically absent. Chronic absenteeism is defined as missing at least 10% of the days in which a student was enrolled at the school. Only students that have been enrolled for at least one half of the school term are considered in the chronic absenteeism indicator. The chronic absenteeism indicator is not considered for correspondence schools and schools located in facilities where students are incarcerated.

**Weight:** The system weight for Grades K-6 chronic absenteeism is 10%. If a school does not have at least ten students represented in an indicator after aggregation, then there is no value for that indicator and the weighting is proportionally redistributed to the other indicators.

**Value:** This field indicates the percentage of students enrolled for at least one half of the school

term who did NOT meet the definition of chronically absent during the 2017-2018 school year, multiplied by 100. If 15% of the students in the grade span were chronically absent, the value would be 85.

**80/20 Rule:** The 80/20 rule does not apply to attendance data.

**Minimum “n” Rule:** A reported value of “n/a” indicates that there were less than 10 students represented in this indicator. If the school is a correspondence school or a school located in facilities where students are incarcerated, the reported value for chronic absenteeism is also “n/a”.

**Weight for School:** This field indicates the weight of this particular indicator in the school’s total value. If one or more of the system’s indicators do not meet the “minimum n” requirement of 10 students, the system weight for that indicator is proportionally redistributed to the remaining indicators that meet the “minimum n”.

**Points:** Represents the points earned for this indicator towards the school’s total value. This value is calculated by multiplying the value of the indicator by the weight for the school.

### *School Quality/Student Success: Grade 3 ELA*

This indicator looks at the number of Grade 3 students who were either proficient or advanced on the PEAKS ELA summative assessment or were At Target or Advanced on the DLM ELA summative assessment. Grade 3 ELA proficiency is calculated by dividing the number of Grade 3 FAY students at the proficient or advanced achievement level on the PEAKS ELA or were At Target or Advanced on the DLM ELA summative assessments by the total number of FAY Grade 3 students that tested.

If the school has a participation rate of less than 95%, the Grade 3 ELA value is calculated by dividing the count of 3<sup>rd</sup> grade students who were either proficient or advanced by 95% of the FAY 3<sup>rd</sup> grade students, then multiplying by 100.

**% Proficient:** This field indicates the percent of proficient 3<sup>rd</sup> Grade FAY students and is calculated by dividing the number of proficient 3<sup>rd</sup> Grade FAY students by the number of 3<sup>rd</sup> Grade FAY students tested in this content area, ELA or Mathematics. See Appendix D for the rules impacting the display of this data.

**Weight:** The system weight for Grade 3 ELA proficiency is 5%. If a school does not have at least ten students represented in an indicator even after aggregation, then there is no value for that indicator and the weighting is proportionally redistributed to the other indicators.

**Value:** This field is the percentage of FAY Grade 3 students who were proficient or advanced on the ELA assessment in 2018 multiplied by 100.

**80/20 Rule:** 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, the suppression rule must be applied consistently to every school.

**Minimum “n” Rule:** A reported value of “n/a” indicates that there were less than 10 students represented in this indicator.

**Weight for School:** This field indicates the weight of this particular indicator in the school’s total value. If one or more of the system’s indicators do not meet the “minimum n” requirement of 10 students, the system weight for that indicator is proportionally redistributed to the remaining indicators that meet the “minimum n”. A weight for school of 0% indicates that there were less than 10 students represented in this indicator.

**Points:** Represents the points earned for this indicator towards the school’s total value. This value is calculated by multiplying the value of the indicator by the weight for the school.

**Total Grades K-6:** Total points of each indicator earned in this grade span.

## Grade 7-12 Indicators

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### *Academic Achievement*

This indicator looks at the achievement level of students on the statewide PEAKS and DLM summative assessments in the content areas of English Language Arts (ELA) and Mathematics.

**% Proficient:** This field indicates the percent of proficient FAY students and is calculated by dividing the number of proficient FAY students by the number of FAY students tested in this content area, ELA or Mathematics.

**Weight:** The system weight for Grades 7-12 ELA proficiency and math proficiency is 10% for each content area. If a school does not have at least ten students represented in an indicator even after aggregation, then there is no value for that indicator and the weighting is proportionally redistributed to the other indicators.

**Value:** Points are calculated the same as for Grades K-6.

### *Academic Growth*

This indicator looks at student values on the statewide PEAKS summative assessments in ELA and Mathematics over two consecutive years to see if there is improvement (growth) as described on the Growth Table. See *Appendix E* for a more detailed description of the school academic growth indicator.

**Weight:** The system weight for grade 7-12 ELA and Math academic growth is 20% for each content area. If a school does not have at least ten students represented in an indicator even after aggregation, then there is no value for that indicator and the weighting is proportionally redistributed to the other indicators.

**Value:** Points are calculated the same as for Grades K-6.

### *English Learner Progress*

This indicator demonstrates the percentage of English Learners that have met or exceeded their growth target. Growth targets are determined annually based on a student's performance on ACCESS for English Language Learners (ELLs) in the baseline year.

**Weight:** The system weight for Grades 7-12 English Learner Progress is 10%. If a school does not have at least ten students represented in an indicator, the weighting is proportionally redistributed to the other indicators.

**Value:** Points are calculated the same as for Grades K-6.

### *School Quality/Student Success: Chronic Absenteeism*

This indicator looks at the number of students that are not considered chronically absent. Chronic absenteeism is defined as missing at least 10% of the days in which a student was enrolled at the school. Only students that have been enrolled for at least one half of the school term are considered in the chronic absenteeism indicator.

**Weight:** The system weight for Grades 7-12 chronic absenteeism is 10%. If a school does not have at least ten students represented in an indicator after aggregation, then there is no value for that indicator and the weighting is proportionally redistributed to the other indicators.

**Value:** Points are calculated the same as for Grades K-6.

### *Graduation Rate: Four Year*

This indicator looks at the number of students who graduated from high school within four years of enrolling as ninth graders. The four-year graduation rate is calculated by dividing the number of students who graduated in four years or less by the total number of students in the four-year cohort.

**Weight:** The system weight for four-year graduation rate is 15%. If a school does not have at least ten students represented in an indicator, then there is no value for that indicator and the weighting is proportionally redistributed to the other indicators.

**Value:** Calculated by dividing the number of graduates in the four-year cohort group by the



number of students in the four-year cohort group, then multiplying by 100.

**80/20 Rule:** The 80/20 rule does not apply to the four-year graduation rate.

**Minimum “n” Rule:** A reported value of “n/a” indicates that there were less than 10 students represented in this indicator.

**Weight for School:** This field indicates the weight of this particular indicator in the school’s total value. If one or more of the system’s indicators do not meet the “minimum n” requirement of 10 students even after aggregation, the system weight for that indicator is proportionally redistributed to the remaining indicators that meet the “minimum n”. A weight for school of “n/a” indicates that there are less than 10 students represented in this indicator.

**Points:** Represents the points earned for this indicator towards the school’s total value. This value is calculated by multiplying the value of the indicator by the weight for the school.

### *Graduation Rate: Five Year*

This indicator looks at the number of students who graduated from high school within five years of enrolling in ninth grade. The five-year graduation rate is calculated by dividing the number of students who graduated in five years or less by the total number of students in the five-year cohort.

**Weight:** The system weight for five-year graduation rate is 5%. If a school does not have at least ten students represented in an indicator, then there is no value for that indicator and the weighting is proportionally redistributed to the other indicators.

**Value:** Calculated by dividing the number of graduates in the five-year cohort group by the number of students in the five-year cohort group, then multiplying by 100.

**80/20 Rule:** The 80/20 rule does not apply to the five-year graduation rate.

**Minimum “n” Rule:** A reported value of “n/a” indicates that there were less than 10 students represented in this indicator.

**Weight for School:** This field indicates the weight of this particular indicator in the school’s total value. If one or more of the system’s indicators do not meet the “minimum n” requirement of 10 students even after aggregation, the system weight for that indicator is proportionally redistributed to the remaining indicators that meet the “minimum n”. A weight for school of “n/a” indicates that there are less than 10 students represented in this indicator.

**Points:** Represents the points earned for this indicator towards the school’s total value. This value is calculated by multiplying the value of the indicator by the weight for the school.

**Total Grades 7-12:** Total points of each indicator earned in this grade span.

## **Overall School Index Value Calculations**

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Using the October 1, 2017 enrollment data, the Overall School Index Value is calculated by multiplying the total points for Grades K-6 by the percent of the school enrollment that is represented by students in Grades K-6. Then, multiplying the total points for Grades 7-12 by the percent of the school enrollment that is represented by students in Grades 7-12. The sum of the two weighted values determine the Overall School Index Value.

**Oct. 1 Enrollment:** Provides the number of students enrolled in each grade span (K-6, 7-12); as well as the total number of K-12 students in the school.

**Percentage:** Represents the percentage of students enrolled in each grade span. For the Grades K-6 percentage, this is calculated by dividing the number of students enrolled in Grades K-6 by the total number of students enrolled in K-12. For the Grades 7-12, this is calculated by dividing the number of students enrolled in Grades 7-12 by the total number of students enrolled in K-12. The Grades K-6 and the Grades 7-12 percentages should total 100%.

**Points:** Represents the total points earned for each grade span. The total point calculations for

each grade span is illustrated in the two tables above this section of the report.

**Weighted:** Represents the weighted value of the total points earned for each grade span. The weighted value for each grade span is calculated by multiplying the grade span's percentage by the grade span's points. The weighted total is the sum of the weighted values for Grades K-6 and Grades 7-12.

**Overall School Index Value:** The weighted total is the overall school index value.

## Student Group Performance 8

The Student Group Index Value is used to identify inequities within a school. The Student Group Index Value will trigger a school designation of Targeted Support and Improvement (TSI) if the student group index value falls below the TSI–Performance Threshold. The TSI–Performance Threshold is the greatest index value of the lowest 5% of Title I schools identified as needing Comprehensive Support and Intervention (CSI). For the 2017-2018 *System for School Success*, the TSI–Performance Threshold is 15.91.

A Student Group Index Value is calculated for the following subgroups: African American, Alaska Native/American Indian, Asian/Pacific Islander, Caucasian, Hispanic, Two or more races, Students with Disabilities, English Learners, and Economically Disadvantaged.

As with the Overall School Index Value, the Student Group Index Value is the sum of the subgroup's performance points in each indicator with the appropriate weight applied. If the subgroup contains both the K-6 and 7-12 students, the Student Group Index Value is calculated based on the October 1 enrollment of both grade spans.

To receive a Student Group Index Value, a subgroup must have values in at least two indicators. One of these indicators must be one of the following: academic achievement in ELA or Mathematics, growth in ELA or Mathematics, four-year or five-year graduation rate, or English Learner progress.

Individual indicators for the subgroup can only be calculated if there are data from ten or more students. Subgroup data was not aggregated. If there was not sufficient data to calculate an index value, "n/a" will appear in the cell.

**Table A1: Accountability Indicator Weights**

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

## Appendix B: Acronyms and Symbols

**Table B1:** Acronyms

Acronym	Term
ACCESS	Assessing Comprehension and Communication in English State-to-State
CSI	Comprehensive Support and Improvement
DLM	Dynamic Learning Maps (Alaska Alternate Assessments)
ELA	English Language Arts
ELLs	English Language Learners
FAY	Full Academic Year
PEAKS	Performance Evaluation for Alaska's Schools
TSI	Targeted Support and Improvement

**Table B2:** Symbols

Symbol	Explanation
1	Full Academic Year (FAY) is defined as continuous enrollment from October 1 to the first day of the assessment window and represents the number of students in the grade span that were enrolled in the school for a Full Academic Year.
2	If the participation rate is less than 95%, the denominator used to calculate percent proficient will reflect 95% of the school's full academic year (FAY) students for the content area and grade span.
3	If a school has a student group index value equal to or less than the TSI Student Group Performance Threshold, the school is designated as a Targeted School and Improvement (TSI) School for that student group.
*	Aggregated data (up to three years) used to calculate indicator value.
n/a	Not applicable. Even with aggregation, this data field did not meet the minimum n requirement of at least 10 students. Therefore, the value, weight for school, points, and the total could not be included.
^	Fewer than five students tested; data suppressed to maintain confidentiality.

## Appendix C: System for School Success Support Levels

Alaska has established three levels of support for its schools: comprehensive, targeted, and universal.

**Comprehensive:** A school will be designated as a school in need of Comprehensive Support and Improvement (CSI) for one or more of the following reasons:

1. **Lowest 5%:** A Title I school with an overall index value in the lowest five percent of all Title I schools is designated as CSI. These schools are identified for three years. After three years, these schools are eligible to exit their CSI designation if the school no longer meets the CSI (Lowest 5%) entrance criteria and the Overall School Index Value has increased from when the school was designated.
2. **Graduation Rate:** A school serving twelfth grade that has a four-year graduation rate equal to or less than 66 2/3% is designated for Comprehensive Support and Improvement (CSI). These schools are identified for at least one year. The next year when schools are designated, these schools can exit their CSI (Graduation Rate) designation if the school has achieved a four-year cohort graduation rate greater than 66 2/3%.
3. **TSI Student Group:** A school designated for Targeted Support and Improvement (TSI) for three consecutive years for the same student group will become a Comprehensive Support and Improvement (CSI) school.

**Targeted:** A school is designated for Targeted Support and Improvement (TSI) if one or more of the school's student groups, also known as subgroups, has an index value that is equal to or less than the annually determined TSI Performance Threshold. The TSI Performance Threshold is determined by the highest value within the range of the school index values of the lowest 5% of all Title I schools.

A school is designated as TSI for at least one year and may exit the TSI designation for the student group by having the student group index value improve from the time of designation and by no longer meeting the TSI entrance criteria for the student group. A school that is designated as TSI for three consecutive years for the same student group will be designated as Comprehensive Support and Improvement (CSI).

**Universal:** A school is designated for Universal Support if the school performed above the criteria to be designated for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI). A universal support designation means that the school and its nine different student groups did not have index values that fell within the range of the lowest 5% of Title I schools. The designation also means that the school's graduation rate exceeded 66 2/3%.

## Appendix D: Data Suppression Rules

The following data suppression rules have been established to protect student privacy in Alaska's schools.

**Percent Proficient:** If the percent proficient could be used to determine that zero, one, or two students were either proficient or not proficient, the percentage proficient will be reported as a range. In reporting the range, the following rules apply:

**Table D1:** Achievement Level Reported

Number of Students Tested	Achievement Level Reported
1-4	No data is reported to main confidentiality. A caret, "^", is used to signify that less than five students were tested and that all data was suppressed.
5-7	60% or more proficient (or not proficient) 40% or fewer not proficient (or proficient)
8-9	75% or more proficient (or not proficient) 25% or fewer not proficient (or proficient)
10-19	80% or more proficient (or not proficient) 20% or fewer not proficient (or proficient)
20-39	90% or more proficient (or not proficient) 10% or fewer not proficient (or proficient)
40 (or more)	95% or more proficient (or not proficient) 5% or fewer not proficient (or proficient)

### Indicator Calculation:

**80/20 Rule:** 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.

**Minimum "n" Rule:** A reported value of "n/a" indicates that even with the aggregation of up to three years of available data, there were less than 10 students represented in this indicator. An indicator must meet the minimum "n" requirement to be included in the index value calculation.

## Appendix E: Academic Growth Calculation

### Academic Growth Index Value Methodology

A student will be included in the academic growth indicator if the following conditions are met:

- The student received a valid test score on the statewide PEAKS summative assessment in both the current year and the prior year;
- The student has progressed one grade from the previous year *e.g.*, a student who was administered the grade six test in the current year must have been administered the grade five test in the previous year to be included in the growth calculation; and
- The student was enrolled in the school for the full academic year.

**Note:** Full academic year is defined as October 1 until the first day of the statewide testing period.

Student performance is divided into eight achievement level categories, ranging from **Far Below Proficient Low (FBP Low)** to **Advanced High (A High)**. Proficiency levels are dependent on the subject area, student scale score, and grade level. The students that are eligible to be included in the academic growth indicator will be assigned the appropriate sub-level categories based on the student's scale scores in PEAKS English Language Arts and Mathematics using the tables below:

**Table E1:** English Language Arts Achievement Sub-Level Ranges by Grade Level

Achievement Sub-Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
A High	558-600	554-600	564-600	567-600	562-600	557-600	551-600
A Low	542-557	538-553	548-563	551-566	546-561	541-556	535-550
P High	521-541	519-537	524-547	526-550	523-545	521-540	518-534
P Low	500-520	500-518	500-523	500-525	500-522	500-520	500-517
BP High	482-499	484-499	482-499	487-499	486-499	485-499	486-499
BP Low	464-481	468-483	464-481	473-486	471-485	469-484	471-485
FBP High	448-463	452-467	448-463	457-472	455-470	453-468	455-470
FBP Low	400-447	400-451	400-447	400-456	400-454	400-452	400-454

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

**Table E2: Mathematics Achievement Sub-Level Ranges by Grade Level**

Achievement Sub-Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
A High	570-600	575-600	584-600	570-600	575-600	578-600	586-600
A Low	554-569	559-574	568-583	554-569	559-574	562-577	570-585
P High	527-553	530-558	534-567	527-553	530-558	531-561	535-569
P Low	500-526	500-529	500-533	500-526	500-529	500-530	500-534
BP High	479-499	480-499	481-499	477-499	476-499	474-499	475-499
BP Low	458-478	460-479	462-480	454-476	451-475	448-473	450-474
FBP High	442-457	444-459	446-461	438-453	435-450	432-447	434-449
FBP Low	400-441	400-443	400-445	400-437	400-434	400-431	400-433

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

A student who scored at the proficient or advanced level in the previous year will be considered to have made adequate growth by retaining or improving the student's achievement level in the current year. A student who scored below proficient or far below proficient in the previous year will be considered to have made adequate growth by improving the achievement sub-level from the previous year. The check marks in the following table illustrate when a student would be considered making adequate growth.

The value for the academic growth indicator will be calculated by dividing the number of eligible students making adequate growth by the number of students eligible to be included, then multiplying by 100.


**Table E3: Criteria to meet growth target**

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

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



## Appendix F: System for School Success Report Sample



**Alaska Department of  
Education & Early Development**

**1**

School ID:  
District:  
School:  
Overall School Index Value:  
Support Level:

**2017-2018 System for School Success**

**School Demographics** **2**

Grade Span:  
Oct 1 Enrollment:  
Title I School:

**3** 2017-2018 FAY Participation Rate Grades K-6

Participation Rate		FAY <sup>1</sup> Grades 3-6	Tested	Rate <sup>2</sup>
K-6	ELA			
	Math			

**4** 2017-2018 FAY Participation Rate Grades 7-12

Participation Rate		FAY <sup>1</sup> Grades 7-9	Tested	Rate <sup>2</sup>
7-12	ELA			
	Math			

**5**

Indicator	Weight	Value	Weight for School	Points
Academic Achievement	% Proficient			
	ELA Proficiency	15%		
	% Proficient			
	Math Proficiency	15%		
Academic Growth	ELA	20%		
	Math	20%		
English Learner Progress	15%			
School Quality / Student Success	Chronic Absenteeism	10%		
	% Proficient			
	Grade 3 ELA	5%		
Total: Grades K-6		100%	100%	

**6**

Indicator	Weight	Value	Weight for School	Points
Academic Achievement	% Proficient			
	ELA Proficiency	10%		
	% Proficient			
	Math Proficiency	10%		
Academic Growth	ELA	20%		
	Math	20%		
English Learner Progress	10%			
School Quality / Student Success	Chronic Absenteeism	10%		
	Four-Year	15%		
Graduation Rate	Five-Year	5%		
	Total: Grades 7-12		100%	100%

This school performed above the criteria to be designated for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI). Schools that are not designated as CSI or TSI receive the designation of Universal Support.


**8**

Student Group	Index Value
African American	
Alaska Native / American Indian	
Asian / Pacific Islander	
Caucasian	
Hispanic	
Two or More Races	
Students with Disabilities	
English Learners	
Economically Disadvantaged	
TSI - Performance Threshold <sup>3</sup>	

**7** Overall School Index Value Calculations

Grade Span	Oct 1 Enrollment	Percentage	Points	Weighted
Grades K-6				
Grades 7-12				
Total		100%		

**Overall School Index Value**



<sup>1</sup> FAY is defined as continuous enrollment from October 1 to the first day of the general assessment window and represents the number of students in the grade span that were enrolled in the school for a Full Academic Year.

<sup>2</sup> If the participation rate is less than 95%, the denominator used to calculate % proficient will reflect 95% of the school's Full Academic Year students for that content area and grade span.

<sup>3</sup> If a school has a student group index value equal to or less than the TSI Performance Threshold, the school is designated as a Targeted Support and Improvement (TSI) School for that student group.

\* Aggregated data (multiple years) used to calculate score. ^ Fewer than 5 students tested, data suppressed to maintain student confidentiality.