



Superintendent Report to House Education Committee

March 1
4, 2025

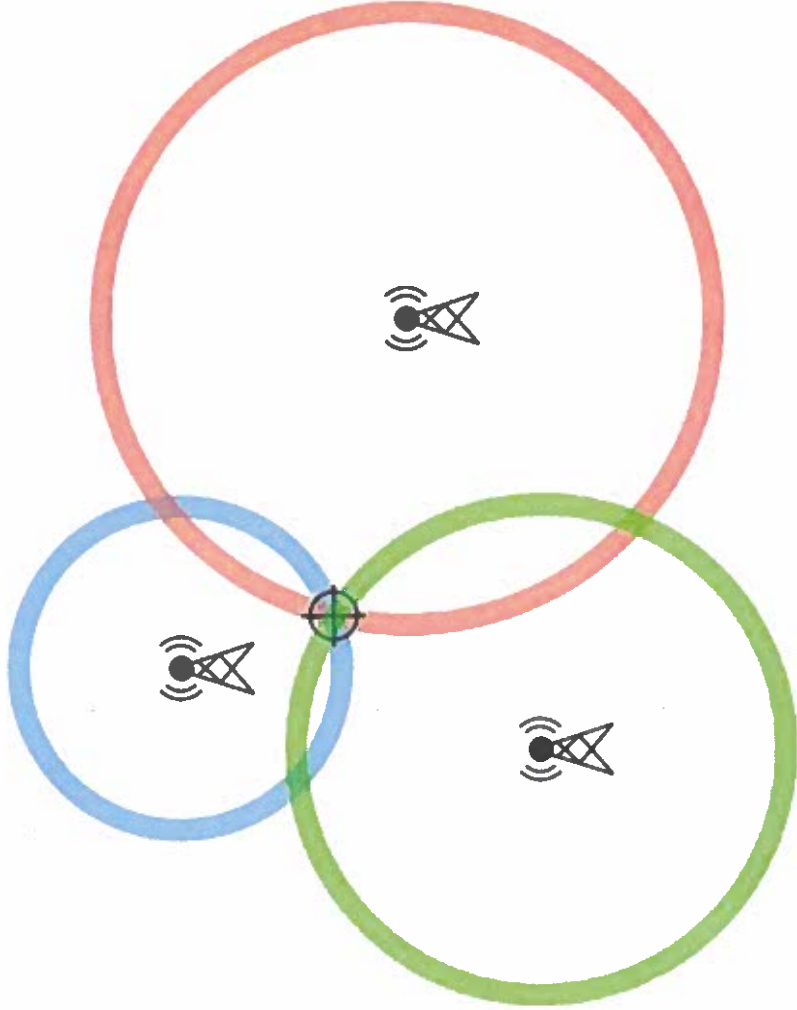
Overview of the Presentation:

- What types of assessment measures are used K-12, and what is the basic timeline across grade levels?
- Which assessments best drive instructional practices? MAP?
- How are the evaluation results used by educators?
- How are parents informed of the assessment process, dates, and results?
- Has the amount of testing been reduced over the last several years?
- What impact has the Alaska Reads Act had on the amount of testing in the elementary grades?
- Is there additional testing for sub-sections of populations such as English Language Learners, etc?





Assessments: Triangulate Using Multiple Assessments



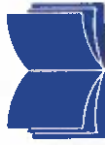
What types of assessment measures are used K-12, and what is the basic timeline across grade levels?

- AIMS Web (READS Act Screener)
- I-Ready
- MAP Testing
- PSAT
- SAT
- AP
- IB
- CTE Certifications
- AK STAR Testing
- In class and district designed formative and summative assessments.



Winter Aimsweb

Aimsweb is a screener test measuring a students' RISK regarding reading achievement. The test changes each year to assess different factors. For instance, in Kindergarten, letter recognition is assessed while in 1st Grade reading fluency begins to be assessed. Aimsweb is the screener used for the Alaska READS Act.



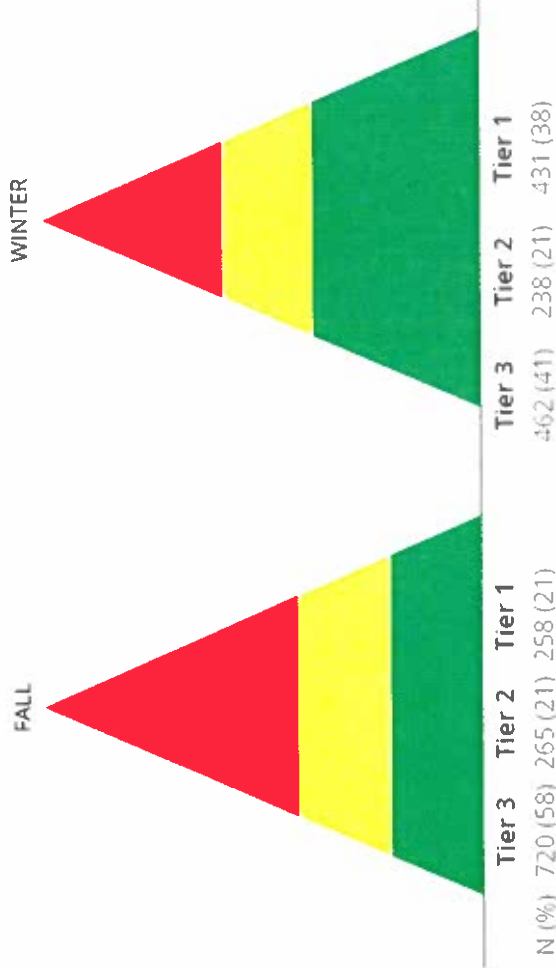


Winter 2024-2025 aimswebPlus K & 1st Tier Transition Data

Battery: Early Literacy | Grade: K | Target: Account (35 %ile)

Tier:

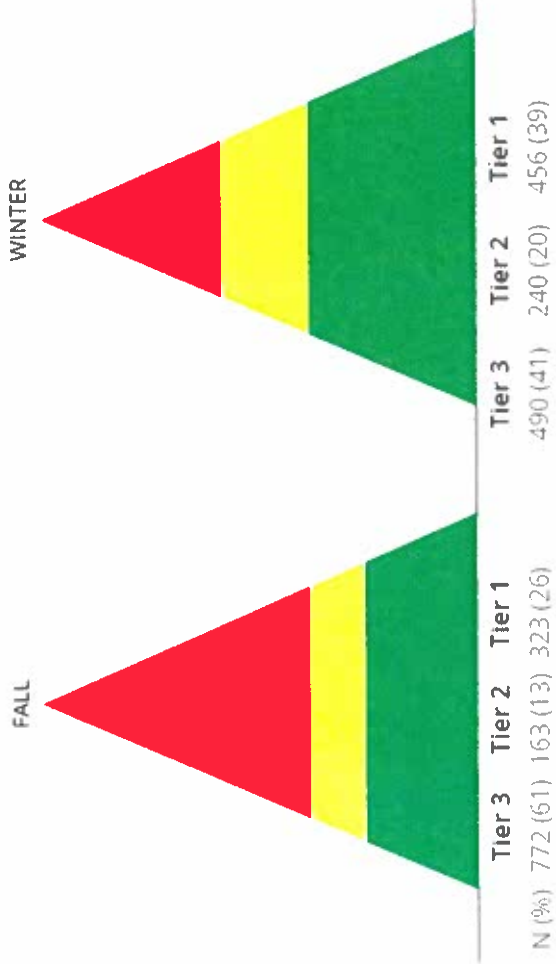
Tier Transition Summary



Battery: Early Literacy | Grade: 1 | Target: Account (35 %ile)

Tier:

Tier Transition Summary



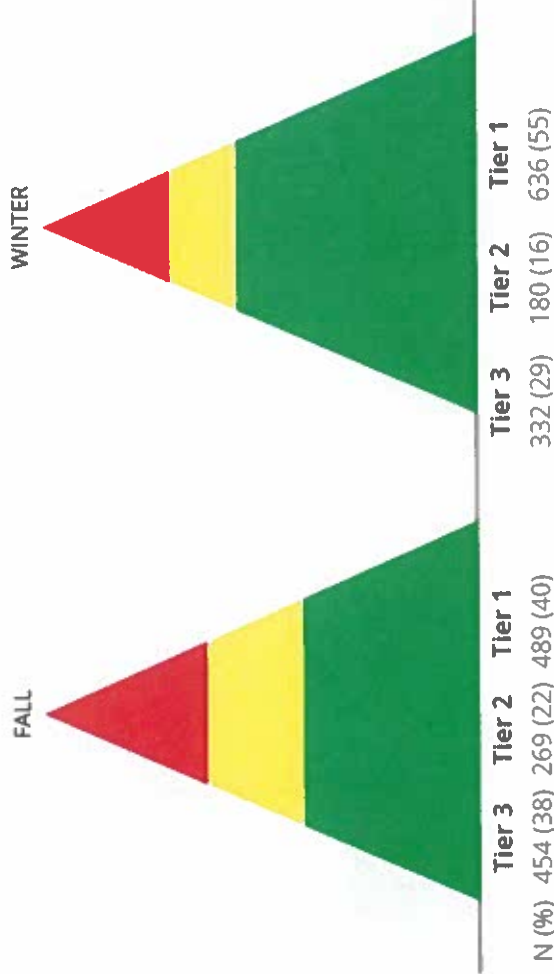


Winter 2024-2025 aimswebPlus 2nd & 3rd Tier Transition Data

Battery: Reading | Grade: 2 | Target: Account (35 %ile)

Tier:

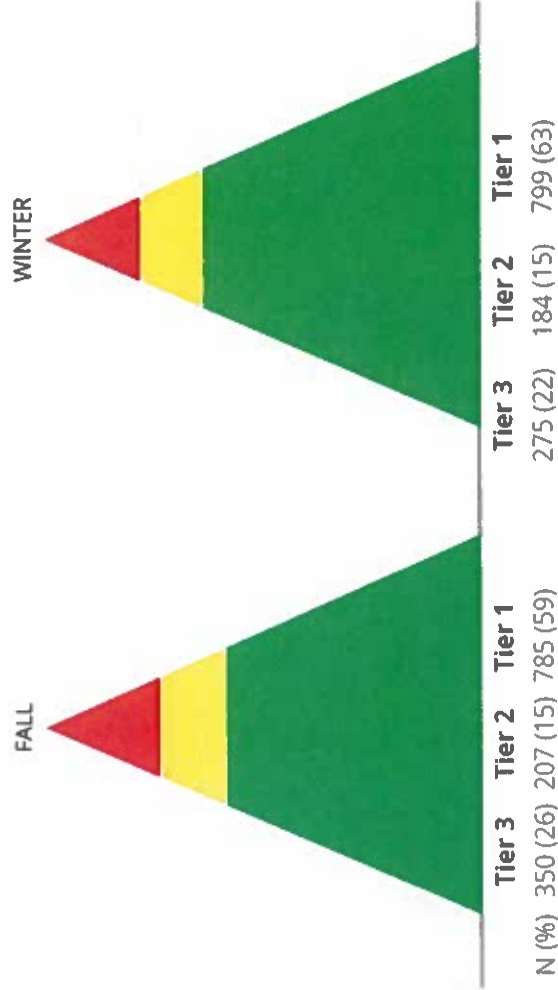
Tier Transition Summary



Battery: Reading | Grade: 3 | Target: Account (35 %ile)

Tier:

Tier Transition Summary



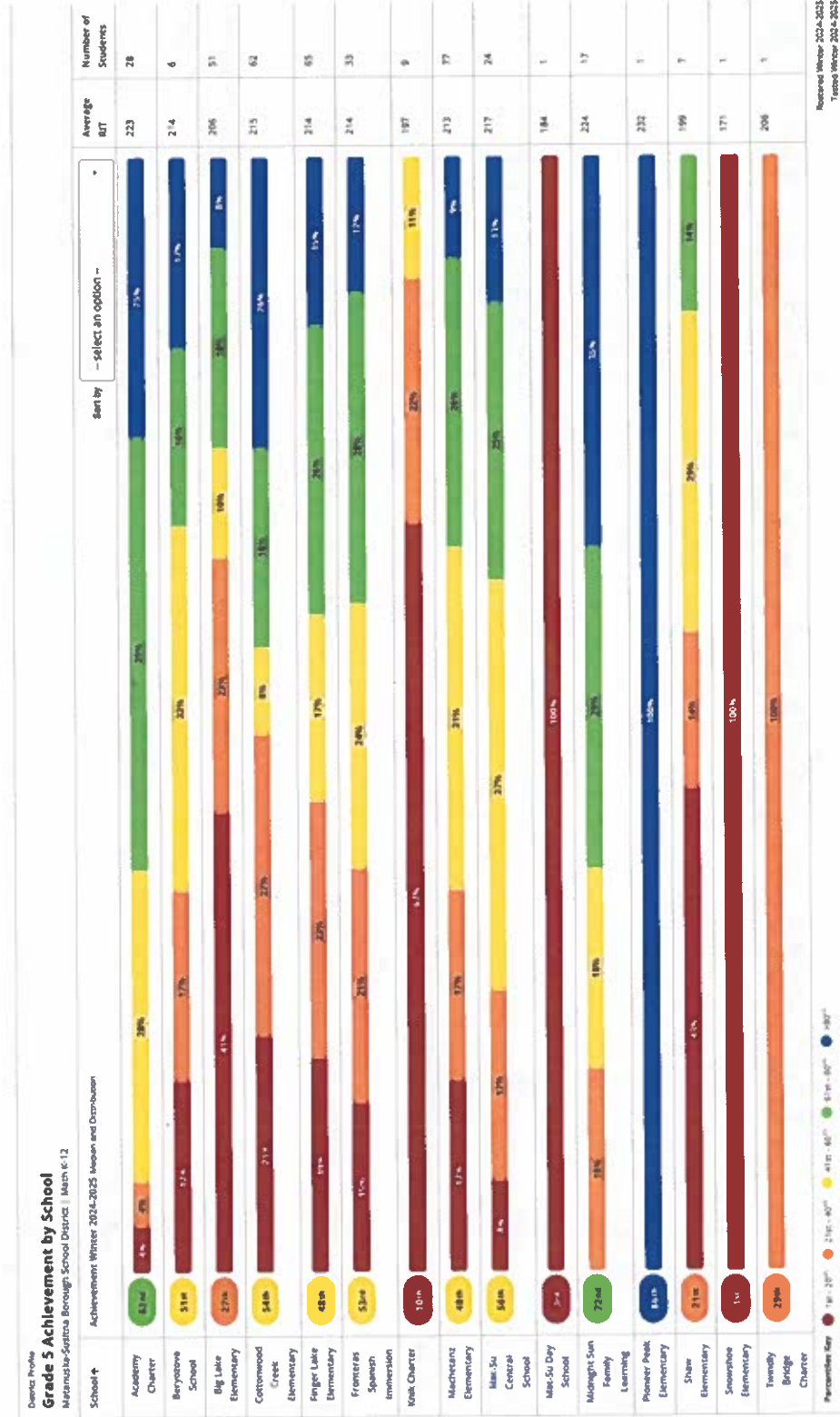


Winter MAP

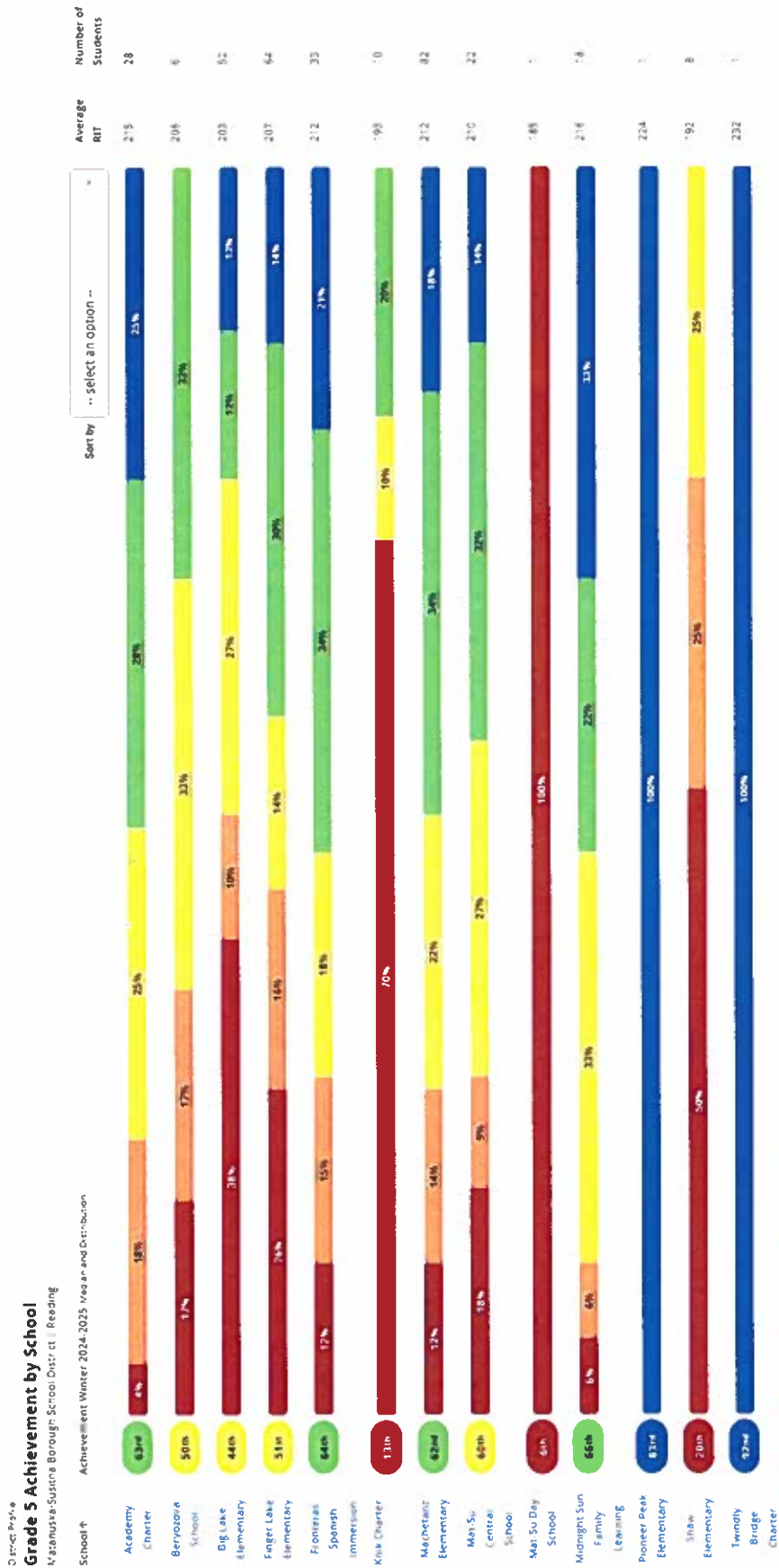
Reminder, winter MAP is optional. Not many elementary students were tested. The number of students tested per school is on the right side of each slide. Some schools only test students who are Tier 3. Tonight, as an example we will look at 5th grade; other grades were posted in the Board Connect yesterday.



Winter MAP Math: Grade 5



Winter MAP Reading: Grade 5



Percentiles Key: 63rd-44th (red), 44th-50th (orange), 50th-51st (yellow), 51st-64th (green), 64th (blue)
 Rostered Winter 2024-2025
 *extra Winter 2024-2025



MSBSD iReady Status Report

As of 12/16/2024

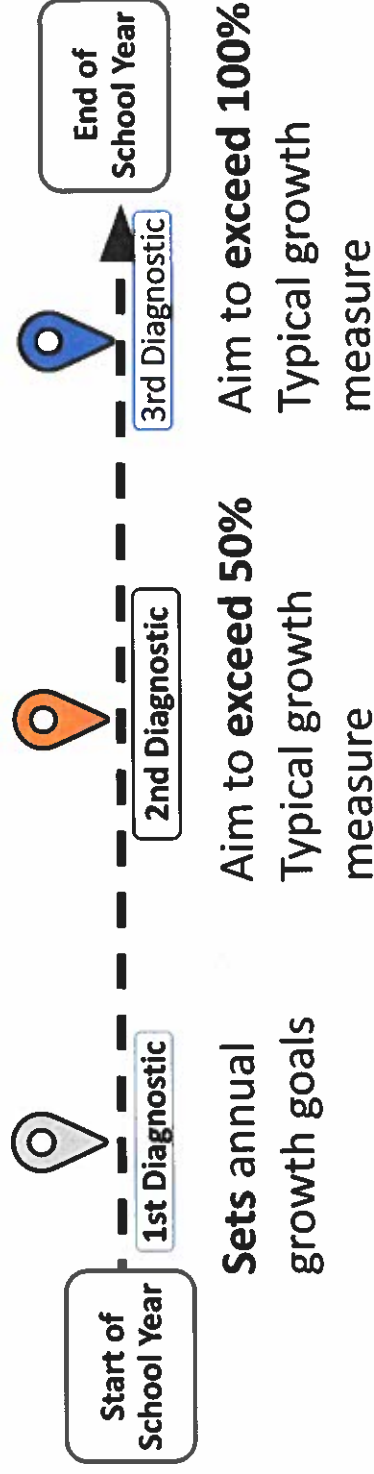
Diagnostic Winter Window

12/02/24-12/19/24



Growth Goals

 **Typical Growth:** individual students should aim to exceed **100%** of their Typical Growth measure

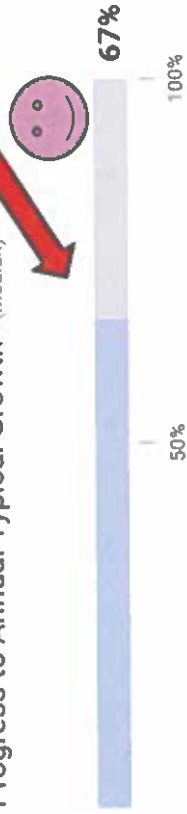


 **Diagnostic Growth**



Students Assessed/Total: 8,809/10,932

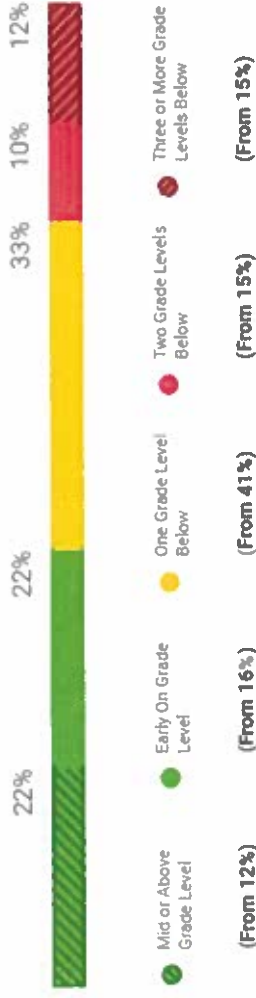
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 67%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

Current Placement Distribution

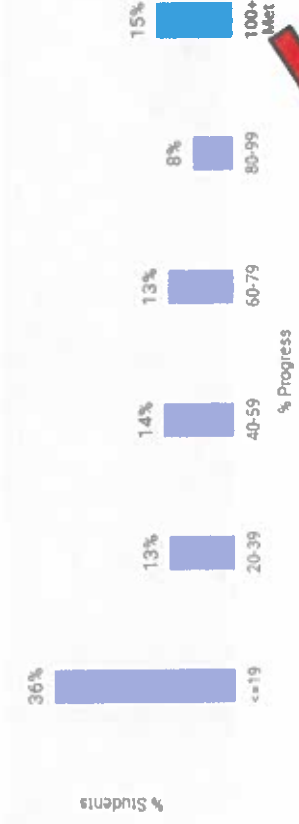


[The Mapping Between 5-Level and 3-Level Placements](#)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth

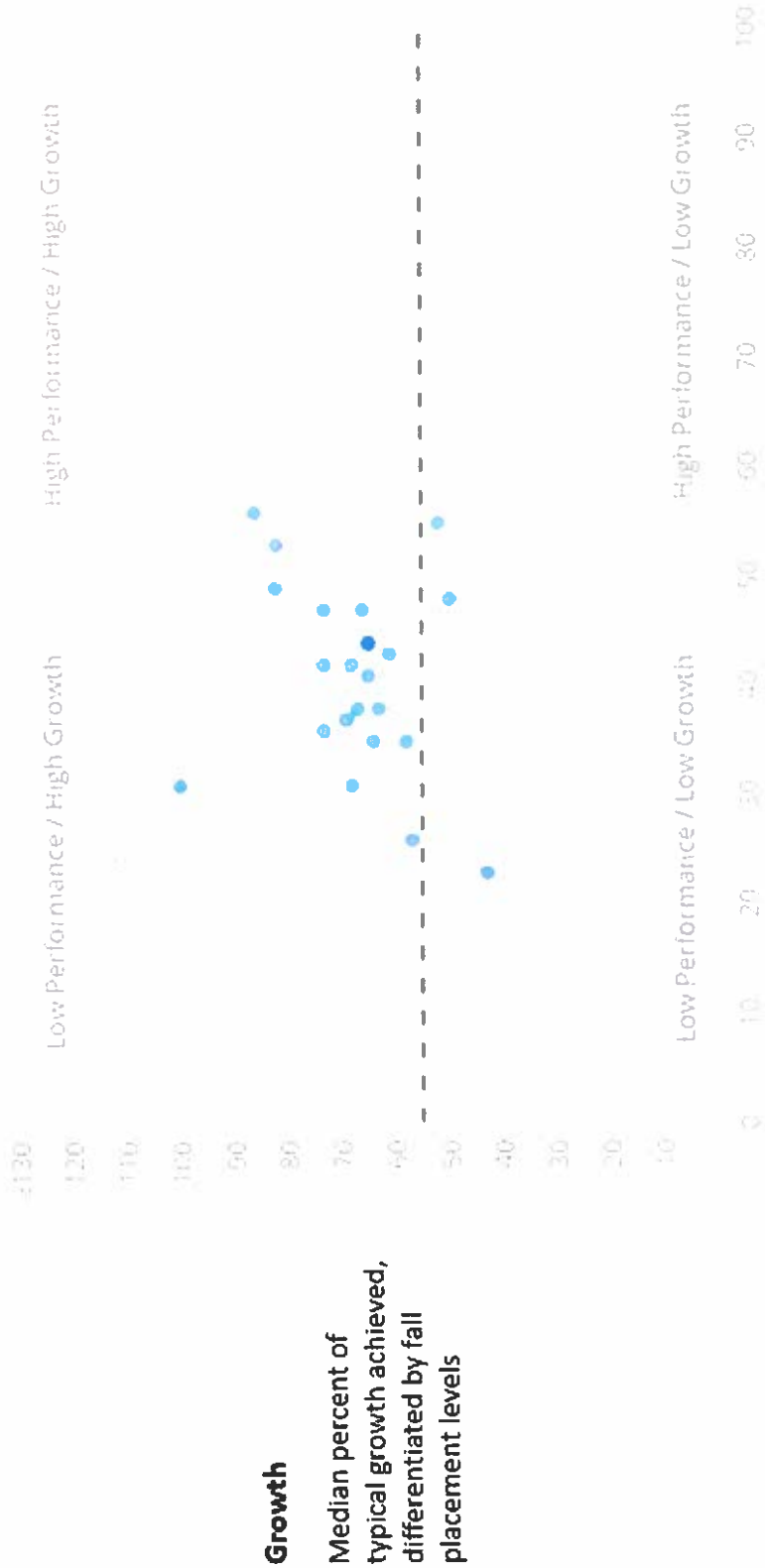


Reading Growth Report: All Schools Winter 2024

How Did Students in Schools Across the District Grow from Fall to Winter 22-23 MO



Comparison of Median Student Performance and Median Percent of Typical Growth



Growth

Median percent of typical growth achieved, differentiated by fall placement levels

National median percent of typical growth at 12-14 weeks (Grades K-8 as observed in 2017-2018)

Performance Median student performance relative to historical 18-19 norms (50th percentile is the national median)

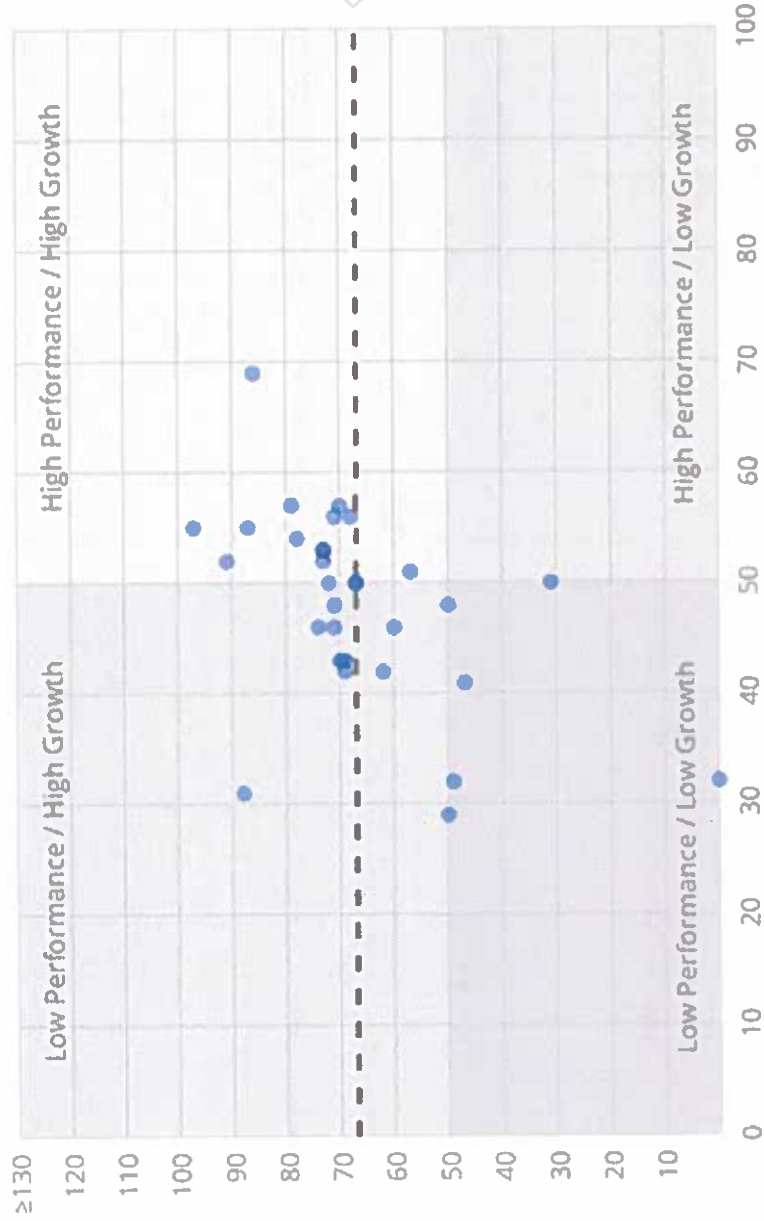


How Did Students in Schools Across the District Grow from Fall to Winter?

Reading

24-25 MOY

Comparison of Median Student Performance and Median Percent of Typical Growth



Growth

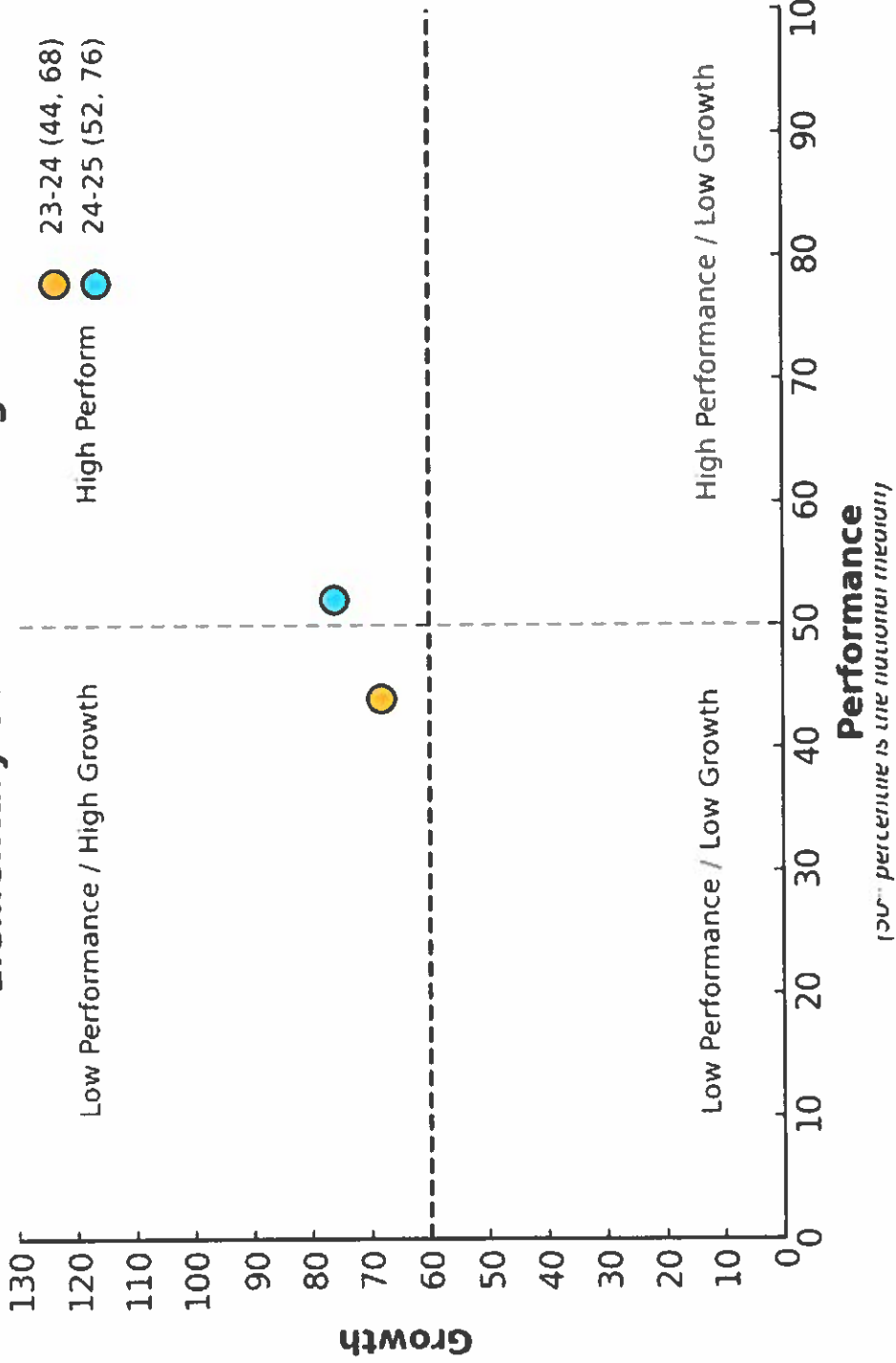
Median percent of typical growth achieved, differentiated by fall placement levels

Performance Median student performance relative to 22-23 National Norms (50th percentile is the national median)



Elementary Progress 23-25 Winter

Elementary School Reading 23-25



CONFIDENTIAL

Math

- Middle School has widened their scope of participants this year in math.
- Overall we have grown the green and yellow and shrunk the red.
 - Kindergarten participated in Fall and Winter this year.



Students Assessed / Total 9,094/11,912

Progress to Annual Typical Growth (Median)



57%

The median percent progress towards Typical Growth for this school is 57%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

Current Placement Distribution

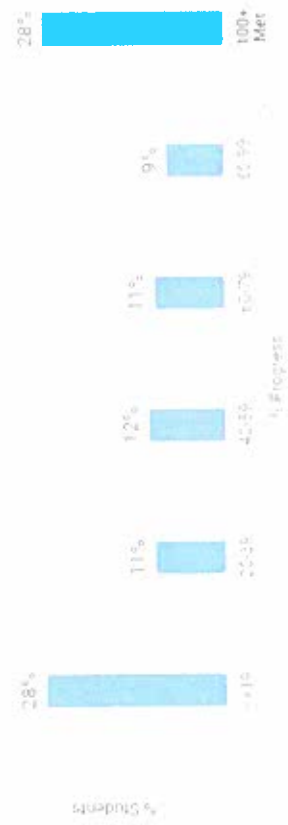


- 100% Above Grade Level
- Early On Grade Level
- One Grade Level Below
- Two Grade Levels Below
- Three or More Grade Levels Below

(From 5%) (From 13%) (From 50%) (From 18%) (From 14%)

The Mapping Between 5-Level and 3-Level Placements

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth



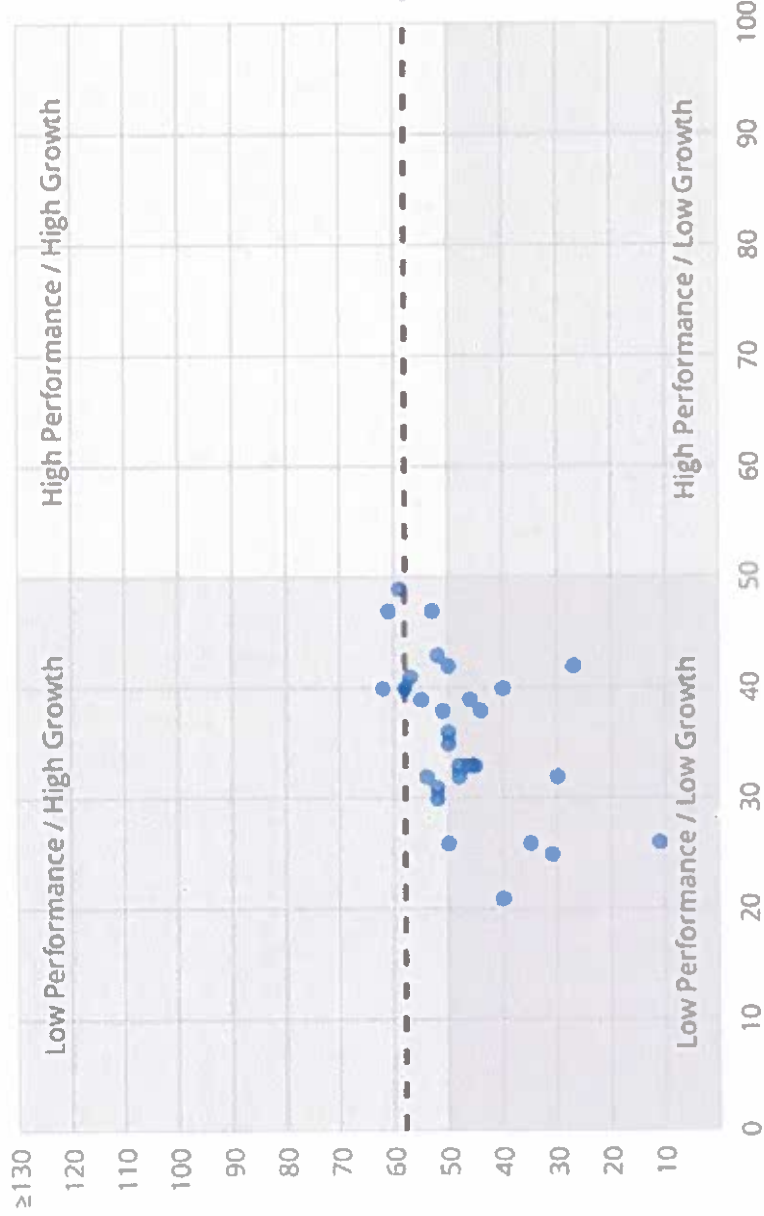
Math Growth Report: All Schools Winter 2024



How Did Students in Schools Across the District Grow from Fall to Winter?

23-24 Winter

Comparison of Median Student Performance and Median Percent of Typical Growth



Growth

Median percent of typical growth achieved, differentiated by fall placement levels

National median percent of typical growth at 14-16 weeks (Grades K-8 as observed in 2017-2018)

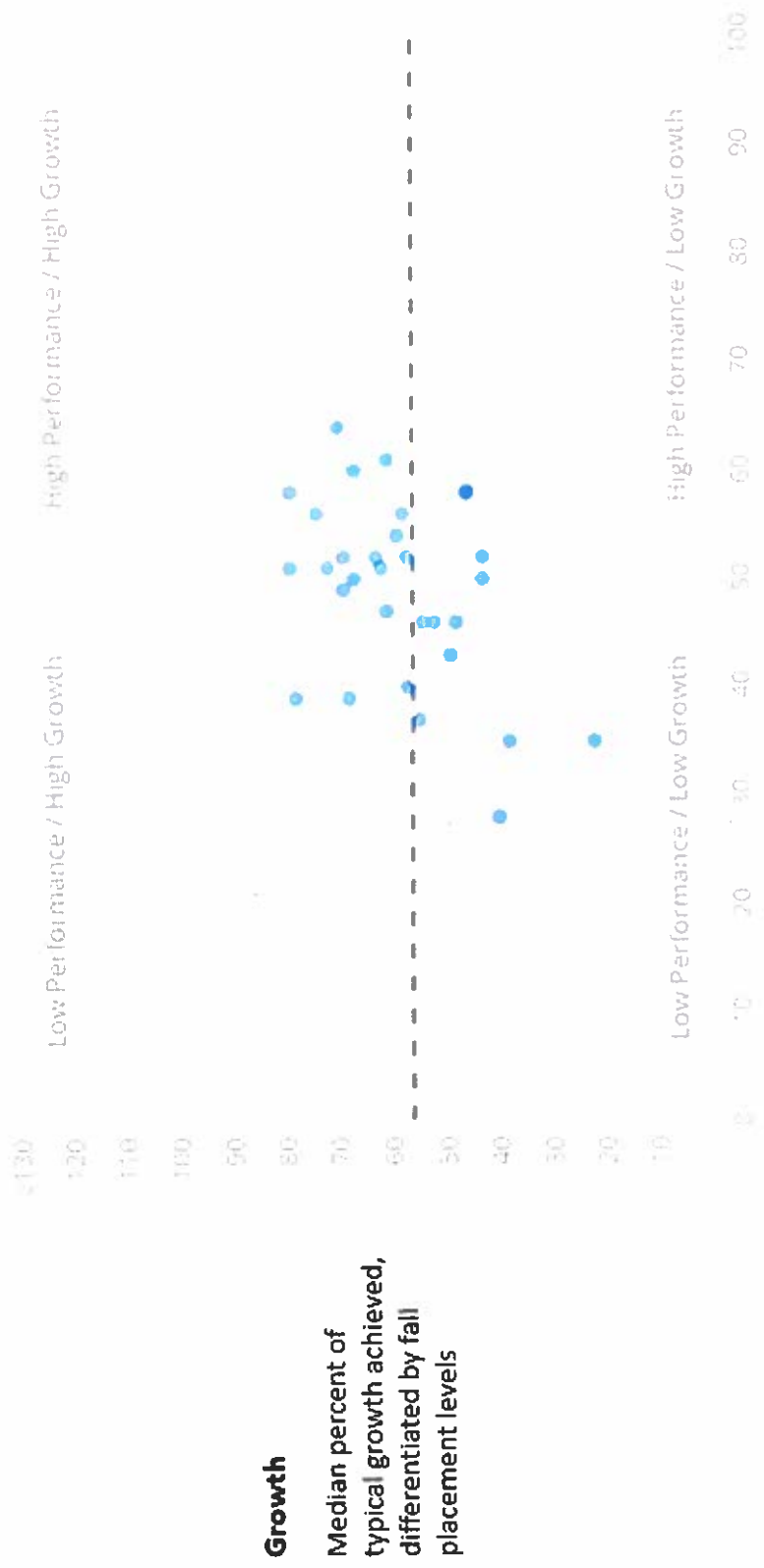
Performance Median student performance relative to historical 18-19 norms (50th percentile is the national median)



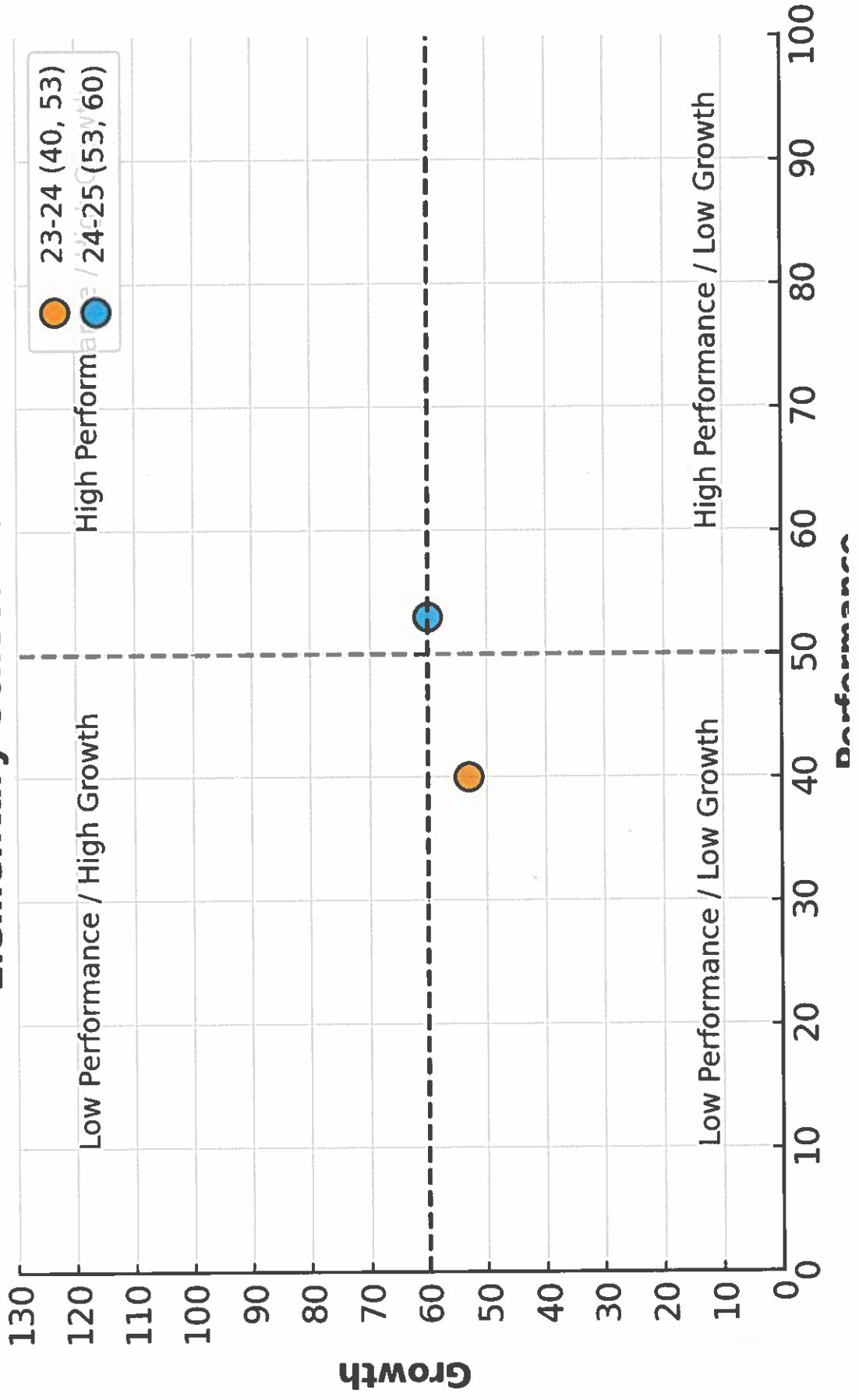
How Did Students in Schools Across the District Grow from Fall to Winter – 24-25 Winter



Comparison of Median Student Performance and Median Percent of Typical Growth

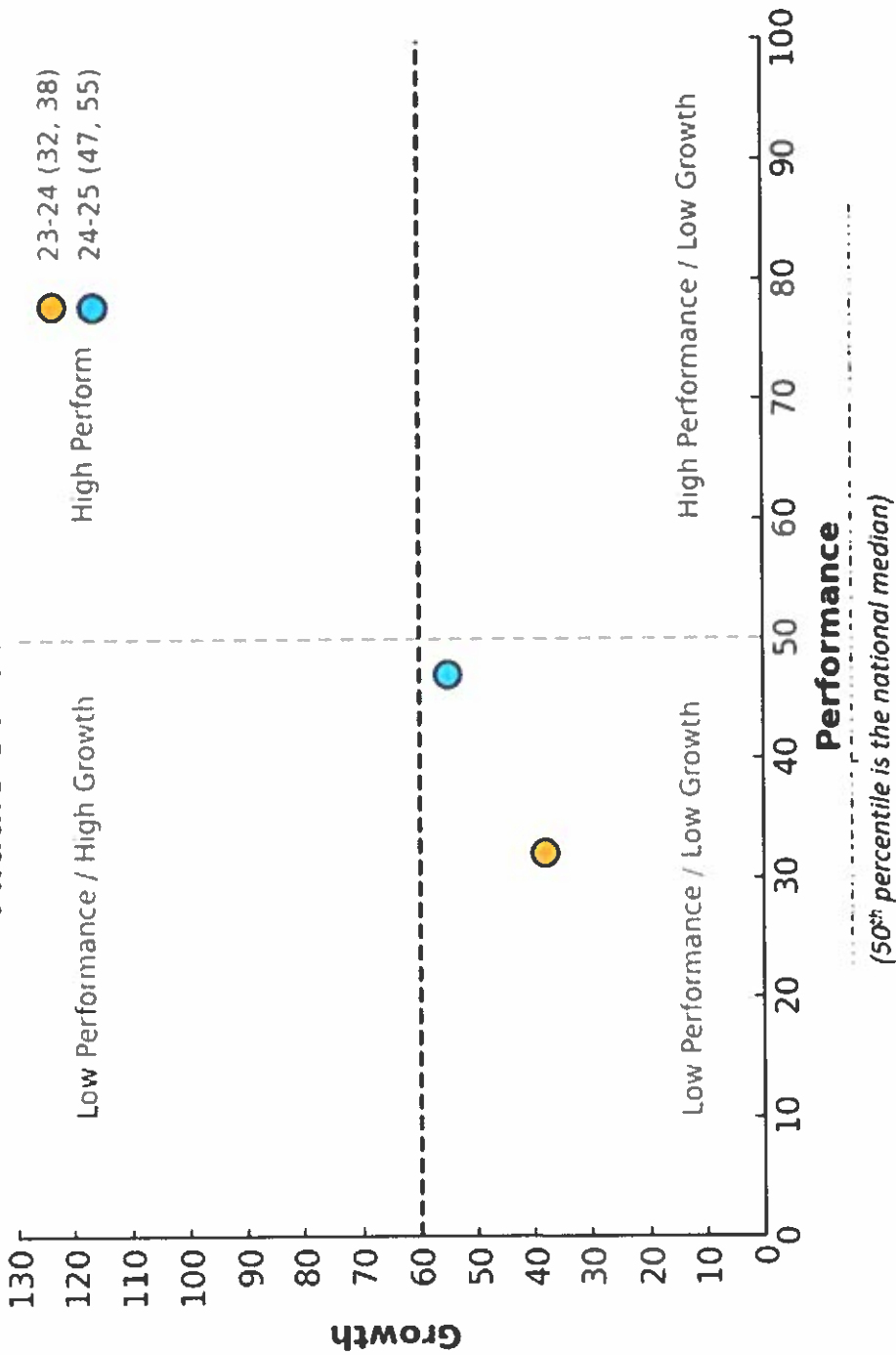


Elementary School Math 23-25



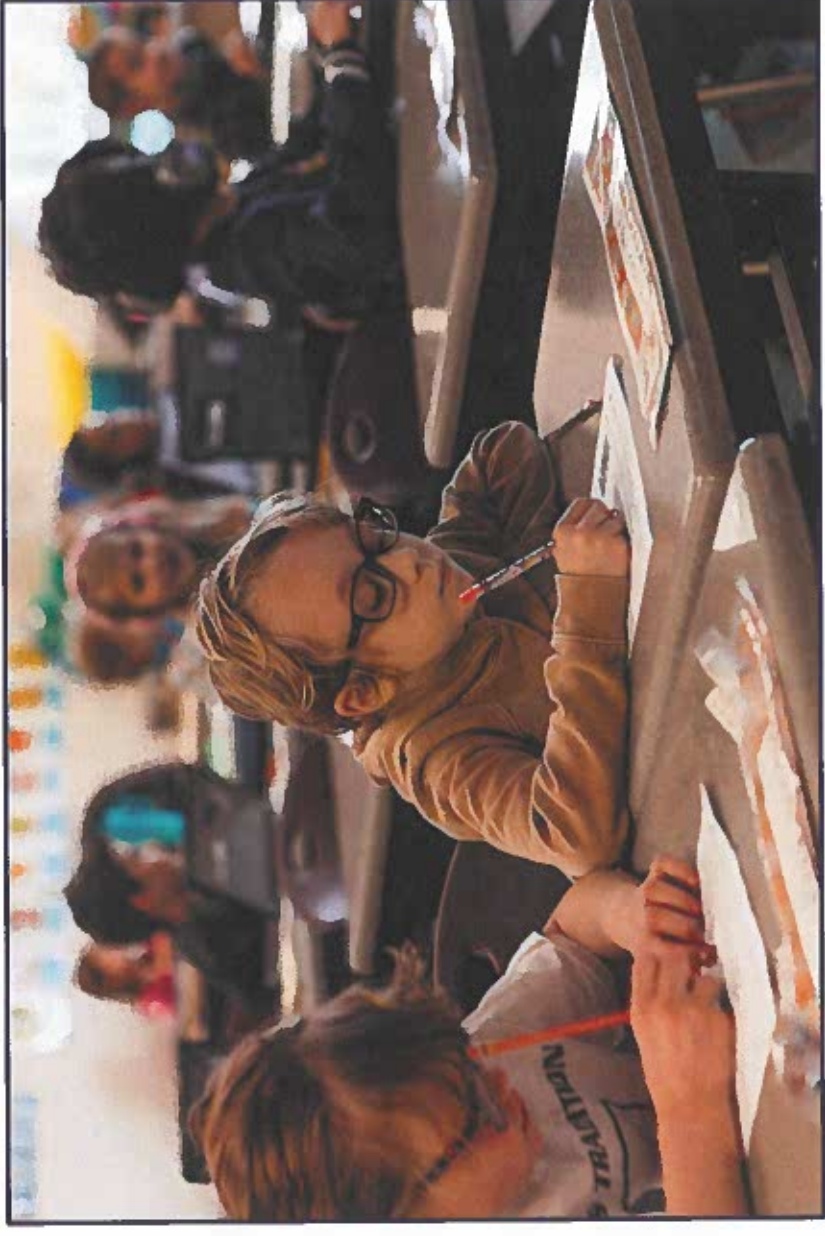
Middle School Progress – 23-25 Winter

Middle School Math 23-25



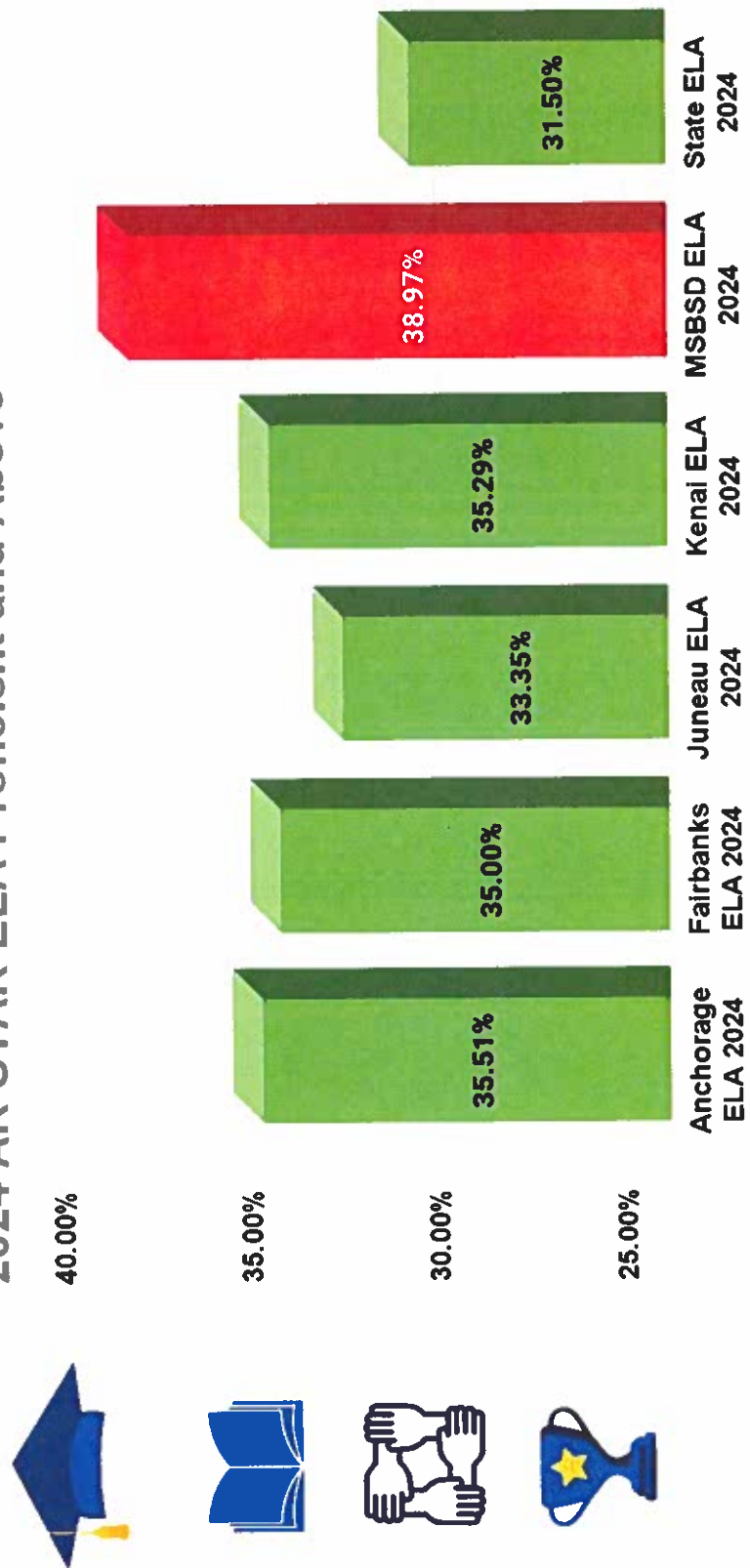


AK STAR: A Measure of Academic Achievement



2024 AK Star: Comparison to the Big 5 and State

2024 AK STAR ELA Proficient and Above



2024 AK Star: Comparison to the Big 5 and State



2024 AK STAR Math Proficient and Above

45.00%



40.00%



35.00%

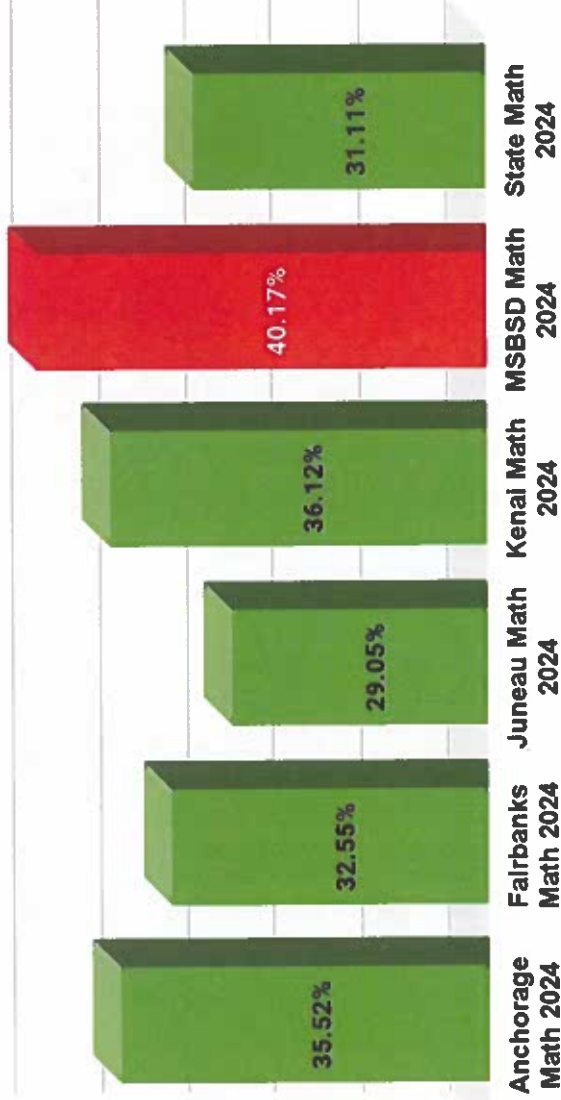
30.00%



25.00%

20.00%

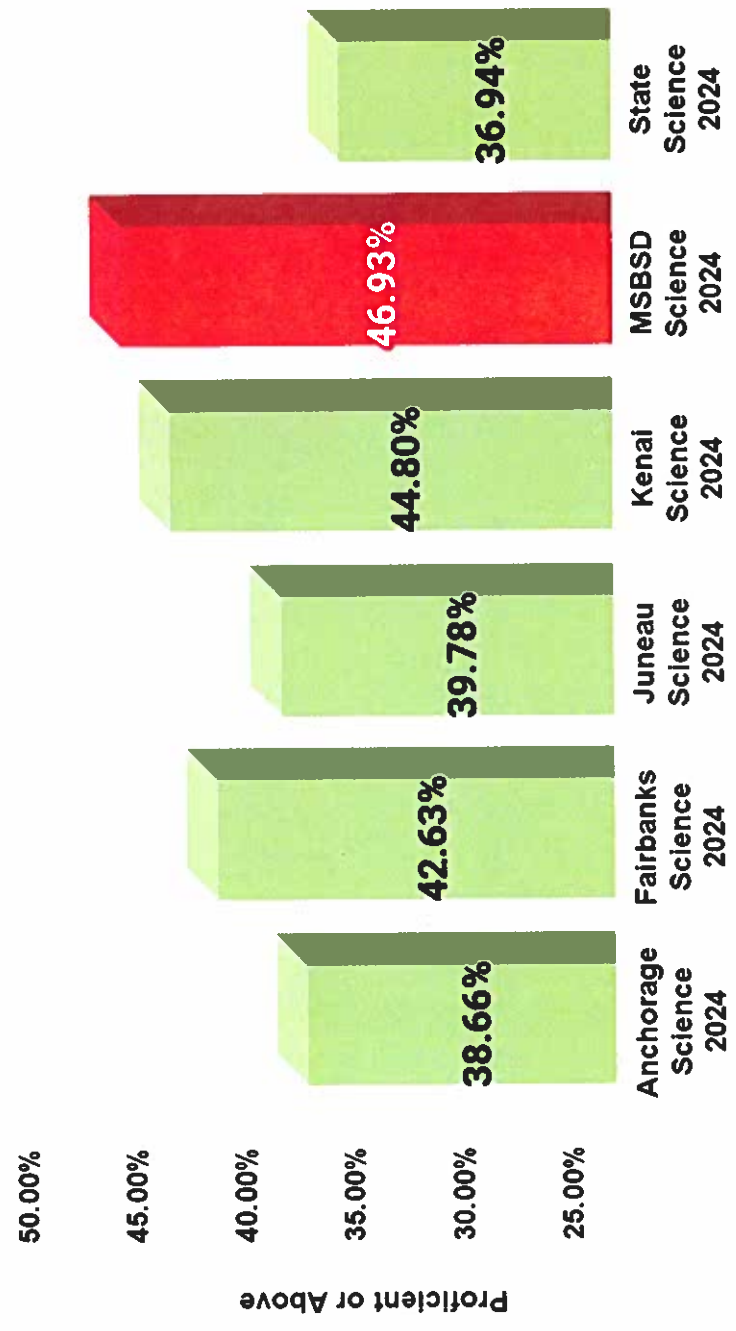
15.00%



2024 AK Star: Comparison to the Big 5 and State



Proficient or Above AK STAR Science 2024



Proficient or Above

50.00%
45.00%
40.00%
35.00%
30.00%
25.00%



CTE: A Measure of Career Readiness



Career Technical Education: Why?



Eight years after their expected graduation date, students who focused on career and technical education (CTE) courses while in high school had higher median annual earnings than students who did not focus on CTE.

↓ EXPLORE THIS DATA STORY



Career Technical Education: Why?



WHO ARE MATSU'S CTE STUDENTS?

2022-2023 DISTRICT-WIDE AVERAGES



42% of CTE participants are female

34% are economically disadvantaged

29% are NTD*

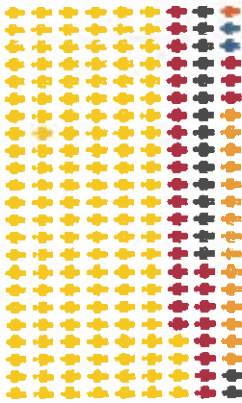
17% are in disabled

11% are migrant

5.2% are military dependents

* Nonresident dependent

DEMOGRAPHICS



■ Caucasian — 69% | ■ Two or more races — 13%
■ Alaska Native — 8.4% | ■ Hispanic — 7.2% | ■ Asian — 1.4%
■ Black — 0.7% | ■ Pacific Islander — 0.6%

CTE IN MATSU



98% GRADUATION

4-year cohort CTE concentrators*. Concentration in a CTE pathway is associated with higher rates of HS graduation.
* Students with 2 or more CTE credits



49%

of students took at least one CTE class in high school



71%

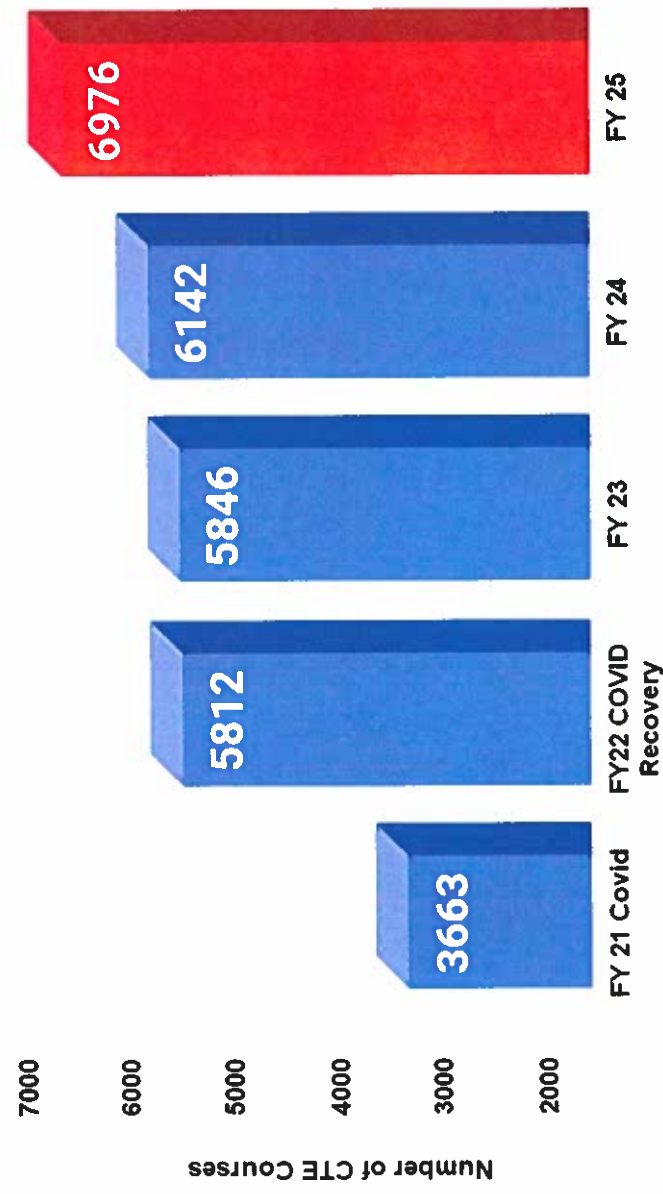
of CTE concentrators go on to postsecondary, adv. training, the military, or employment.



Career Technical Education: Why?



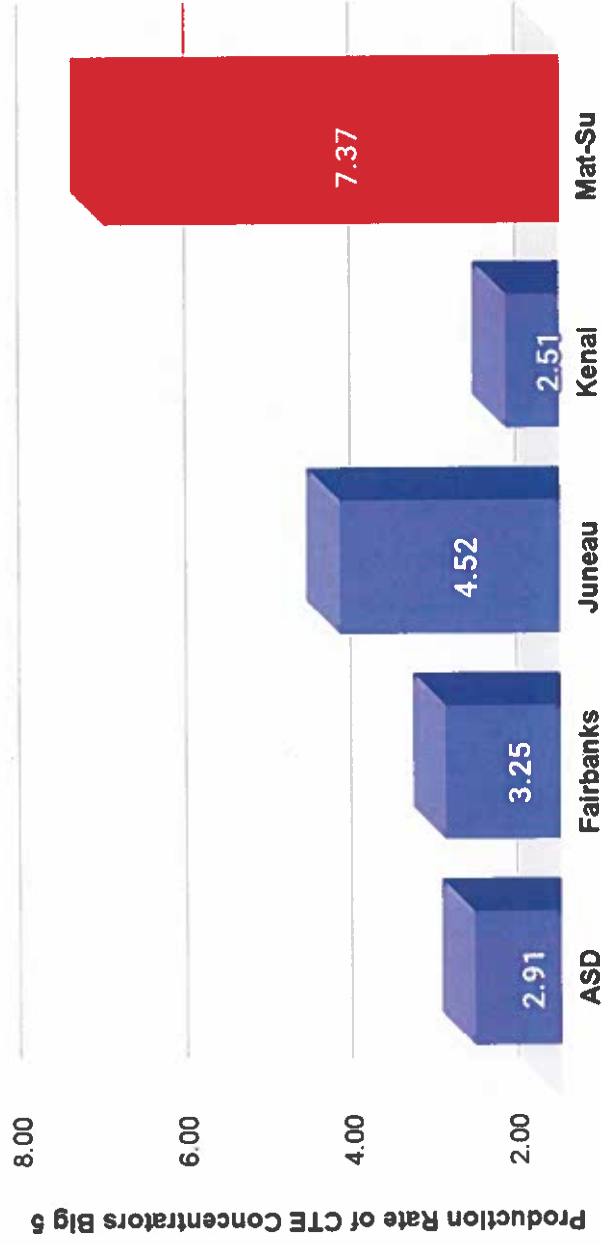
Number of CTE Courses at MSBSD



Career Technical Education: Why?



Production Rate of Senior CTE Concentrators Big 5 22-23
Per 100 High School Students



Career Technical Education: Why?



CTE CAREER & TECH ED - **AND** - **AP** ADVANCED PLACEMENT

23-24'



2660
Students are taking one or more CTE courses

1852
Students are taking one or more AP courses





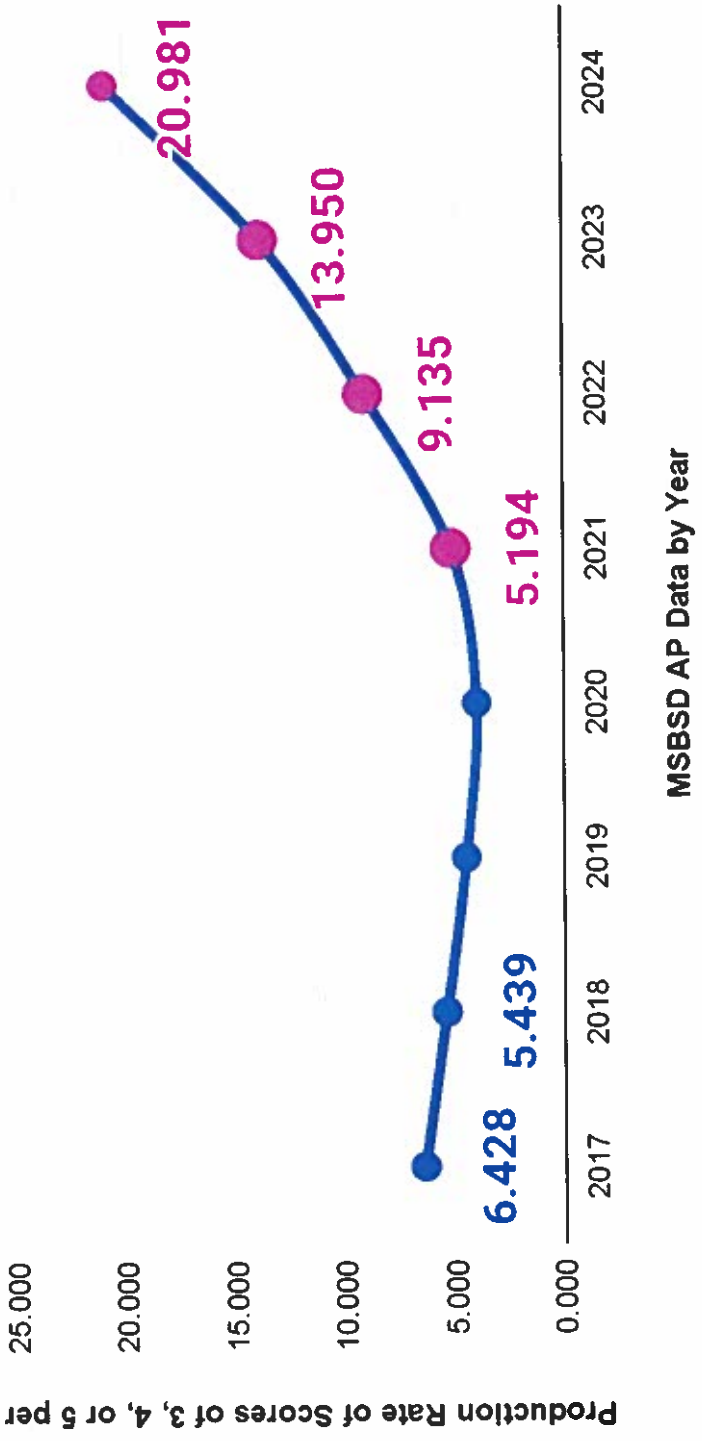
Advanced Placement: A Measure of College Readiness



By Changing Things... Things Changed



Production Rate of AP Scores of 3, 4, or 5 per 100 students vs. MSBSD AP Data by Year



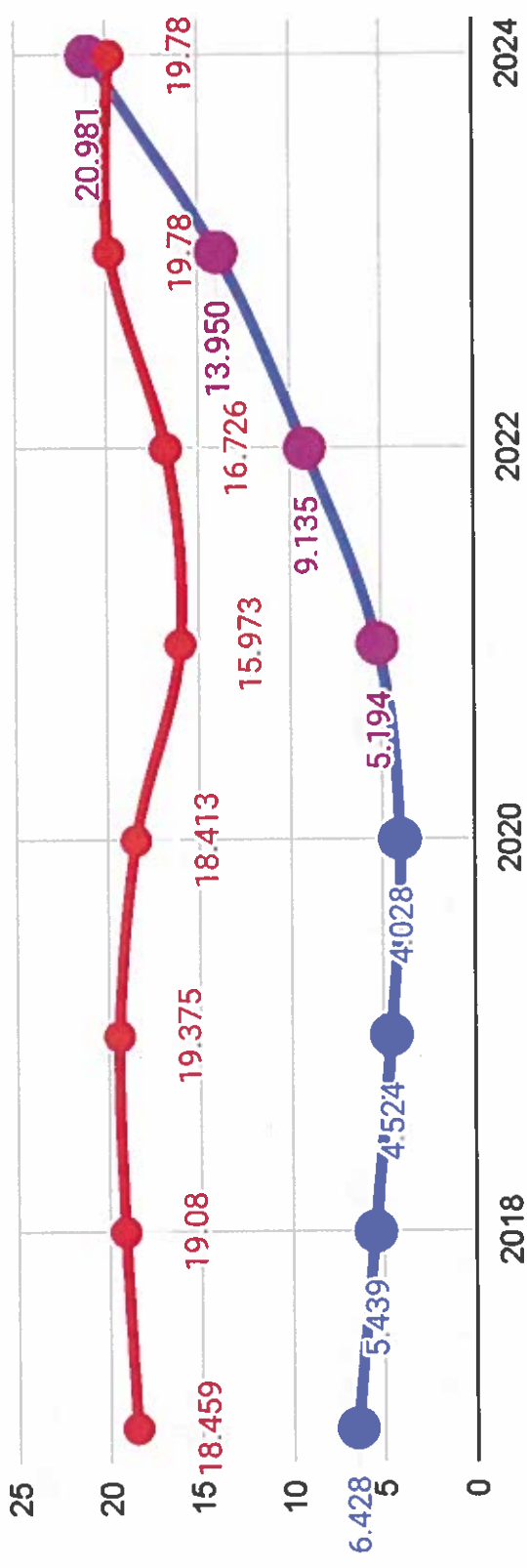
We Changed: MSBSD Exceeds National Average



MSBSD Production Rate of AP Scores of 3, 4, or 5 per 100 Students and US Production Rate of Scores 3, 4, or 5 per



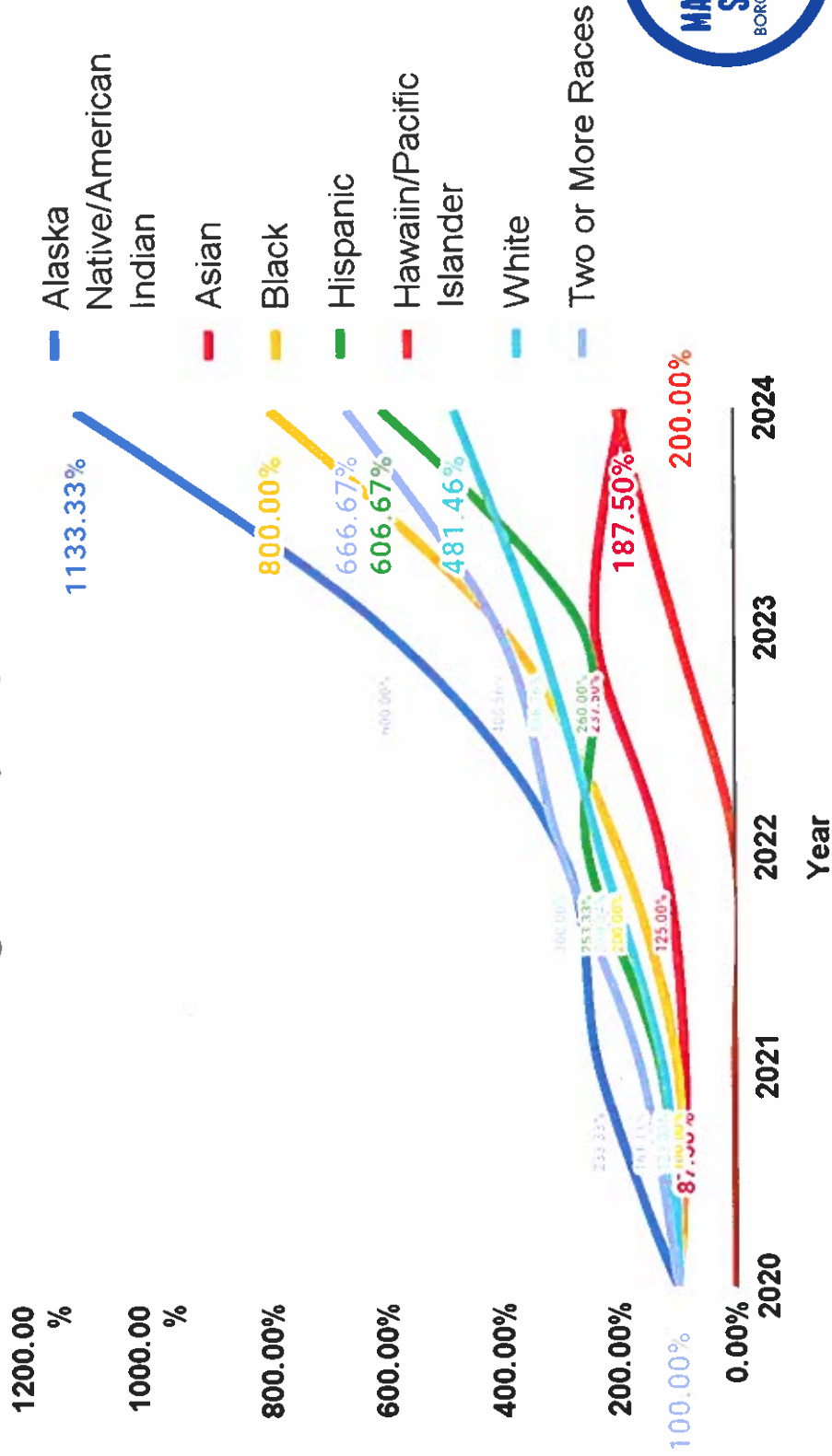
● MSBSD Production Rate of Scores 3, 4, or 5 per 100 HS Students
● US Production Rate of Scores 3, 4, or 5 per 100 HS Students



What does Equity Looks Like: ALL means ALL!



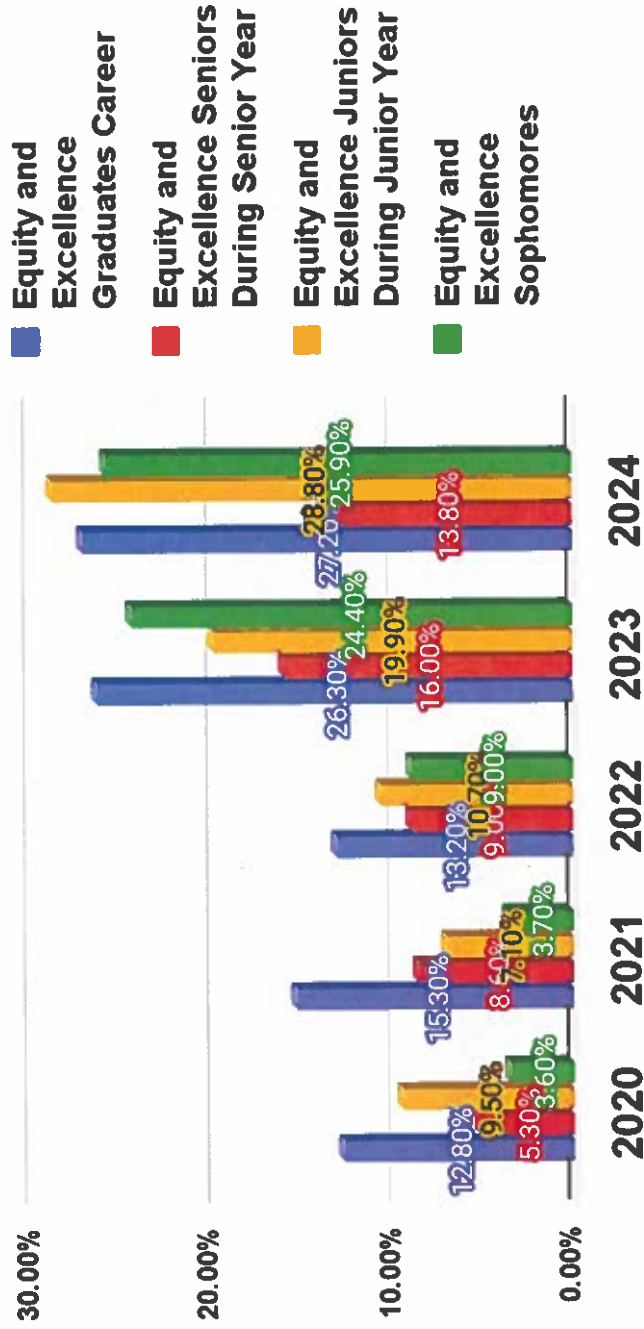
% Increase in College Qualifying AP Scores by Demographic



IF you ask them to do more...they do more.



Equity And Excellence Earning 3,4, or 5 by Grade Level Over Time at the MSBSD



Which assessments best drive instructional practices? MAP?

- All of the assessments have a role to play.
- I-Ready, and in Class/District Designed Formative and Summative Assessments Drive Instruction the Most in the MSBSD
- However, MAP, Aimsweb, AK STAR, CTE Certification, AP Exams, SAT, PSAT, IB, etc. all help us triangulate our instruction.



How are the evaluation results used by educators?

- PLC's and Team Time Monday.
 - Staff Review Results Weekly
 - Plan Instruction Based on Student Achievement



How are parents informed of the assessment process, dates, and results?

- Every assessment's timeline is different.
 - Students at different grade levels participate in different assessments.
 - Parents informed through multiple mediums, multiple times per year for periodic assessments.
- Parents are able to track I-Ready assessments and district designed assessments daily.



Has the amount of testing been reduced over the last several years?

- Some testing is optional
 - MAP,
 - I-Ready for Certain Populations
 - SAT
- Testing is not overly burdensome.
 - You have to measure your progress so it is necessary.



What impact has the Alaska Reads Act had on the amount of testing in the elementary grades?

- Very little for the MSBSD.
- Reporting and communicating has increased but the actual time we have had to spend has not increased by much at all.



Is there additional testing for sub-sections of populations such as English Language Learners, etc?

- Yes, in some assessments.
 - Once again, the time needed has not been overly burdensome for the MSBSD.



Thank You Wasilla Chamber!
Thank You MSBSD Staff!

