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# Empowerment Basics for District Liaisons

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# Mission, Vision, and Purpose

## Mission

An excellent education for every student every day.

## Vision

All students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.

- Alaska Statute 14.03.015

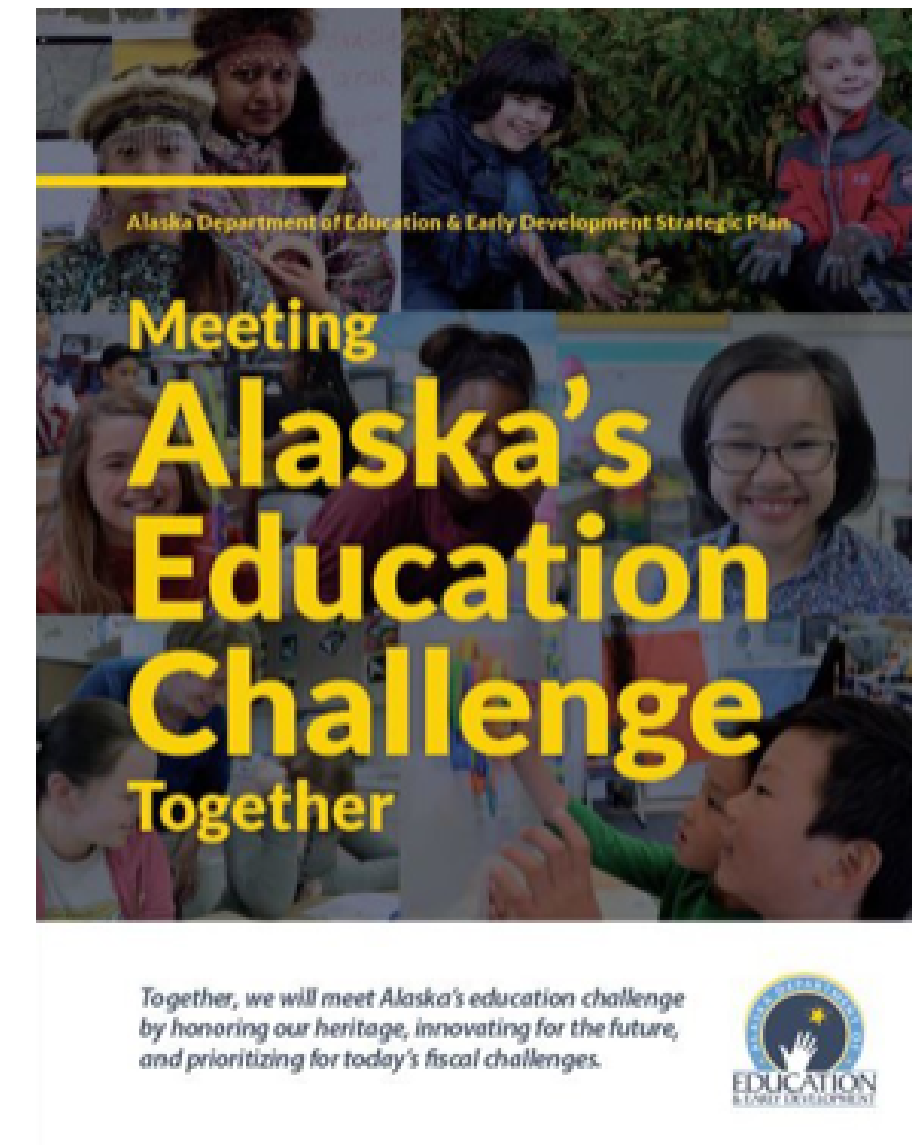
## Purpose

DEED exists to provide **information, resources, and leadership** to support an excellent education for every student every day.

# Strategic Priorities: Alaska's Education Challenge

## Five Shared Priorities:

1. Support all students to read at grade level by the end of third grade.
2. Increase career, technical, and culturally relevant education to meet student and workforce needs.
3. Close the achievement gap by ensuring equitable educational rigor and resources.
4. Prepare, attract, and retain effective education professionals.
5. Improve the safety and well-being of students through school partnerships with families, communities, and tribes.



[education.alaska.gov/akedchallenge](http://education.alaska.gov/akedchallenge)

# Agenda

- Regulations/Legal Authority
- School Designations and Timeline
- School/District Requirements
- Role of the District Liaison
- Monitoring
- Uses of funding
- Supports offered by DEED
- Resources

The School Recognition and Support (SRS) Team works to empower districts, schools, and Alaska Native Tribes to build systemic capacity for continuous school improvement.



# Regulations and Legal Authority

- **AK ESSA**
  - [Alaska ESSA State Plan](#)
- **Statute**
  - [Elementary and Secondary Education Act \(ESEA\), Title I, Part A, §1003, as amended by the Every Student Succeeds Act \(ESSA\)](#)
- **Alaska Admin Code**
  - <https://www.akleg.gov/basis/aac.asp#4.06.845>



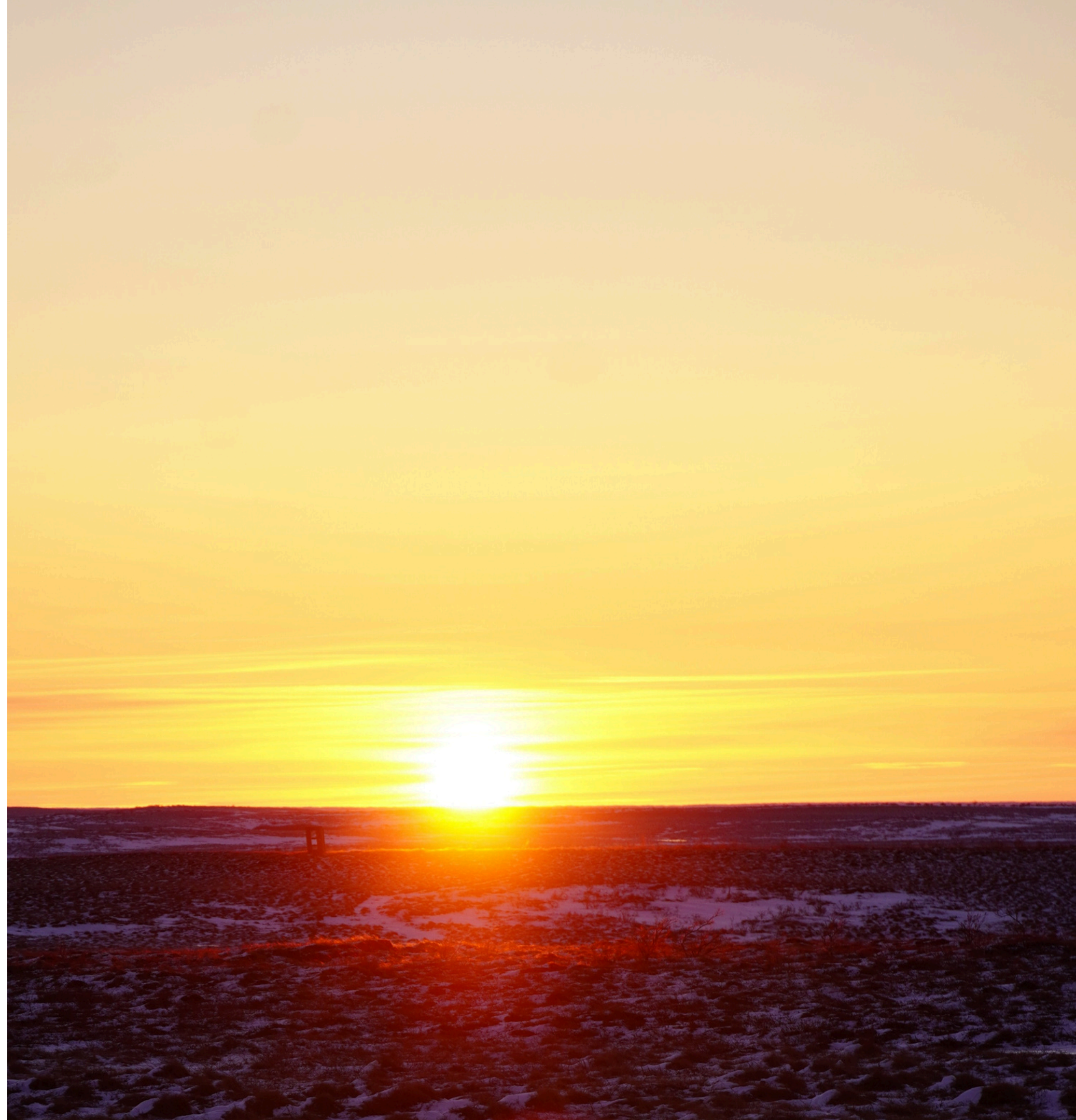
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# School Designations


Alaska's System for School Success is used 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.

IT IS NOT A MEASURE OF "BAD" AND "GOOD" SCHOOLS

More information on Accountability:  
<https://education.alaska.gov/akaccountability>




# School Report Card to the Public




## System for School Success

### 2021-2022 School Report




**Tudor Elementary, Anchorage School District**  
 Title I School: No  
 School Designation: Universal Support  
 Overall School Index Value: 31.95


**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.

Academic Achievement		
	<b>English Language Arts</b> Percentage of students that were proficient on the state summative assessment.	<b>Mathematics</b> Percentage of students that were proficient on the state summative assessment.
<b>All Students</b>	<b>27.59%</b>	<b>0%</b>


  

Academic Growth	
	<b>Not Part of 2021-22 Accountability</b> 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: <a href="https://education.alaska.gov/akessa/stateplan/21-22-Addendum-Template%20final%20accessible.pdf">https://education.alaska.gov/akessa/stateplan/21-22-Addendum-Template%20final%20accessible.pdf</a>


  

School Quality/Success		
	<b>Chronic Absenteeism</b> Percentage of students who missed less than 10% of the days enrolled at the school.	<b>Grade 3 ELA</b> Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.
<b>All Students</b>	<b>43.55%</b>	<b>0%</b>


**The Compass**  
*A Guide to Alaska's Public Schools*  
 Alaska recently launched **The Compass**, a website designed to help parents access important data about public schools in Alaska. The Compass features a wealth of meaningful information on schools and districts so that parents and guardians can participate in decisions to improve their student's learning.  
[education.alaska.gov/compass](https://education.alaska.gov/compass)

English Learner Progress	
	<b>English Learner Progress</b> Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
<b>All Students</b>	<b>100%</b>

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


Student Group Performance	
	<b>Student Group Performance</b> If school is Targeted or Additional Targeted Support, identified student groups are shown below.
<b>Student Groups</b>	<b>n/a</b>

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


More information on Accountability:  
<https://education.alaska.gov/akaccountability>



# School Report Card to the Public



## 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				✓									

### 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?

### Measures Combine into Index Score

Each indicator noted in the table to the left is given a score for the school. Note: ELA and Math Growth 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.

### 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 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**.

**Index Scores**

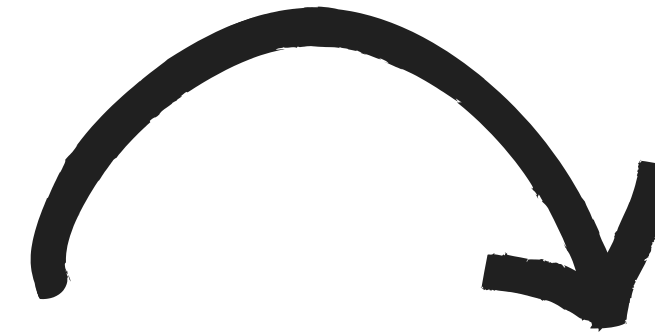
100  
Highest Index Score Possible

6.21  
TSI Performance Threshold

0.00  
Lowest Index Score Possible

More information on Accountability:  
<https://education.alaska.gov/akaccountability>

# School Designation Cycle



## Designation and Planning

Designations announced in the Fall

- Newly designated schools have the current year to plan
- Schools remaining in designation continue implementing and data review/update plans
- Schools exiting designation continue implementation and plan for sustainability

## Implementation (1-3 years)

Schools of all designation levels create 3-year plans

- Plans are implemented with fidelity
- Quarterly Progress Monitoring Reports are completed for self-evaluation
- Data is reviewed, stakeholders consulted, and strategies adjusted as needed (goals should remain)



## Schools Exit or Plan

Exit Criteria:

After 3 years of Designation:

- CSI Grad Rate >66.7%
- CSI 5% schools no longer in lowest 5% & exceed their identification year index score

Annually after Designation:

- CSI-TSI/ATSI subgroups index score > threshold
- CSI MRI schools no longer in lowest 5% & exceed their identification year index score

If schools do not meet exit criteria they review data, update plan, or if plan has reached Year 3 complete a new Needs Assessment and new 3-Year Plan with increased rigor

# District's Role and Commitment



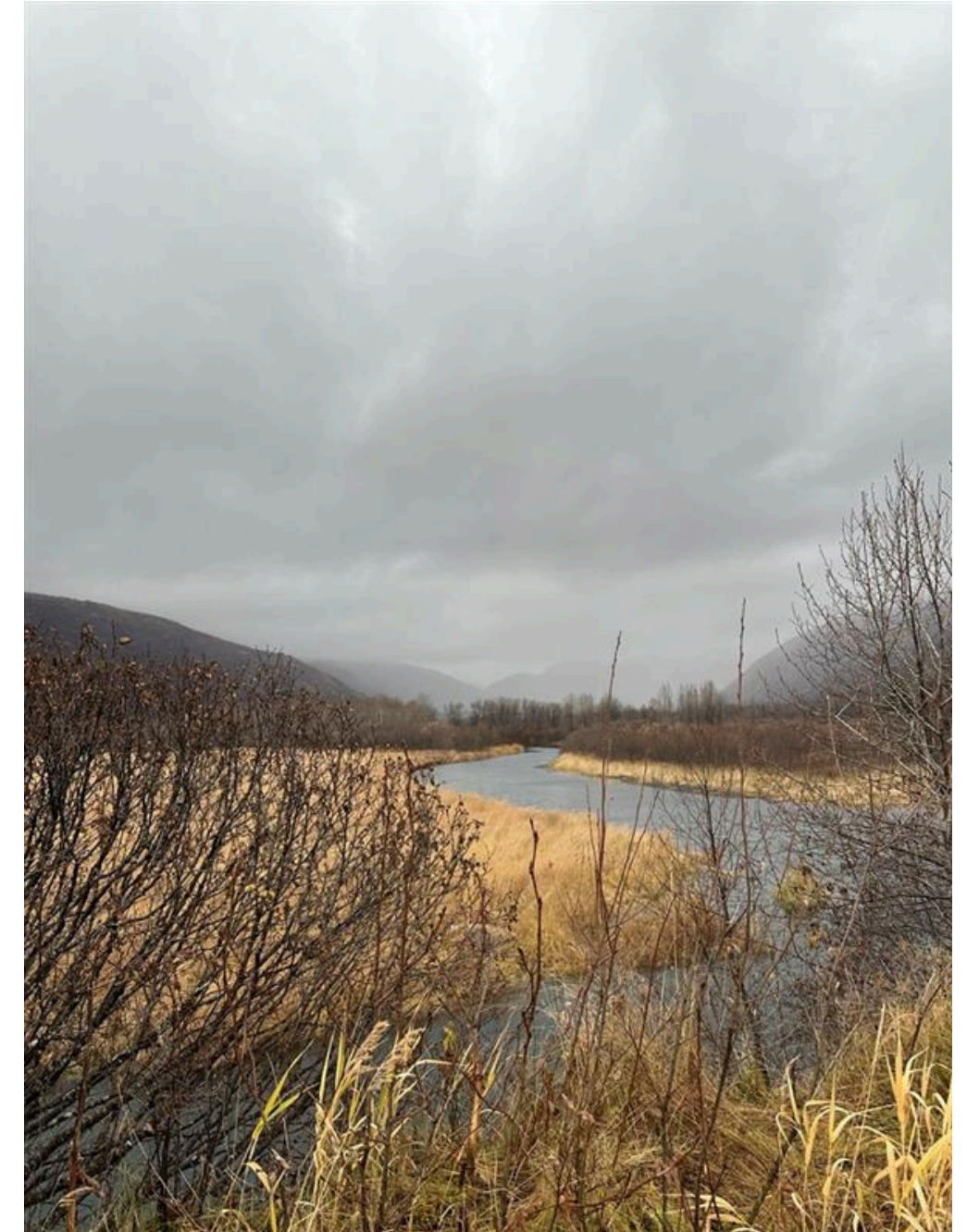
Support the school(s) through:

- Providing a District Liaison, with included time to support schools
- School Improvement Plan Review and Approval as well as Monitoring the Implementation of the plans
- Submit documents and budget to DEED by May 15th.

# District Liaison's Role and Commitment

Support the school(s) through:

- Facilitating a relationship between the district and DEED
- Distributing information to and collecting forms from school(s)
- Data Collection and Analysis
- Participating in meetings as necessary and reporting progress to district
- Submitting documentation to GMS



# School's Role and Commitment



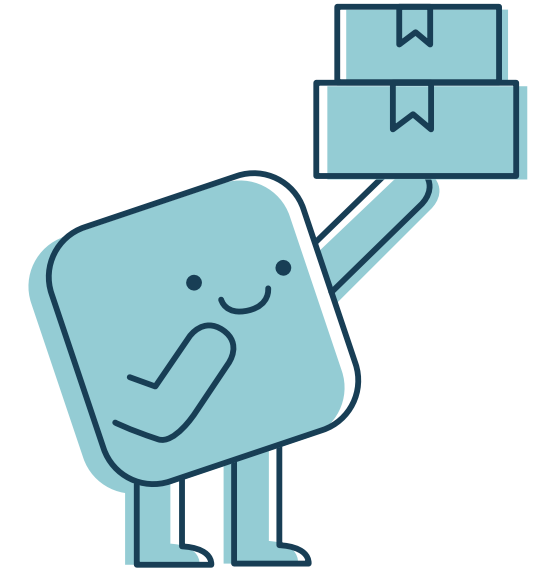
## Engage: Empowerment Process

- Form a Team
- Thorough Needs Assessment
- Create a Plan
- Implement Plan with Fidelity\*
- Monitor and adjust implementation

\*No matter if you were the one who made the plan or you inherited it in your new position. Because the plan is developed using the Empowerment Process, it should be built off of tangible data and school and community input. Minor, data driven modifications can be made to the plan with the input of stakeholders during Quarterly Progress Monitoring

# District Liaison's Role and Commitment

## What does this look like in practice?



- Support
  - Assist with data collection & review
  - Integrating district-led initiatives with school improvement plans
- Boundaries
  - Helping to facilitate relationships between school and community as needed
- Expectations
  - Keeping schools accountable for completing a needs assessment, creating a plan and budget, implementing with fidelity, and progress monitoring the school improvement plan

# General District/School Requirements

## For each designated school:

- a Comprehensive Needs Assessment (Profile, Practice, Program, Community Review and Four Big Conclusions Forms)
- a 3-year School Improvement Plan
- a Budget for the School Improvement Plan



## For each district with schools in designation:

The district shall develop and implement an improvement plan to improve student outcomes that:

- is informed by all indicators of the accountability system, including student performance against the long-term goals;
- includes evidence-based interventions;
- is based on a school-level needs assessment;
- identifies resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;
- is approved by the school, district, and State educational agency; and
- upon approval and implementation, is monitored and periodically reviewed by the State educational agency. [Section 1111(d)(1)(B)]

# ESEA Monitoring

(Indicators 32, 33)

The district has notified any school designated of the CSI 5%, CSI Grad Rate, or CSI-TSI designation. If the school is CSI-TSI, the district will have notified the school of which subgroup(s) of students is underperforming.

The district has developed and implemented a comprehensive support and improvement plan for each CSI/CSI-TSI designated school to improve student outcomes, that:

- is developed in partnership with stakeholders (including principals and other school leaders, teachers, and parents);
- is informed by all indicators that led to designation;
- includes evidence-based interventions;
- is based on a school-level needs assessment;
- identifies resource inequities to be addressed through plan implementation; and
- is approved by the school, district, and state.

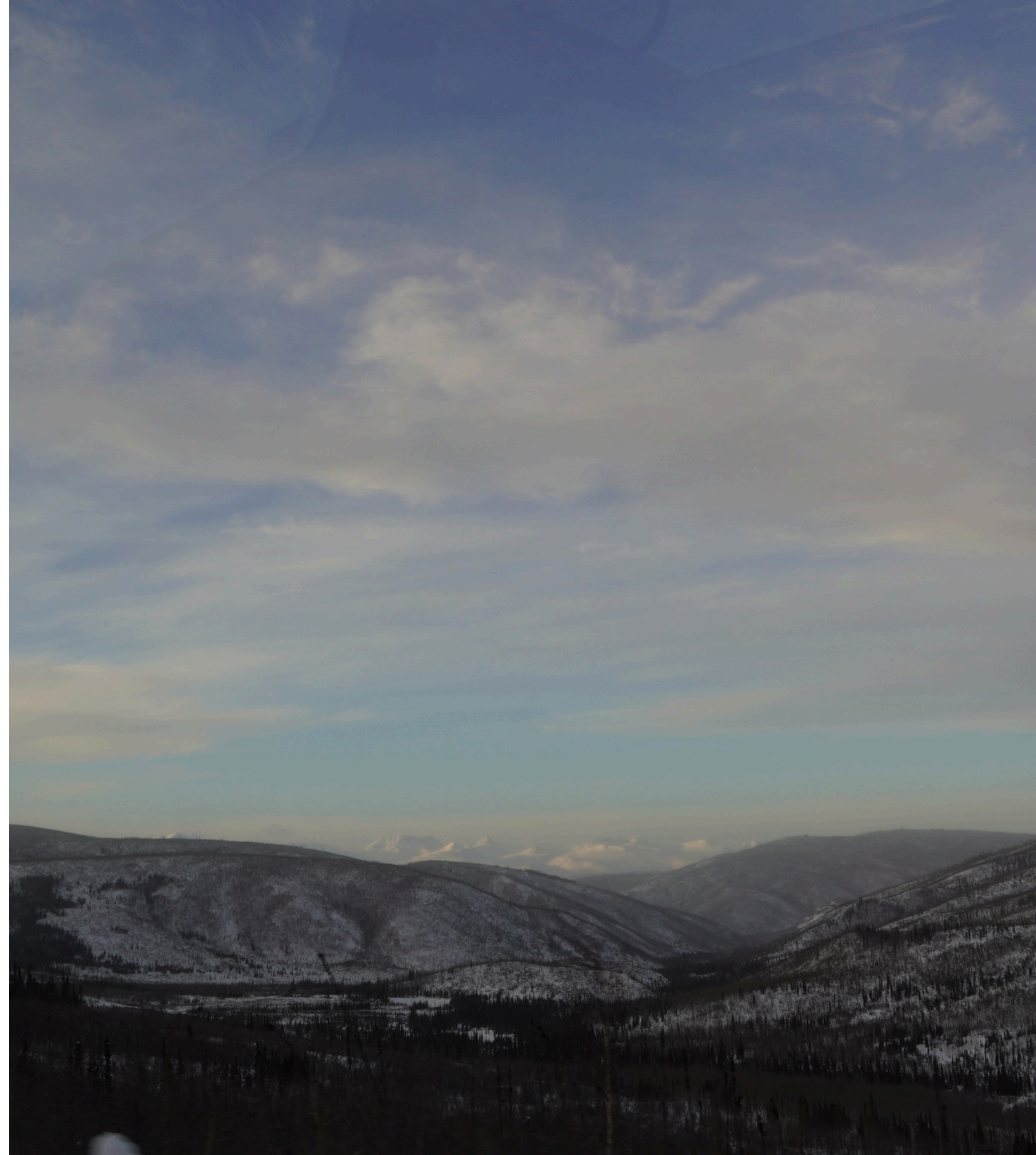




# DEED Supports for School Improvement

Current supports for Districts and Schools in improvement include:

- Processes and procedures for conducting needs assessment and creating a school improvement plan with a focus on local capacity building (the Empowerment Process)
- Funding to plan and implement school improvement plans
  - TBD
- Empowerment Specialists for CSI 5%, MRI, and CSI-TSI schools
- 3 School Improvement Convenings per year (1 or 2 in-person) with opportunities for targeted technical assistance
- Bi-weekly webinars, Monthly Newsletters



# School Improvement Funding Uses

- Evidence-based interventions for math and/or literacy
  - Intervention programs
  - Math manipulatives
  - Decodable books
- Staffing
  - Tutors
  - Community Liaisons
  - Part-time Reading Specialists
- Professional Development
  - PBIS
  - RTI/MTSS
  - mClass
  - SOR Symposium



# Unspent funding

- School Improvement funds do *not* roll over, any unspent funds at the district level still go to schools/districts in designation, but the way they are spent is decided upon through stakeholder engagement and feedback



# Resources

- [Accountability\\_](#)
- [School Improvement](#)
  - [Resources and Documents](#)
  - [Empowerment Playbook](#)
  - [Webinars](#)
  - [Monthly Newsletter](#)



# Questions?



# Upcoming Dates and Events:

- December 30 - Quarterly Progress Monitoring Reports due for schools previously designated
- Jan 29, 2025 at 10 am - Virtual Mid-Year Check-In
- February 4, 18- School Improvement Webinar- Evidence Based Interventions
- May 1, 2025 – SI Spring Convening in Anchorage at the Dena'ina Center
- May 2-4, 2025: Science of Reading Symposium in Anchorage at the Dena'ina Center

# Contact Information

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# Stay Connected



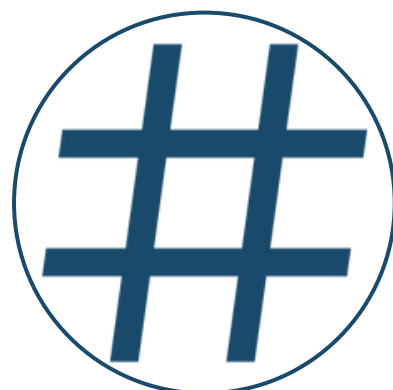
## Website

- [education.alaska.gov](http://education.alaska.gov)



## Phone

- Main Line: (907) 465-2800
- Teacher Certification: (907) 465-2831



## Social Media

- @AlaskaDEED @AlaskaDEED on Twitter, Facebook, Instagram, Flickr, and Vimeo





Slides and Recording will be available on the [SRS webinars](#) page in the next few days