



NATIONAL INDIAN EDUCATION ASSOCIATION

Every Student Succeeds Act – Alaska
*Association of Alaska School Boards
Annual Conference – November 2019*

ADVOCACY ACHIEVEMENTS

EVERY STUDENT SUCCEEDS ACT



- 1 TRIBAL, STATE, AND LOCAL FLEXIBILITY FOR NATIVE EDUCATION
- 2 TRIBAL CONSULTATION REQUIREMENTS
- 3 OPPORTUNITIES FOR NATIVE LANGUAGE AND CULTURE-BASED EDUCATION

ADVOCACY ACHIEVEMENTS



1 ESSA STATE PLAN ANALYSIS

- Alaska, Arizona, New Mexico, New York, North Dakota, Oklahoma, Washington, Wisconsin
- Advocacy on state plan implementation

2 HIGHLIGHTING STRONG TRIBAL-STATE ADVOCACY

- Tribal Consultation Guides
- Webinars on strong tribal-state partnerships

3 DEEPENING PARTNERSHIPS BETWEEN NATIVE AND NON-NATIVE STAKEHOLDERS

- Oklahoma, Nevada, Alaska, and Wisconsin meetings
- CCSSO American Indian Education Directors Convening

NIEA STATE STRATEGY





NIEA STATE STRATEGY

- **Build a Network of Native Education Advocates**
 - Conduct calls, send emails, and develop a list serve of individuals interested in engaging with NIEA
- **Develop Shared Vision and Goals Driven by Community Input**
 - Identify 2-6 local priorities
- **Conduct Community Assessment Mapping**
 - Understand community needs and areas where NIEA can provide support and strengthen advocacy efforts

TRIBAL CONSULTATION IN ESSA



BUILDING RELATIONSHIPS WITH TRIBES:

A Native Process for ESSA Consultation



BUILDING RELATIONSHIPS WITH TRIBES:

A Native Process for Local Consultation Under ESSA



A NATIVE PROCESS FOR EVALUATION OF STATE AND LOCAL PLANS FOR NATIVE EDUCATION UNDER ESSA



TRIBAL CONSULTATION IN ESSA



BUILDING RELATIONSHIPS WITH TRIBES:

A Native Process|for ESSA Consultation

ESSA Section 111(a)

Important Information to Know About ESSA

- ESSA Consultation requirements didn't exist under NCLB.
- Section 111(a) requires that "representatives of Indian tribes in the state" be included in the formation of state plans.
- Under ESSA, states must engage in "timely and meaningful" stakeholder consultation.

What is required by states under ESSA?

- Public notice of Initial State Plan.
- 30 day period for comments.
- Specific assurances for high school students and English Language.
- Requirement of engagement when significant amendments are made to the State Plan.

TRIBAL CONSULTATION IN ESSA



BUILDING RELATIONSHIPS WITH TRIBES:

A Native Process for Local Consultation Under ESSA



ESSA Section 8538

Important information to know about local consultation under ESSA.

- Local consultation requirements didn't exist under NCLB.
- Consultation must be "timely and meaningful."
- Consultation must "meaningfully and substantively contribute to the district's plan."

What are the requirements of school districts under ESSA?

- School districts are required to consult with Indian tribes or tribal organizations before submitting a plan for a program covered by ESSA.
- Districts that receive more than \$40,000 for Title VI or have over 50 percent American Indian enrollment must hold tribal consultation.

Tribal Consultation in Affected School Districts

What is an "Affected" School District?

<50 Miles of Tribes

- School districts located within 50 miles of a tribe's council chambers or reservation, have an obligation to reach out to the tribe to try to let them know of their right to engage in consultation with the school district in the following cases:
 - ✓ If the school district has an enrollment of American Indian or Alaska Native students not less than 50 percent of the total student enrollment; or
 - ✓ If the school district received \$40,000 or more in fiscal year 2017 under the Indian Education Formula Grants.

> 50 miles from Tribes

- School districts that are located more than 50 miles from the tribe's council chambers or reservation and have more than 30 Native students* should invite tribal leaders to consultation.

*The area served by school districts has been defined consistent with language in Section 6114 of ESSA. In addition, NIEA has identified 30 students as the appropriate minimum number above which tribes should be consulted because 30 reduces the burdensome rules for districts with small numbers of students while maintaining local consultation for districts with a large number of Native students.



TRIBAL CONSULTATION IN ESSA

- Identify a point of contact responsible for tribal consultation
- Identify improvements in Native student graduation rates, cultural education metrics, any other important issues for your Native students
- Provide a annual report to the district to demonstrate how tribal input has been incorporated



**A NATIVE PROCESS FOR
EVALUATION OF STATE AND
LOCAL PLANS FOR NATIVE
EDUCATION UNDER ESSA**



AN ANALYSIS OF ALASKA'S ESSA PLAN

This dashboard analyzes Alaska's plan under the Every Student Succeeds Act (ESSA), specifically its commitment to equity and excellence and its compliance with the law. This analysis is not all-encompassing but rather focuses on the indicators most essential for advancing equitable educational opportunities for all students. Alaska submitted its plan on September 18, 2017, and the U.S. Department of Education approved it on May 3, 2018. Full text is available at <https://www2.ed.gov/admins/lead/account/stateplan17/alconsolidatedstateplanfinal.pdf>. View ESSA equity dashboards for other states at www.all4ed.org/essa.

ESSA EQUITY DASHBOARD

ALASKA

LONG-TERM GOALS

Academic Achievement

69.7% of students proficient in reading and 67.7% of students proficient in math by 2027

Academic Achievement by Student Subgroup

Reduce by half the percentage of students in each subgroup not proficient in reading and math by 2027

4-Year Cohort High School Graduation Rate

90% of students graduating by 2027

Extended-Year Cohort High School Graduation Rate

5-year cohort graduation rate goal of 93%

English Language Proficiency

Accounts for students' initial proficiency level with maximum of 7 years to attain proficiency

SUPPORT AND INTERVENTION

Definition of "Consistently Underperforming" Used to Identify Schools for Targeted Support

Definition is identical to "additional targeted support" and will not identify additional schools for support

High School Graduation Rate Used to Identify Schools for Comprehensive Support

4-year cohort graduation rate

ACCOUNTABILITY

Disaggregation of Student Subgroups

Disaggregates subgroups by race, ethnicity, income, English language proficiency, and disability status

N-Size

10 students

School Quality and Student Success (SQSS) Indicator

Chronic absenteeism for all schools; reading proficiency by 3rd grade for elementary schools

High School Graduation Rate

Weights 4-year cohort graduation rate 3 times as much as 5-year cohort graduation rate

Weighting of Academic Indicators

100% weight for all grades

Testing Participation Rates

No credit for untested students; schools that do not meet 95% participation rate for 2 consecutive years must submit an improvement plan that documents teacher training, communications with parents about the importance of participation in state assessments, and shows that no students have been excluded systematically from testing

Inclusion of Student Subgroup Performance

Subgroups have no independent effect on school ratings (100-point scale), which are calculated based on the performance of all students

<https://all4ed.org/essa/essa-in-your-state/>





Alaska– ESSA Plan

- LONG TERM GOALS:
- Academic Achievement: 69.7% of students proficient in reading and 67.7% of students proficient in math by 2027
- Academic Achievement by Student Subgroup: Reduce by half the percentage of students in each subgroup not proficient in reading and math by 2027
- 4-Year Cohort High School Graduation Rate: 90% of students graduating by 2027
- Extended-Year Cohort High School Graduation Rate: 5-year cohort graduation rate goal of 93%
- English Language Proficiency: Accounts for students' initial proficiency level with maximum of 7 years to attain proficiency
- <https://all4ed.org/essa/essa-in-your-state/>



Alaska– ESSA Plan

- SUPPORT AND INTERVENTION:
- Definition of “Consistently Underperforming” Used to Identify Schools for Targeted Schools: Definition is identical to “additional targeted support” and will not identify additional schools for support
- High School Graduation Rate Used to Identify Schools for Comprehensive Support: 4-year cohort graduation rate



Alaska– ESSA Plan

- ACCOUNTABILITY:
- Disaggregation of Student Subgroups: Disaggregates subgroups by race, ethnicity, income, English language proficiency, and disability status
- N-Size: 10 students
- School Quality and Student Success Indicator: **Chronic absenteeism** for all schools; reading proficiency by 3rd grade elementary schools.
- High School Graduation Rate: Weights 4-year cohort graduation rate 3 times as much as 5-year cohort graduation rate
- Weighting of Academic Indicators: 100% weight for all grades
- Testing Participation Rates: No credit for untested students; schools that do not meet 95% participation rate for 2 consecutive years must submit an improvement plan that documents teacher training, communications with parents about the importance of participation in state assessments, and shows that no students have been excluded systematically from testing
- Inclusion of Student Subgroup Performance: Subgroups have no independent effect on school ratings (100-point scale), which are calculated based on the performance of all students

Alaska— How is my School Measured



- **Academic Achievement** ELA and Math Proficiency for grades 3-9.
- **Academic Growth** ELA and Math Growth for grades 4-9.
- **Graduation** for grades 12.
- **English Learner Progress** for grades K-12.
- **School Quality/Success** Chronic Absenteeism for grades K-12.
- **School Quality/Success** Grade 3 ELA Proficiency
- Each indicator is given a score for the school. These scores are combined based on the grade span of the school. In addition to looking at the whole school, each student group in a school is measured in the areas listed above. These scores are combined and the student group is given a score. The highest index score possible is 100. For 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, Targeted Support, and Universal Support.



Alaska – School Classification

- Alaska has established three levels of support for its schools: comprehensive, targeted, and universal.
- A school can be identified as CSI because the school performs at level “1” on a combination of the new indicators or for high schools, if for all student groups the graduation rate is less than 67 percent. Beginning in 2018-19, New York will identify every three years at least 5 percent of all schools statewide as CSI.
- A school can be identified as TSI if one or more student subgroups performs at a level “1” on a combination of the new indicators. If a school had been in Good Standing, then it takes two years of low performance before the school becomes TSI.



Alaska – Comprehensive Schools

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 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 Target Support and Improvement (TSI) for three consecutive years for the same student group will become a CSI school.



Alaska – TSI Schools

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 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 CSI.



Alaska – Universal Schools

A school is designated for Universal Support if the school performed above the criteria to be designated for CSI and 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% to Title I schools.

The designation also means that the schools graduation rate exceeds 66 2/3%.

Alaska– ESSA Report Cards



- <https://education.alaska.gov/akaccountability>
- State and LEA report cards must be concise and presented in an understandable and uniform format accessible to persons with disabilities and, to the extent practicable, provided in a language that parents can understand. *(DOE Non-Regulatory Guidance <https://www2.ed.gov/policy/elsec/leg/essa/es-sastatereportcard.pdf>)



An excellent education for every student every day.

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.

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

System for School Success

2018-2019 School Report



Juneau-Douglas High School, Juneau Borough School District

Grades Served: 9-12 | October 1, 2018 Enrollment: 607 | Title I School: No

School Designation: Universal Support

Overall School Index Value: 55.68

Academic Achievement

	English Language Arts Percentage of students that were proficient on the state summative assessment.	Mathematics Percentage of students that were proficient on the state summative assessment.
Grades 3-6	n/a	n/a
Grades 7-9	43.1%	43.6%

Academic Growth

	English Language Arts Percentage of students who improved from one year to the next on the state summative assessment.	Mathematics Percentage of students who improved from one year to the next on the state summative assessment.
Grades 4-6	n/a	n/a
Grades 7-9	37.34%	45.22%

School Quality/Success

	Chronic Absenteeism Percentage of students who missed less than 10% of the days enrolled at the school.	Grade 3 ELA Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.
Grades K-6	n/a	n/a
Grades 7-12	88.83%	n/a

* - in order to calculate, up to three years of data was aggregated (combined).
n/a - there were less than 10 students represented (even with aggregation); therefore, it is not applicable.

English Learner Progress

	English Learner Progress Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
Grades K-6	n/a
Grades 7-12	34.78%

Graduation Rates

	Graduation Rate The rate of students that graduated from high school within four or five years of enrolling as ninth graders.
Four-Year	89.76%
Five-Year	93.57%

Student Group Performance

	Student Group Performance Subgroups of students with index values that fall below 13.54.
Student Groups	

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				✓									



Measures Combine into Index Score

Each indicator noted in the table to the left is given a score for the school. These scores are combined based on the grade span of the school.

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.

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:

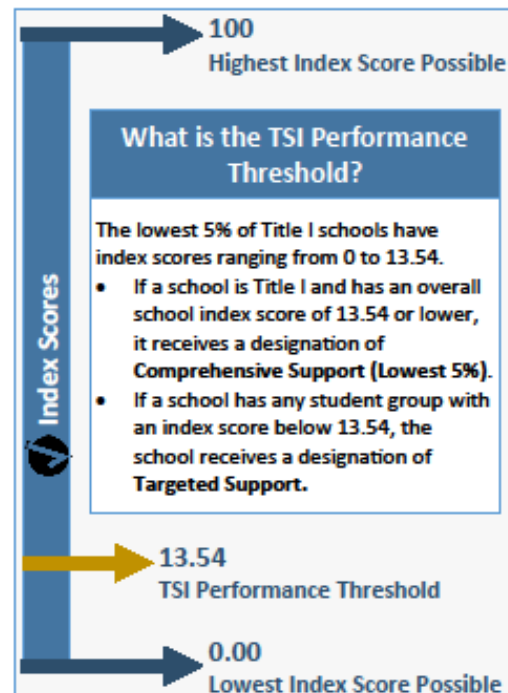
- **Comprehensive Support**
 - **Lowest 5%** - If the overall school index value of a school falls in the lowest 5% of Title I schools, that school receives a designation of Comprehensive Support (Lowest 5%).
 - **Graduation Rate** - If a secondary school has a graduation rate of less than 66.66%, that 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.
- **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?



ALASKA ENGAGEMENT PLAN



- NIEA's Launch Meeting (November 8, 2019)
- Engagement Plan:
 - Identifying and re-identifying 2-6 goals and priorities
 - Quarterly Updates
 - Community Assessment Mapping
 - Assess and Evaluation 2018 and Prep for 2019
- When Should NIEA Return?

QUESTIONS



The best Education
is at the Feet OF
Our Elders

QUESTIONS?



Rusty Creed Brown

Field Operations Specialist

rbrown@niea.org

202.847.0035