PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS  

SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT  

Note: In May 2013, Alaska received a waiver of certain ESEA/NCLB requirements, including school accountability. The following policy reflects the Alaska Accountability System which measures both school performance and school progress and results in a school designation of Priority, Focus, or Reward. The school rating may result in required interventions as well as specific supports.

The School Board is committed to the successful performance of the district and its schools. Successful performance is indicated through student academic achievement, student progress over prior year performance, strong attendance and graduation rates, and participation and achievement in college and career readiness exams. The Superintendent or designee shall implement the following requirements for school and district accountability that have not achieved adequate yearly progress as determined by the Department of Education and Early Development.

Note: The Alaska School Performance Index measures schools by a combination of data: student achievement on SBAs in reading, writing, and math; growth in the school's student performance on college-readiness assessments, including SAT, ACT, and WorkKeys; and student participation rate in WorkKeys. A six-point scale results in a Star Rating for a school from 1-5 stars, the higher number representing stronger school performance.

If any district school receives a star rating of one, two, or three stars is identified for improvement, the Superintendent or designee shall develop and implement a school improvement plan in accordance with federal and state law. This School improvement plans shall be presented to the Board for approval. If the plan is for a school that receives one or two stars, the plan will be submitted to the Department. If the school has been designated as a priority or focus school, the plan will be prepared in consultation with the Department and subject to Department approval.

The Superintendent or designee shall develop and implement a school improvement plan for schools receiving a four or five star rating when necessitated due to failure to meet annual measurable objectives, a decline in the school’s growth and proficiency, a decline in graduation rate, or insufficient participation in standards-based assessments.

The Superintendent or designee shall develop and implement a district improvement plan when required due to the number of one- or two-star schools; the number of students who attend one- or two-star schools; deficiencies in curriculum, assessment practices, instruction, learning environment, professional development, or leadership; or lack of progress by a subgroup towards annual measurable objectives. The District improvement plan shall be approved by the School Board and submitted to the Department.
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School Interventions

The Superintendent or designee shall implement comprehensive interventions for any school identified as a priority school by the Department. The comprehensive interventions will use turnaround principles that accomplish the following: provide strong leadership; ensure effective teachers; redesign the school calendar to include additional time for student learning and teacher collaboration; improve the instructional program; use student data to inform instruction; establish a school environment that improves safety and discipline; and provide mechanisms for family and community involvement.

Targeted interventions will be implemented to meet the specific needs of schools identified by the Department as focus schools. A plan and timeline to implement the targeted interventions shall be created by the Superintendent or designee. Interventions should consider each of the turnaround principles for priority schools, some or all of which may be appropriate for the school or targeted subgroups. Decisions should be data-driven.

The district will may utilize state provided supports in implementing comprehensive or targeted interventions.

School Success

The Board believes that all of its schools can be high performing and high progress schools. The district will annually recognize those schools identified as reward schools by the Department recommended by administration using evidence of growth and/or performance.

The Superintendent or designee, shall communicate with the parents of children attending schools designated as one- or two-star schools. The information should be in an understandable and uniform format, and, to the extent practicable, in a language the parents can understand. Parents should be promptly advised of.

1. What the star designation means, and how the school compares in terms of academic achievement to other schools in the district and state;

   2. The reasons for the designation;

   3. Information about how the parents can become involved in addressing the academic issues that led to the designation
4. Any action taken to address the problems that led to the designation, including: an explanation of what the school is doing to address low achievement; an explanation of what the district and Department are doing to help; and a description of interventions being taken by the district.

The information in item 4 above shall also be disseminated to the public. Information provided to parents will be sent through direct means such as mail or email. Communications must respect the privacy of students and their families.

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Philosophy-Goals-Objectives and Comprehensive Plans
SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT

Legal Reference:

ALASKA STATUTE
14.03.123 School and District Accountability

ALASKA ADMINISTRATIVE CODE
4 AAC 06.800 – 899 School and District Accountability

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