




**NORTH SLOPE BOROUGH SCHOOL DISTRICT**  
**MEMORANDUM**

**TO:** Esther Evikana, President  
Members of the Board

**THROUGH:** David Vadiveloo, Superintendent *DSVadiveloo*

**FROM:** Caitlin Santos, Director of Curriculum & Instruction   
Nicholas Settle, Grants & Federal Programs Coordinator

**DATE:** January 14, 2026

**SUBJECT:** DEED School Designations

**Memo No. SB25-083**  
(Informational Item)

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**NSBSD Policy Manual:**

N/A, State Regulation

**NSBSD Strategic Plan Summary:**

Culturally Responsive Instruction

Goal 2: All students perform at or above grade level


**Issue Summary:**

Each year, school accountability designations are assigned by the Alaska Department of Education and Early Development (DEED). These designations are required under federal law and are used to identify schools that may need additional support or monitoring. These designations are shared in each district and site's Report Card to the Public.

The Alaska Department of Education and Early Development (DEED) conducts a statewide review of school performance through the *System for School Success*. This review examines a range of indicators—including academic achievement, student growth, attendance, and graduation rates—to determine the level of support each school requires. These designations are not judgments of school quality. Rather, they serve as a diagnostic tool to identify schools and student groups needing additional resources, monitoring, or intervention to support improved outcomes. The designations relay on a complex algorithm and are tied to how a district is performing in comparison with other districts in the State, and not necessarily against a set measure such as % proficiency on the State Summative Assessment.

The table below presents historical designation data exactly as reported, followed by context to help interpret what the designations mean.

Each site's Report Card is included for your reference, and these will be publicly available on the DEED website, as well as being shared out from each school.



**Background:**Important Note About Data Years

The 'Data Year' shown in the table indicates the accountability status that will apply in the following school year. For example, a 2024–25 data year designation determines the school's status for the 2025–26 school year.

Important Note About Designation Changes Between Reports

The following designations represent the information found in the report sent to families and schools. Should you look up the designations on the DEED website you may find a different listing. For example, Nunamiut will show as TSI for 18-19. However, on the downloadable report link under that designation, the report will accurately list the school as ATSI (see note below our table). As such, all designations on our listing have been updated to reflect what is in the report sent out to schools and families.

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School Designation Table (2019 – Current School Year)

School	2018–19	2021–22	2022–23	2023–24	2024–25
<b>Fred Ipalook Elementary</b>	Universal Support	* ATSI	Universal Support	ATSI	Universal Support
<b>Eben Hopson Middle School</b>	Universal Support	Universal Support	Universal Support	ATSI	Targeted Support and Improvement (TSI)
<b>Barrow High School</b>	* ATSI	Universal Support	Universal Support	Universal Support	Targeted Support and Improvement (TSI)
<b>Harold Kaveolook School</b>	Universal Support	Universal Support	ATSI	ATSI	ATSI
<b>Kali School</b>	Universal Support	Universal Support	ATSI	Universal Support	Targeted Support and Improvement (TSI)
<b>Kiita</b>	Comprehensive Support (Graduation Rate)	Comprehensive Support (Graduation Rate)	Comprehensive Support (Graduation Rate)	Comprehensive Support (Graduation Rate)	Comprehensive Support (Graduation Rate)
<b>Meade River School</b>	Comprehensive Support (Grad Rate)	Universal Support	ATSI	Universal Support	Targeted Support and Improvement (TSI)
<b>Nuiqsut Trapper School</b>	Comprehensive Support (Lowest 5%)	Comprehensive Support (Lowest 5%)	Comprehensive Support (Lowest 5%)	Comprehensive Support (More Rigorous Interventions)	Comprehensive Support (Graduation Rate)
<b>Nunamiut School</b>	* ATSI	Universal Support	ATSI	ATSI	Comprehensive Support (Lowest 5%)
<b>Tikigaq School</b>	* ATSI	* ATSI	ATSI	Targeted Support (CSI–TSI)	Universal Support
<b>Alak School</b>	* ATSI	* ATSI	ATSI	Targeted Support (CSI–TSI)	Targeted Support (CSI–TSI)



\*Prior to 2022, ATSI designation was erroneously identified as TSI.

\*\*TSI is a new designation tier, identified after two consecutive years of a student group performing at or below the 10% threshold of all schools.

### **Explanation of Designations**

Universal Support: The school is meeting state accountability expectations. These schools continue regular improvement planning without additional state-mandated interventions.

Targeted Support and Improvement (TSI): One or more student groups are performing significantly below expectations. The school must implement targeted strategies focused on those specific student populations.

Additional Targeted Support and Improvement (ATSI): A more serious form of targeted support. This designation indicates that a student group is performing at levels comparable to the lowest-performing schools statewide. Schools must implement and monitor intensive, targeted improvement plans.

Comprehensive Support and Improvement (CSI): This designation applies to schools with the most significant challenges, such as very low overall performance or low graduation rates. These schools are required to implement comprehensive improvement plans, receive additional oversight, and may be subject to more rigorous state-directed interventions.

### **Current Progress**

Six schools are in their planning/needs assessment phase as they are either receiving a designation change or are on their 3rd year of their current school improvement plan. The following schools are current in this phase: Alak, Barrow HS, Eben Hopson, Harold Kaveolook, Kiita, and Trapper. Each school is in the data review phase of this process currently and should be completed with both the needs assessment, community review, and school improvement plan by May.

Across all designated schools, improvement expectations share common elements. TSI and ATSI schools must complete or revise needs assessments, develop measurable goals within their School Improvement Plans, and participate in ongoing progress monitoring using academic and non-academic data. CSI–Graduation Rate schools must additionally address systemic barriers to student completion and maintain regular communication and reporting with both the district and DEED. District oversight is provided to ensure that school goals are reflective of our curricular programs, district strategic plan, and capacity to support.

The district currently supports all schools through coaching, professional development, and federal funding aligned with each site's designation category. Strategic use of Title I, II-A, III-A, and School Improvement (SI) funds enables the district to provide tutoring, intervention programs, family engagement activities, and culturally responsive practices. NSBSD already implements these supports at all sites, including those in Universal Support, ensuring a districtwide commitment to continuous improvement.



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