

SUMMARY OVERVIEW OF REPORTING REQUIREMENTS

ESSA Accountability

- School score and designation under the Alaska school performance system
- Explanation of all criteria in accountability system

Academic achievement

For accountability

- # & % of full academic year (FAY) students (all students and all major subgroups listed in 4 AAC 06.830) scoring at proficient or advanced level
 - based on # students who actually tested,
 - AND based on 95% of FAY students eligible to test (enrolled on first day of testing) if participation rate is less than 95%
- # & % of FAY students tested (all students and major subgroups)
- Note: major subgroups are those listed in 4 AAC 06.830 and include economically disadvantaged student, students with disabilities, English learners, and racial ethnic subgroups of white, African American, Asian/Pacific Islander, Alaska Native/American Indian, Hispanic, students of two or more races.

For reporting purposes

- # & % of students (all students and all major subgroups PLUS gender, migrant, homeless, foster, and active duty armed forces) at each achievement level
 - based on # students who actually tested,
 - AND based on 95% of students eligible to test if participation rate is less than 95%
- # & % of students enrolled on first day of testing who tested (all students and all major subgroups PLUS gender, migrant, homeless, foster, and active duty armed forces)

Student Growth

For accountability

- # & % of FAY students (all students and all major subgroups) who met growth target

For reporting purposes

- # & % of FAY students in subgroups of homeless, foster care, and armed services on active duty who met growth target (AK statute requires for armed forces on active duty)

Graduation Rate

For accountability

- 4-year and 5-year graduation rates for all students and all major subgroups

For reporting purposes

- 4-year and 5-year graduation rates for subgroups of homeless, foster care, and armed forces on active duty

English Learner (EL) Progress

For accountability

- # and % of ELs in grades 1-12 who achieved progress

For reporting purposes

- # and % of ELs in grades K-12 who attained English language proficiency

School Quality and Student Success (SQSS) Indicators

Chronic Absenteeism

For accountability

- # and % of students enrolled at least half the year who were NOT chronically absent (for all students and all major subgroups)

For reporting purposes

- # and % of students enrolled at least 10 days who were chronically absent (for all students and all major subgroups)

SUMMARY OVERVIEW OF REPORTING REQUIREMENTS

School Quality and Student Success (SQSS) Indicators

Grade 3 English Language Arts (ELA) proficiency

For accountability

- # & % of FAY grade 3 students (all students and all major subgroups) proficient or advanced on ELA
 - based on # students who actually tested
 - AND based on 95% of students eligible to test if participation rate is less than 95%
- # & % of FAY grade 3 students tested (all students and all major subgroups)

Long-term goals and measures of interim progress

For accountability & reporting

- % of FAY students tested (all students and all major subgroups) at proficient or advanced achievement level
- compared to long-term goals and measures of interim progress at school and state level and whether the school met the measures of interim progress

Other data for reporting only

- Civil rights data collection measures
 - rates of in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, incidences of violence, including bullying and harassment
 - # and % of students enrolled in preschool programs and in advanced coursework in high school
- Teacher qualifications
 - inexperienced teachers, principals, and other school leaders;
 - teachers teaching with emergency or provisional credentials; and
 - teachers who are not teaching in the subject or field for which the teacher is certified.
- Per-pupil expenditures of federal, state, and local funds, for personnel & non-personnel, disaggregated by source of funds
- Number & % students with significant cognitive disabilities taking alternate assessment
- NAEP state results grade 4 and 8 in reading and mathematics compared to national average
- Postsecondary enrollment, if possible, for public in-state, public out-of-state, and private programs

On the state report, the state must report how low-income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

Alaska state additional requirements

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| <ul style="list-style-type: none">• whether a school in the district has been designated persistently dangerous• the attendance rate for all students and for each major subgroup• the retention rate for students in grades K-8;• the dropout rate for students in grades seven through twelve; and• the rate of enrollment change due to transfers | <ul style="list-style-type: none">• Results of surveys and business and community involvement<ul style="list-style-type: none">○ the number and percentage of students responding to the teacher evaluation survey;○ the number and percentage of parents responding to the teacher evaluation survey;○ the number of school-business or interagency partnerships the school has entered into under a written agreement;○ the average number of volunteer-hours a week spent in the school by parents and other members of the community;○ a narrative description of the results of parental, community, or business involvement, as identified by the school |
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