### 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

- 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

- Results of surveys and business and community involvement
  - 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.