



THE ALASKA COUNCIL OF SCHOOL ADMINISTRATORS

# Testimony to Senate Education: Alaska Reads Act – SB 6

**Dr. Lisa Skiles Parady**

Executive Director

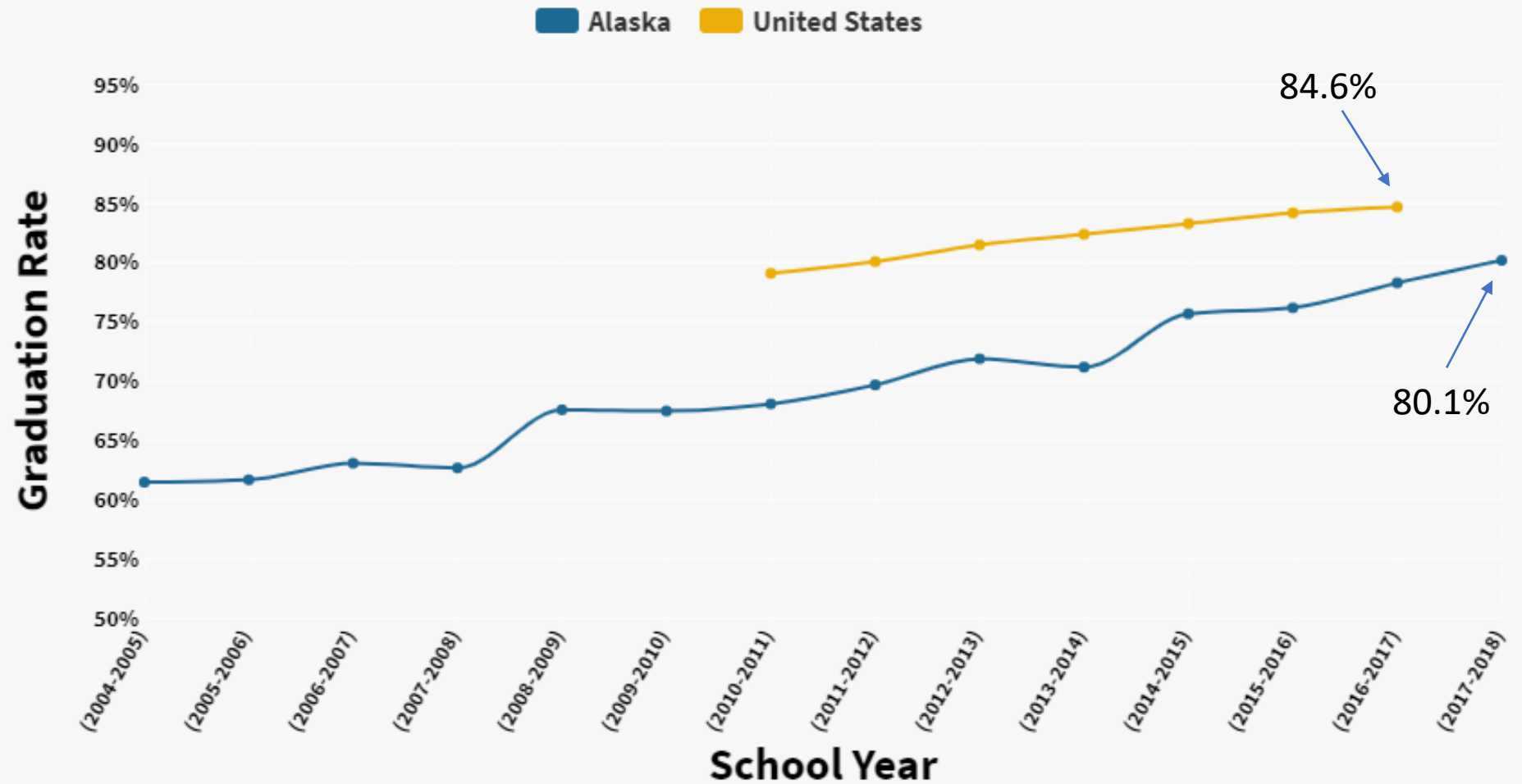
Alaska Council of School Administrators (ACSA)

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## High School Graduation Rates

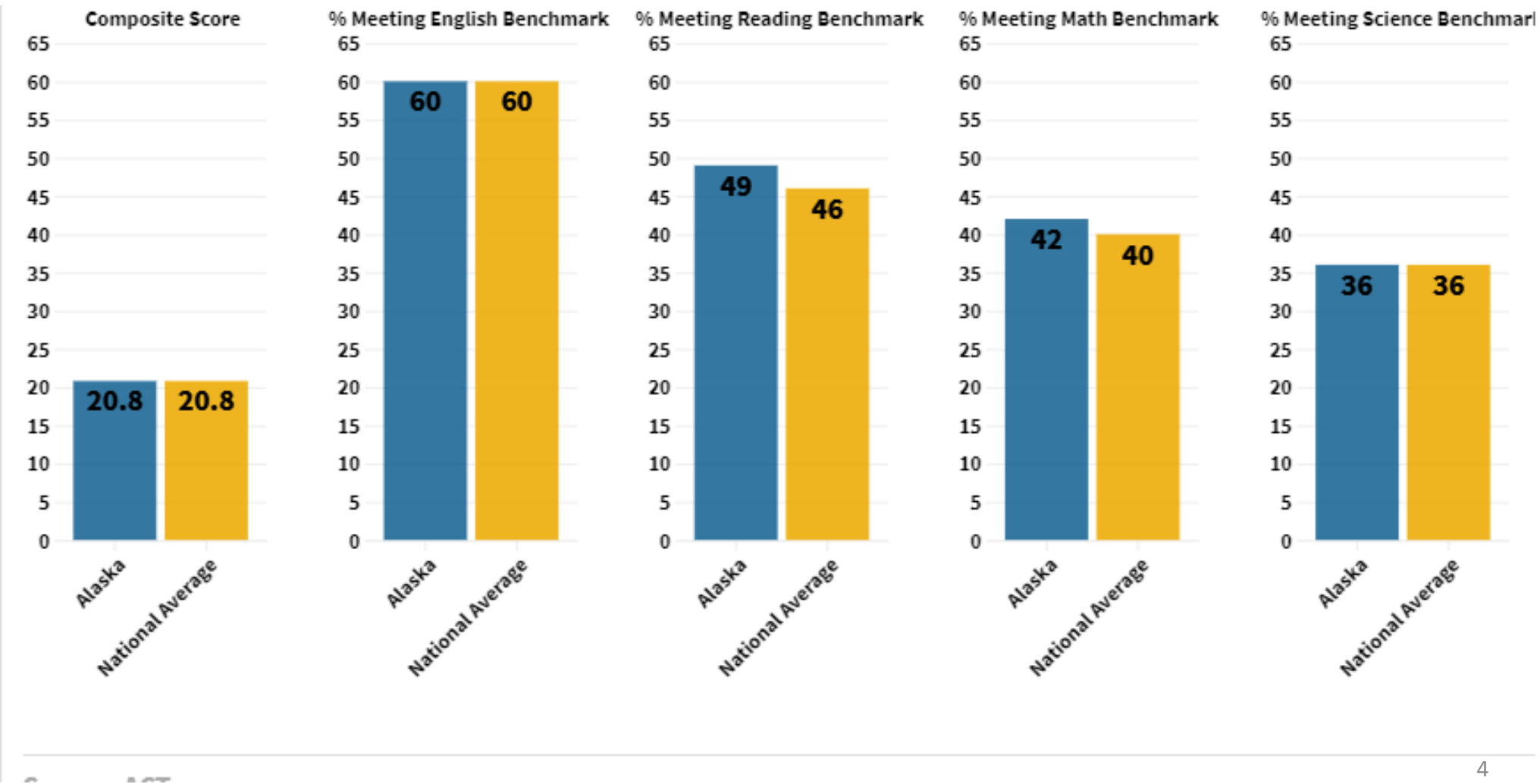


Source: Alaska Department of Early Education, National Center for Education Statistics • \*National Statistics weren't available until the 2010-2011 school year



# 2018 ACT Scores/Percentage of Students Meeting Benchmarks

Alaska    National Average

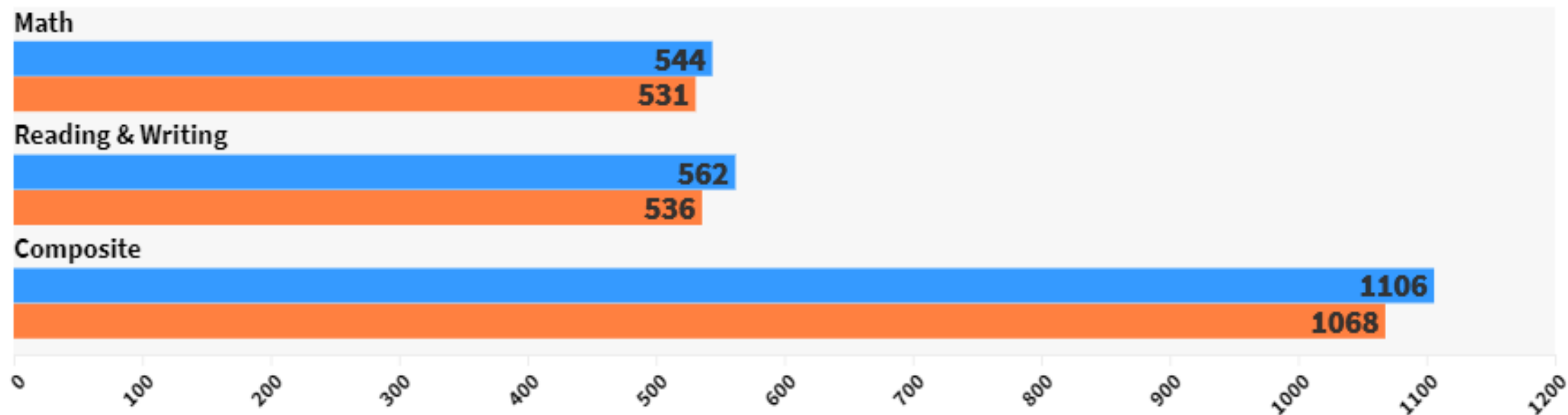


Source:  
ACT.org



## 2018 SAT Scores

Alaska US Average



Source: National Center for Education Statistics

# 2020 Joint Position Statements



Adequate funding for public education is our number one priority

## **Priority Funding for Education**

The State of Alaska must provide timely, reliable, and predictable revenue for schools; funding the actual cost of education in all districts and providing full funding for all initiatives, laws and mandates that require additional services. Early notification of funding and forward funding are crucial to sound financial management, as well as recruitment and retention of quality educators.

## **Revenue Enhanced Fiscal Plan Imperative**

Alaska has made progress by cutting the budget and restructuring the use of Permanent Fund earnings for sustainable funding of both the permanent fund dividend and a portion of government services. State expenditures have been cut by approximately 44% (\$3.5 billion) excluding dividends since FY13 when the current run of deficit spending began.



# Early Childhood Education

According to the 2019 Alaska Developmental Profile, nearly 70% of Alaska's students enter kindergarten lacking foundational preparation for learning. **ACSA believes equitable access to fully funded, sustainable 0-5 and pre-K learning programs** provides a foundation of excellent social, emotional and cognitive instruction to students. Research clearly demonstrates that early intervention and instruction is one of the best ways to increase student achievement across all demographics and create the **greatest opportunity for all students to read proficiently by third grade**. Early childhood education should be part of public-school funding through the base student allocation.





## Preparing, Attracting, and Retaining Quality Educators

**Retaining effective educators and leaders is essential to closing achievement gaps and increasing student performance in all subjects across all grade levels.** ACSA strongly encourages the development of comprehensive statewide programs to prepare, attract and retain high quality educators and professionals. ACSA further recommends strengthening statewide and national recruiting efforts along with a renewed commitment to growing our own educators, teachers, principals, and superintendents.

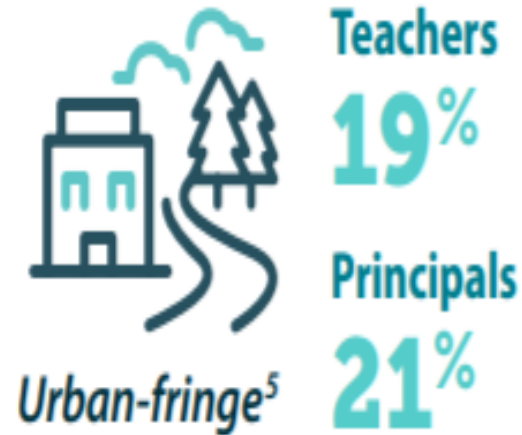
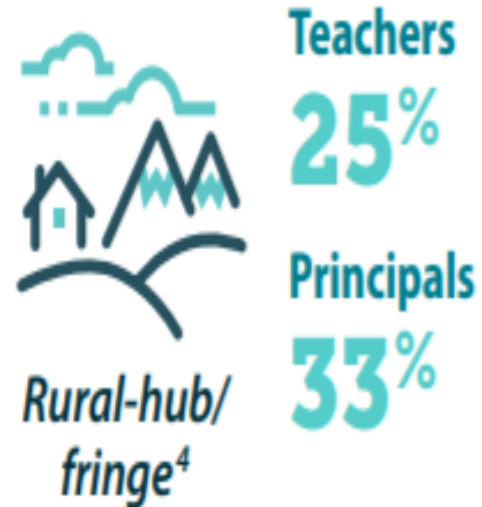
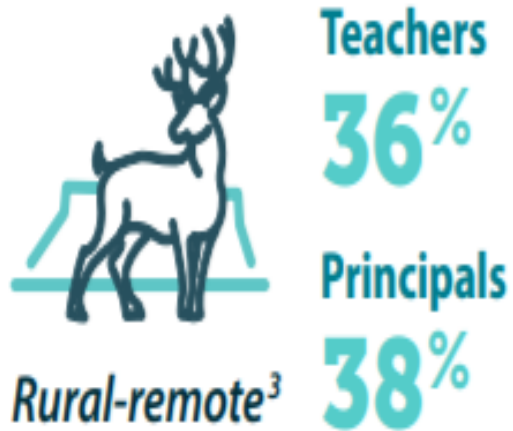
The national teacher shortage makes the need to better align the state's K-12 system with the University of Alaska paramount. We strongly support one unified University of Alaska College of Education. Exploring innovative alternative pathways is needed to attract high quality educators to the education profession and address unique circumstances. A competitive state retirement system must be available.





# Educator Turnover

## Average annual turnover rates for 2012/13 to 2017/18

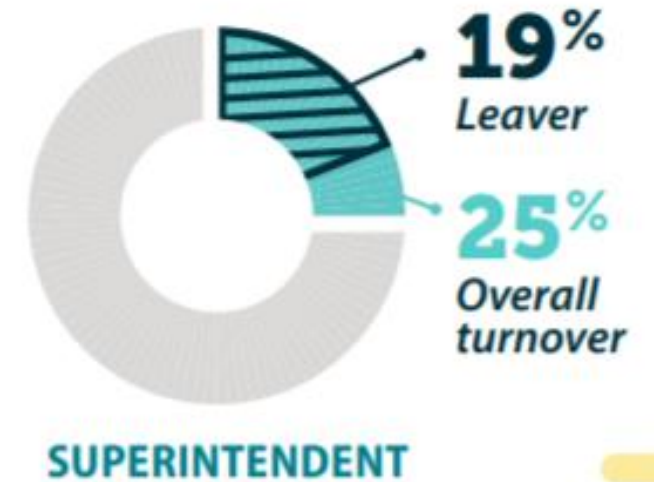


**Source:** Educator Retention and Turnover under the Midnight Sun: Examining Trends and Relationships in Teacher, Principal, and Superintendent Movement in Alaska, REL Northwest, 2019



# Educator Turnover

Turnover rates in Alaska for 2017/18



**Source:** Educator Retention and Turnover under the Midnight Sun: Examining Trends and Relationships in Teacher, Principal, and Superintendent Movement in Alaska, REL Northwest, 2019



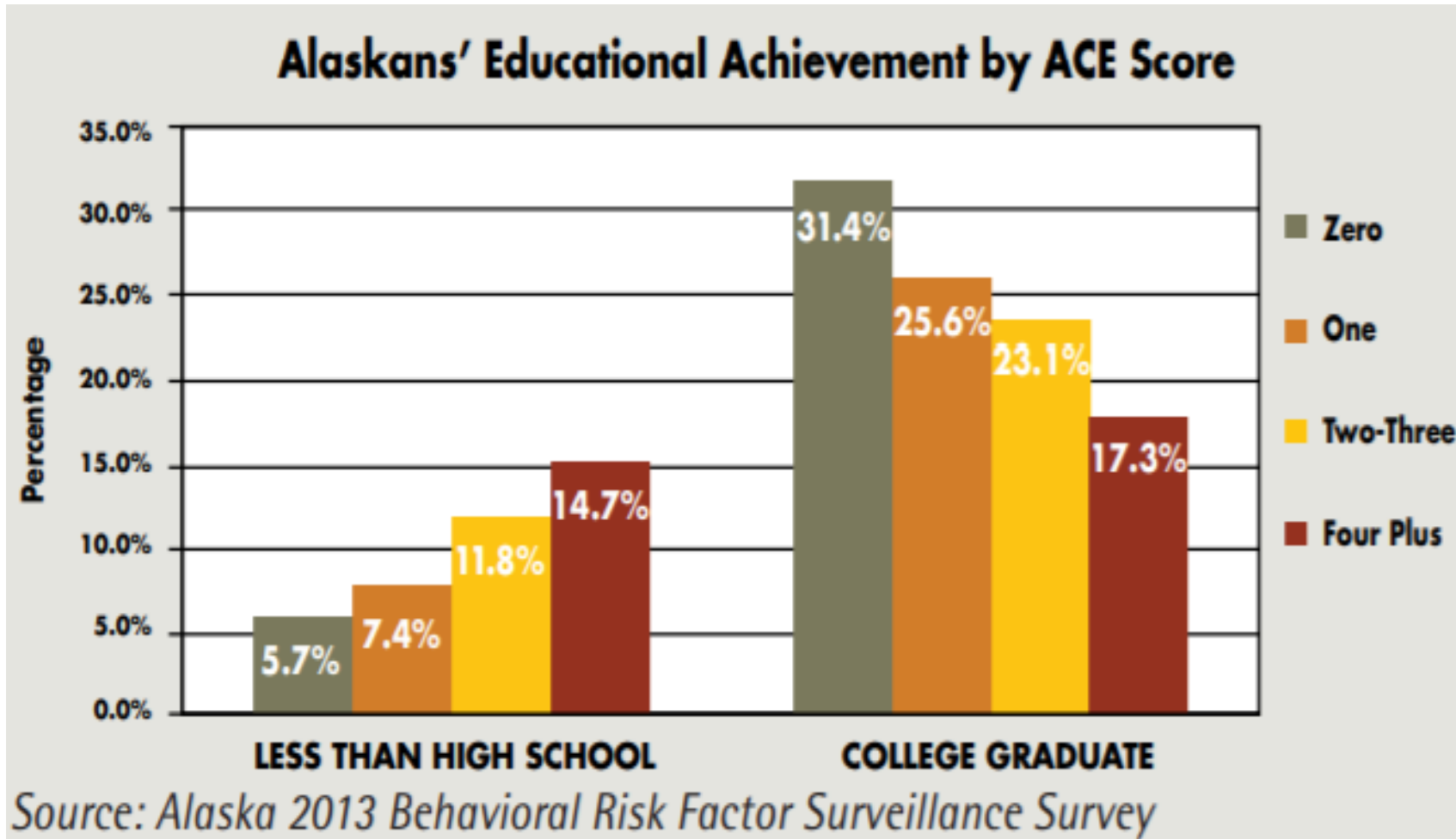
# Social, Emotional and Mental Health

Alaska's students endure extremely high rates of trauma and adverse childhood experiences (ACEs). **One in two of Alaska's youth have lived through one or more ACEs by the time they begin kindergarten, and two in three will have one or more ACEs by the time they graduate.** Higher exposure to trauma increases the likelihood of suicide, the second leading cause of death for American teenagers. Alaska has the highest rate of teen suicide attempts in the nation. We urge the state to provide resources so schools can partner with local communities to implement comprehensive, culturally appropriate school-based mental health programs that foster the health and development of students.

ACSA supports funding to enable schools to recruit, retain and increase their access to school counselors, school social workers, school psychologists, nurses and mental health specialists. Increased professional learning opportunities for school leaders and other school staff in planning and implementing interventions for students experiencing childhood trauma and other mental health challenges is also needed. ACSA supports increased SEL training, funding and/or personnel to increase SEL in our schools.



# Student Trauma (ACEs)





# RTI/MTSS

- Response to Intervention/Multi-Tiered Systems of Support
- A method for providing systematic and data driven intervention
- Interventions are integrated within a multi-level, or tiered prevention system

## Tier III

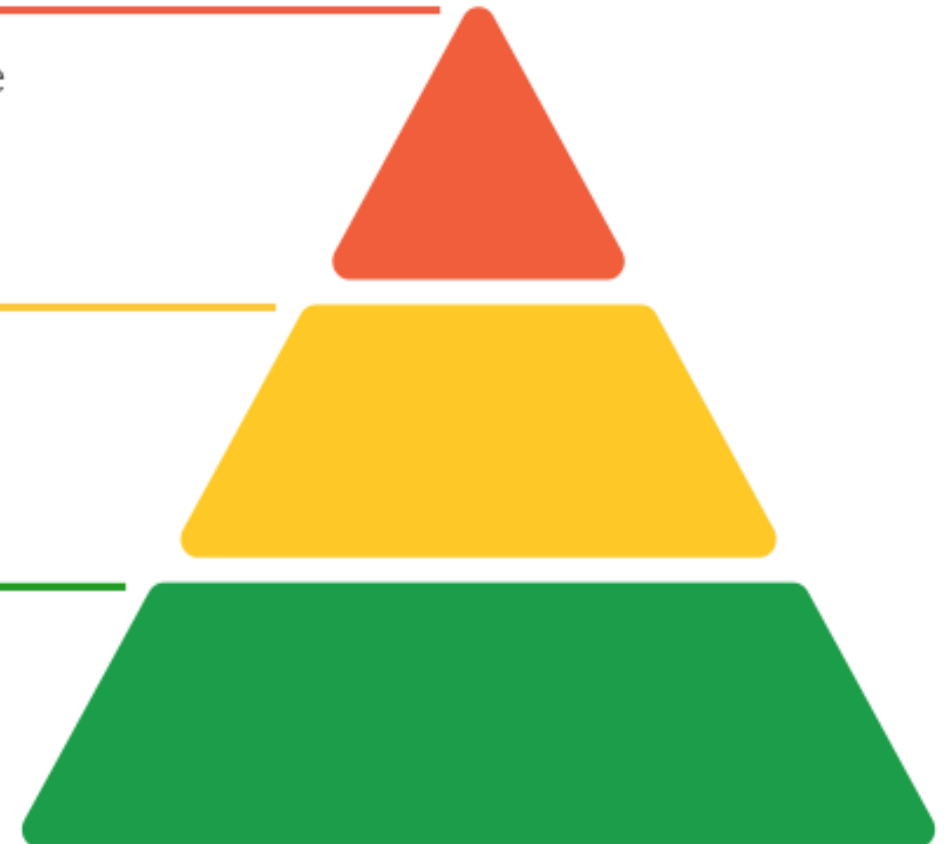
Individualized intensive interventions

## Tier II

Targeted small group interventions for at-risk students

## Tier I

Whole class research-based core instruction







# Alaska Staff Development Network

**JAN 24-26 2020**  
**DENA'INA CENTER**  
**ANCHORAGE, ALASKA**

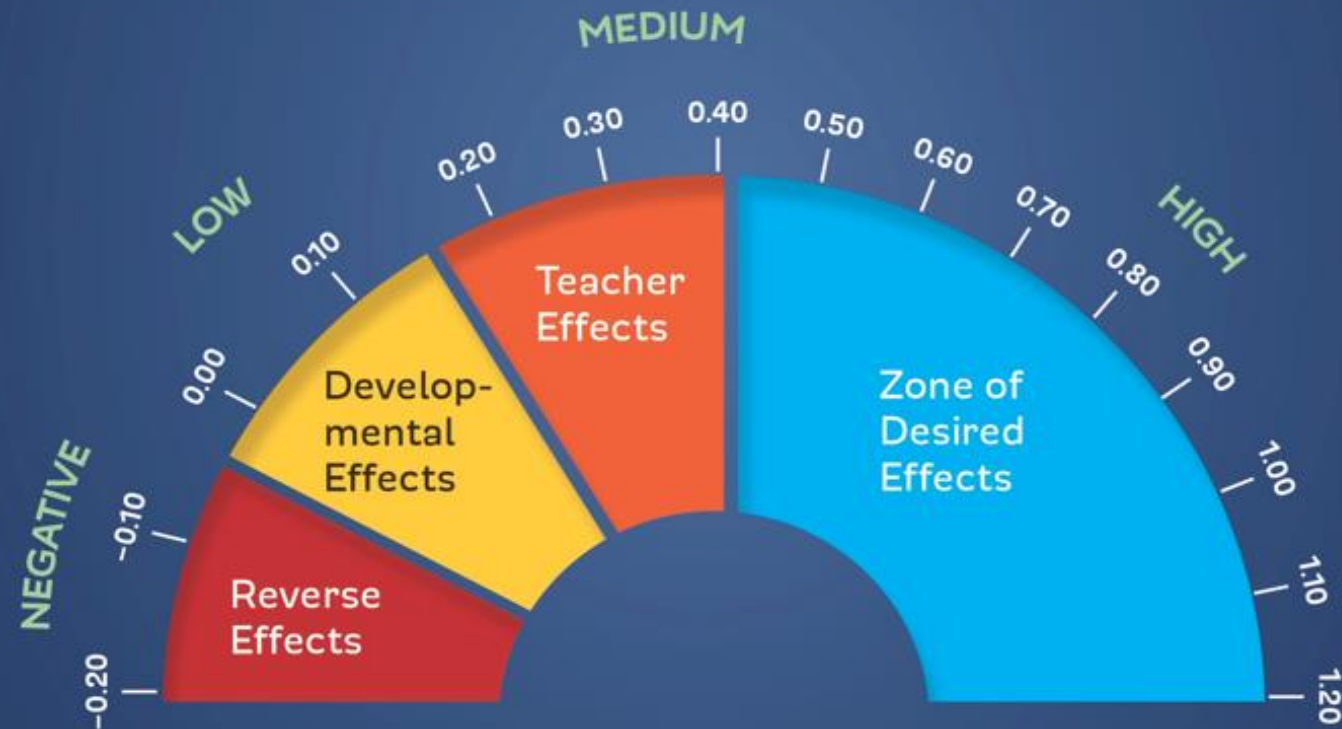
**ALASKA RTI/MTSS**  
**2020**  
**EFFECTIVE**  
**INSTRUCTION**  
**CONFERENCE**

 Dr. Nancy Frey	 Dr. Doug Fisher	 Dr. Dominique Smith	 Martha Kaufelt	 Dr. Jennifer Bay-Williams	 Dr. Harold Asturias
 David Nagel	 Dr. Gary Whiteley	 Dr. Kristie Pretti-Frontczak	 Susan Barrett	 Lexie Domaradzki	 Ricky Robertson



# Hattie's Effect Sizes

An effect size tells us how powerful something is in creating change.

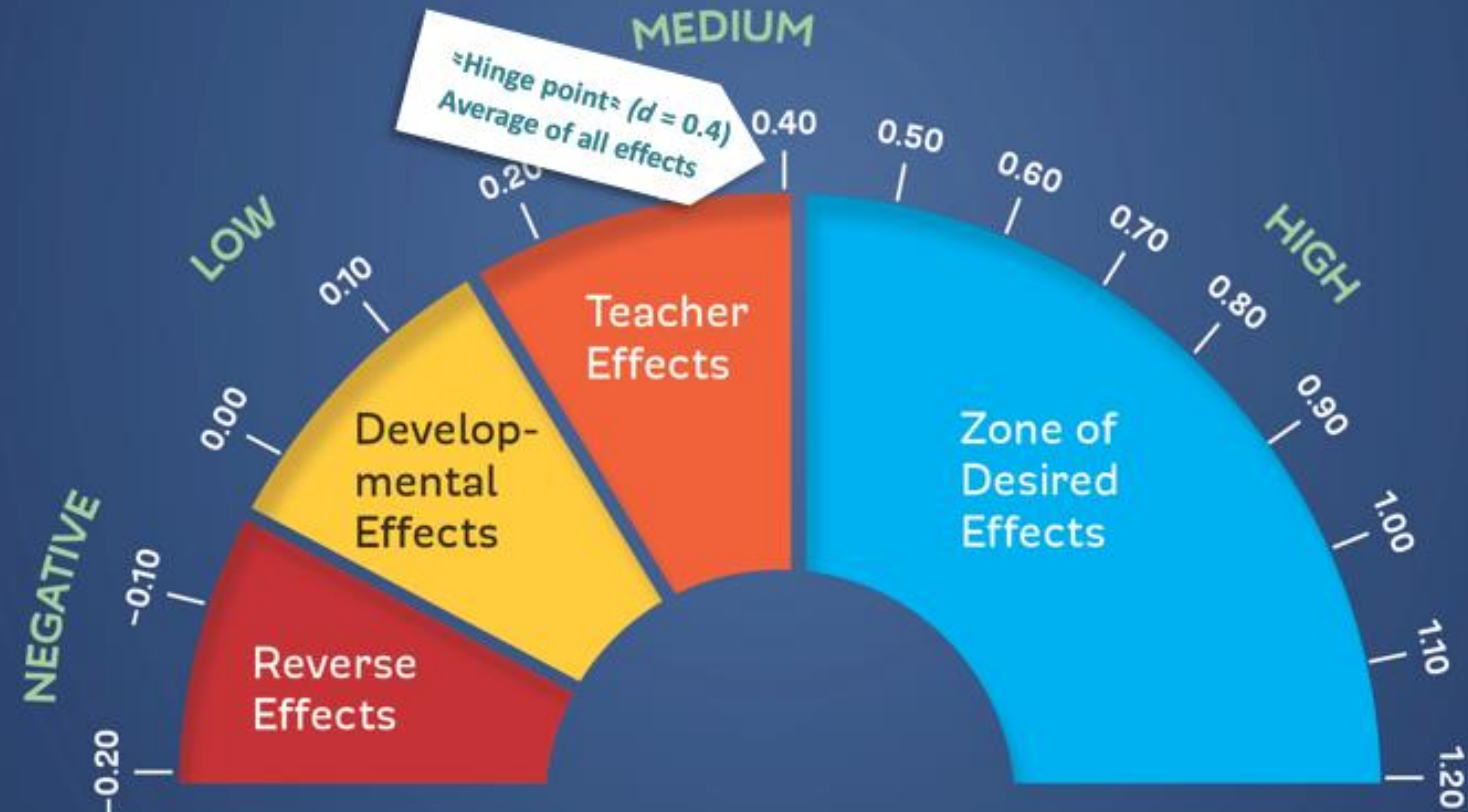


Source: Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. New York, NY: Routledge.





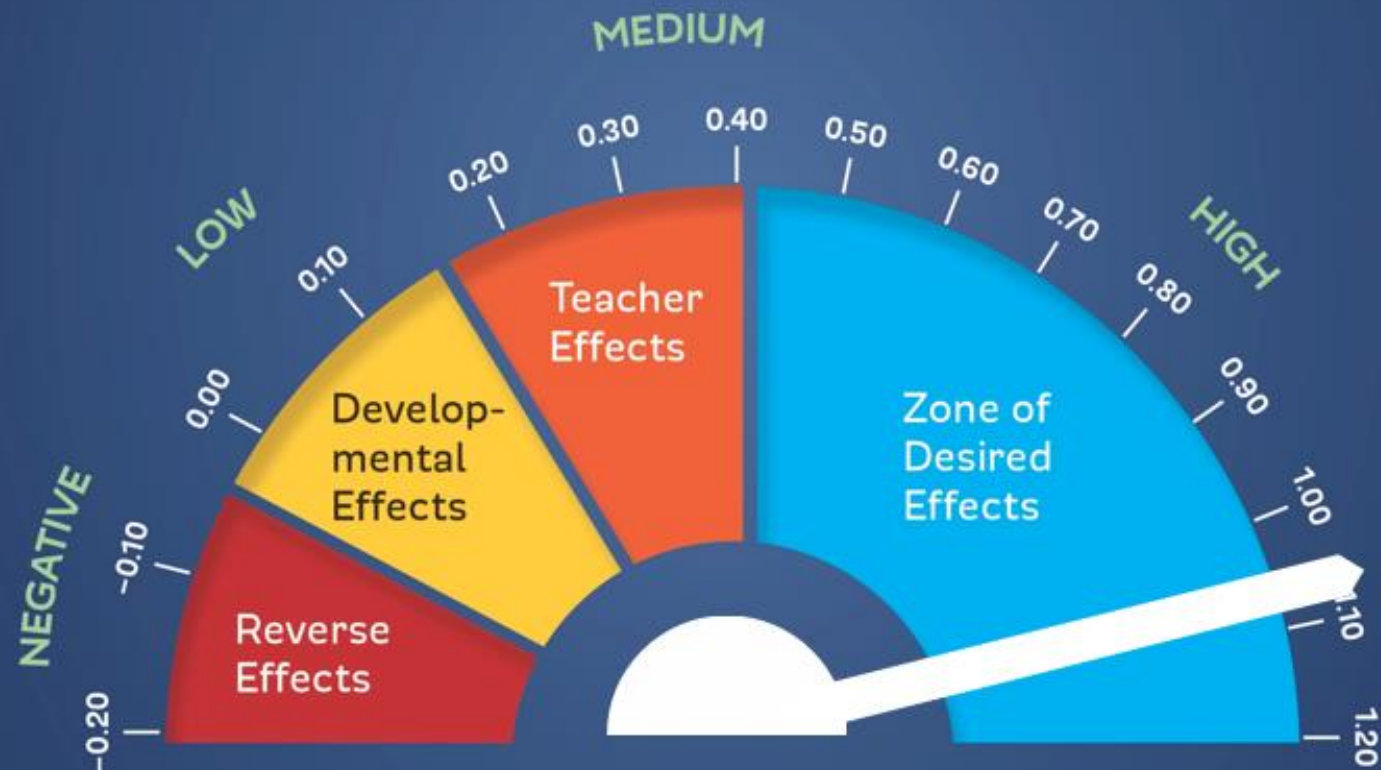
This is the hinge point—a year's worth of growth for a year in school.



Source: Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. New York, NY: Routledge.



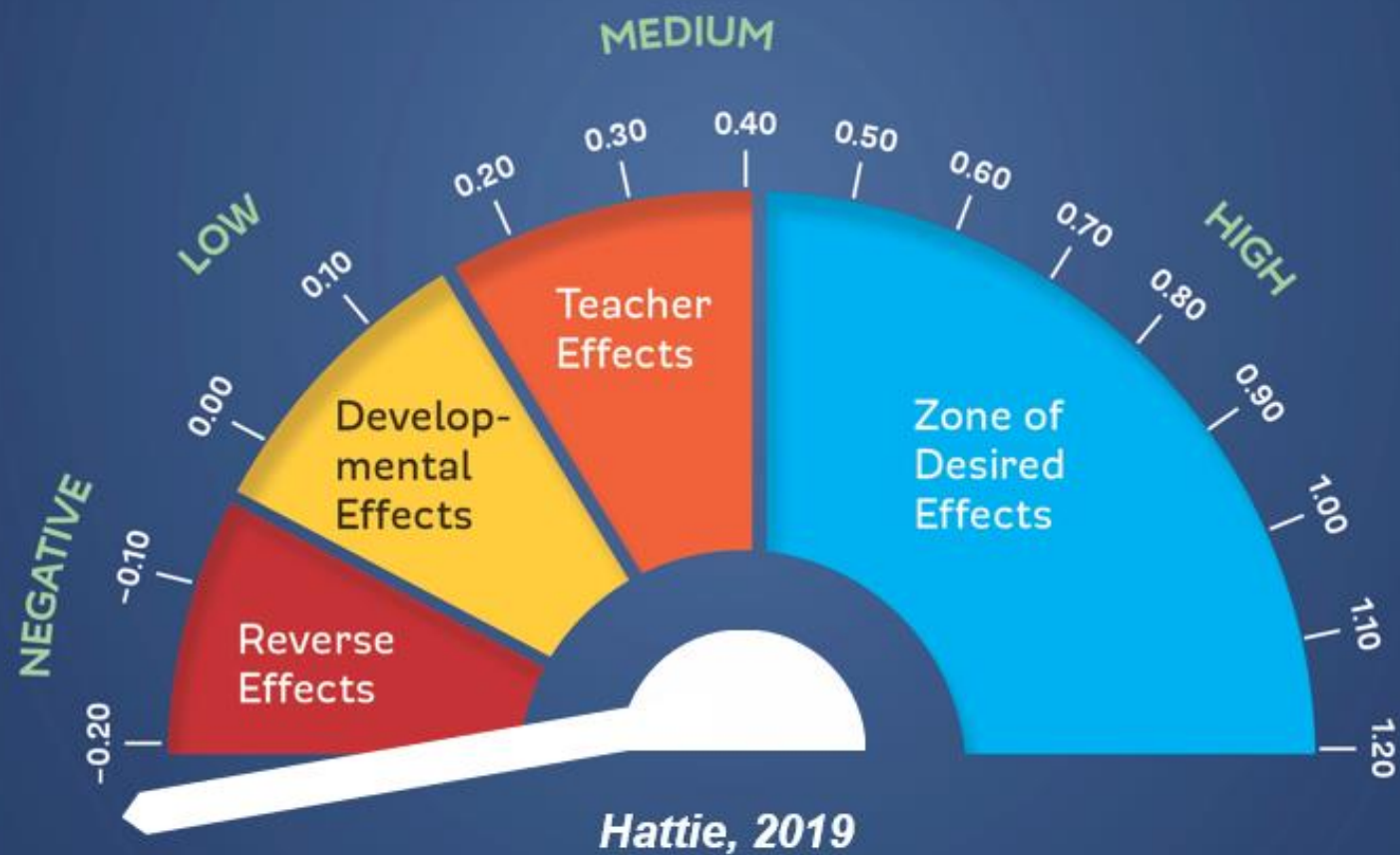
Response to Intervention:  $d = 1.09$



*Hattie, 2019*



Retention:  $d = -0.32$



# Dr. Marcus Winters' Studies

“Our estimates of the policy’s impact will therefore capture **the combined effect of retention and these additional measures** and may not be directly comparable to those of some previous studies of retention.” — The Effects Of Test-based Retention On Student Outcomes Over Time: Regression Discontinuity Evidence From Florida (2017)

“The existence of treatments other than retention suggests that any results from our **estimation could be explained by the impact either of retention or of these other interventions, or some combination of the two**. Unfortunately, in the analyses that follow we are unable to disentangle the impact of retention from that of these other reforms as Jacob and Lefgren did in Chicago.” — Revisiting Grade Retention: An Evaluation Of Florida’s Test-based Promotion Policy (2007)

“Unfortunately, the data in Florida **does not allow for separating the effect of retention from these other interventions**. Thus, results from the estimation of the effect of the treatment on later student outcomes apply to the effect of this entire bundle of interventions, **not exclusively retention**.” — The Costs and Benefits of Test-Based Promotion (2018)

“**Any of these program components could in theory account for part or all of the short-term academic gains we have documented for retained students**. Unfortunately, a lack of detailed information on the implementation and take-up of the policy’s summer programming component makes it impossible to disentangle its separate effect.” The Effects Of Test-based Retention On Student Outcomes Over Time: Regression Discontinuity Evidence From Florida (2017)



# Other/Survey

- Reading is a priority. It is also an issue of equity. Research supports that the majority of students are able to learn to read with well-rounded instruction
- Mandated intervention services like summer school, after hours intervention, and high-quality professional development without increased funding to districts
- Being asked to implement practices that are internationally benchmarked as ineffective (retention)
- A lack of educator input during an opportune time for collective efficacy statewide on critical parts of the bill, including details concerning cost, curriculum, measurement tools, and accountability
- The rush to push the bill through the legislature and without resolving important details until later, there is a lot that DEED needs to do prior to districts being able to do their part.
- Hiring highly-qualified reading specialists in a time of critical teacher/educator shortages
- Growth measures should be included and considered
- Let's not create a high stakes environment for our young children but rather focus on their individual needs in regard to reading





THE ALASKA COUNCIL OF SCHOOL ADMINISTRATORS

Thank You!





# ASA EARLY LITERACY (0-5) WORK GROUP

FACILITATED BY DR. BRIDGET WEISS, JUNEAU SCHOOL DISTRICT SUPERINTENDENT