

Component: State System of Support

Contribution to Department's Mission

The mission of the State System of Support is to support districts as they build their capacity to implement sustainable school improvement strategies with fidelity.

Core Services

- The State System of Support uses a tri-tiered model to represent the Department's efforts to help districts build their capacity.
- The State System of Support provides aligned resources, information, professional development, content coaches, and technical assistance within six domain areas that represent aspects of best practices that substantially influence school and student performance. The six domains as outlined in the State System of Support Manual: http://www.eed.state.ak.us/nclb/pdf/SSOS_OperationsManual.pdf

Key Component Challenges

- Districts find it challenging to develop and align core content curriculum to the Alaska Content and Performance Standards/Grade Level Expectations. The Department continues to bring support through curriculum and alignment institutes, webinars, and on-site coaching to advance the process;
- Professional development of instructional staff in districts is often inadequate or inconsistent so that implementation fidelity of the district curriculum is tenuous in many classrooms. Focused content area institutes provide professional development in rigorous core instruction, webinars provide ongoing learning opportunities for teachers, and content coaches model, co-teach, and observe in order to provide feedback to teachers and principals on site;
- Some districts/schools persistently fail to meet reasonable growth expectations often because of inconsistent use of systemic effective practices. These practices specifically include (a) instructional leadership (principals who are more than building managers), (b) data focused, collaborative meetings among teachers to benefit student growth, and (c) assessment literacy and the use of data to drive instruction. Technical assistance coaches are assigned to districts/schools to continue the support of the development of effective systems;
- Improvement planning and implementation of these systems has been challenging for districts that lack the capacity to determine areas of focus and effective strategies for improvement; and,
- Some schools persistently fail to meet reasonable growth expectations often because of schools having met certain criteria (did not meet AYP, have a school index value score of 85 or less, and less than half the students met proficiency in any one of the three core tested areas) are designated "872" schools (the number arising from the regulation describing the matter).

Significant Changes in Results to be Delivered in FY2013

The State System of Support will continue efforts to reduce the number of districts and schools identified as in need of improvement; failing adequate yearly progress (AYP); and increasing the graduation rate.

Major Component Accomplishments in 2011

- Implemented Alaska STEPP, (Steps Toward Educational Progress and Partnership) a framework for schools and districts to measure their implementation of effective practices as well as research and practical strategies for improvement. The online tool aids schools in the organization and follow up needed to implement plans;

- Lead and Content Coaches assigned to districts/schools to support development of effective systems;
- Provided Curriculum Alignment Institute for districts and schools to support school districts in analyzing SBA data for student strengths and weaknesses, and support alignment with state performance standards in reading, writing, math, and science at appropriate grade levels; and,
- Provided in person, audio, and webinar follow-up technical assistance on district-identified implementation needs/issues.

Statutory and Regulatory Authority

AS 14.03.015
AS 14.03.123 (a)(f)
AS 14.07.020(a)(16)-(17)
4 AAC 06.840(j)-(l)
4 AAC 06.845(d)
4 AAC 06.850
4 AAC 06.852
4 AAC 06.872

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