District AMP Survey Results

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Responses received from 43 districts

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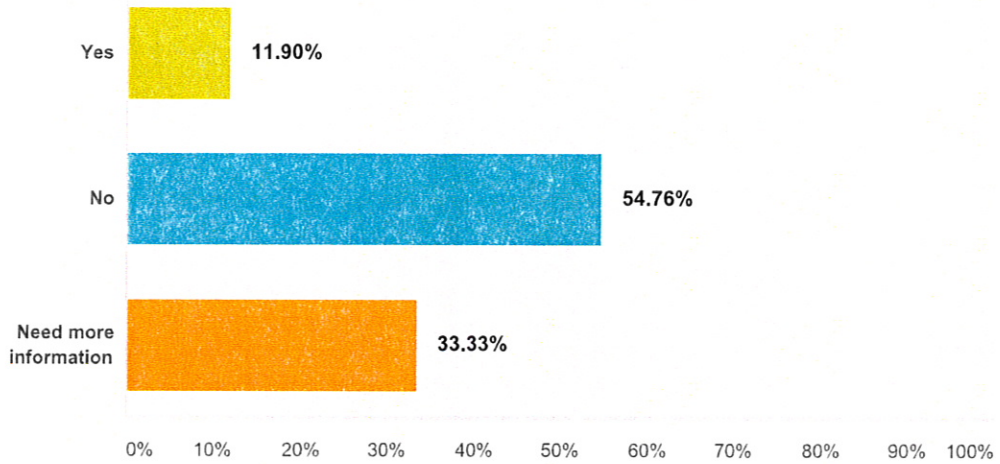
Q1 Does your district support continuing with the AMP assessment?

Answered: 42 Skipped: 1



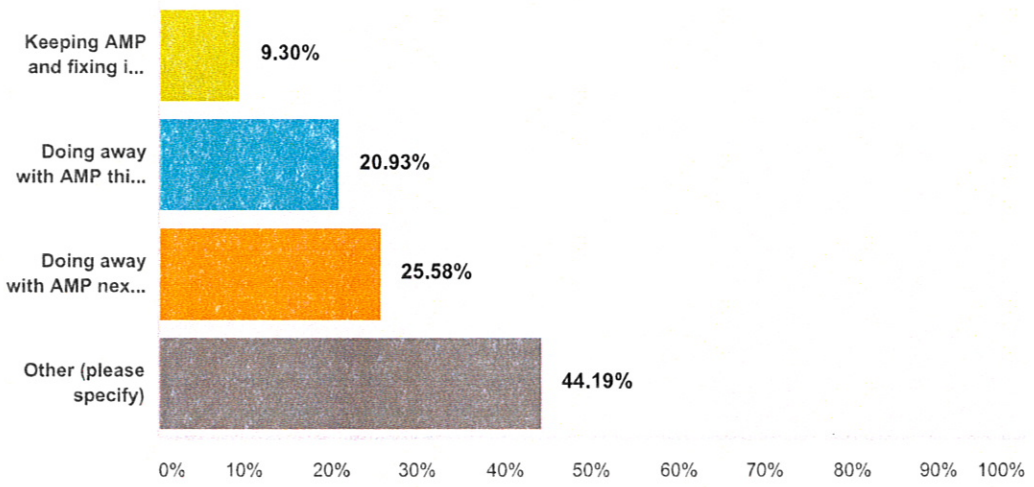
Answer Choices	Responses	
Yes	11.90%	5
No	54.76%	23
Need more information	33.33%	14
Total		42

1. Does your district support continuing with the AMP assessment? Other (please specify)
There is no universal agreement in this district as at other levels including our state department, our legislature, etc. I am very disappointed in the way this has rolled out, the way results were reported, and the total lack of a clear and articulated understanding of how and why we test children. I think it is a reflection and end product of the continual bad practice and ignorance around testing, test purposes, and allowing people to make bad decisions that never result in a useful and meaningful product or the critical data we hoped would help inform instruction and elevate what we do for and with kids.
We are leaning more toward seeing into the possibitiy of adopting MAP
Not sure how the performance tasks would improve/enhance.
WE need to know the alternative before we make decisions.
The committee of superintendents didn't feel it met clearly the state of Alaska needs and it wasn't generating useful information on the status of each child
Would like to know the alternatives before making another change.
My personal preference is to discontinue AMP assessments. However, I do not have enough information about how this will affect how it will look to our public when we are bound to pay for this year anyway.
If we have to...finish it this year then run fast.
Only supportive if detailed adjustments are made immediately showing that schools can utilize the data in an efficient manner.
I believe that we need to give the AMP a chance to be fixed. I believe that the AMP was never intended to be rolled out in just one year. The implementation phase was to last a few years. AAI deserves a chance to work with EED to get the flaws fixed. If it cannot meet EED's expectations, then it should be scrapped. Can the cut scores be re-set to a more realistic level? Can the reports be re-designed to give teachers/principals information needed to affect instructional practices? Can the AMP results be presented to parents in a way that measures growth rather than as a categorization of proficiency levels?
My district has not taken a position on this issue. I don't believe we would be in support of giving the same test with the same results we had last year.
Before a logical decision can be made, I believe we need more information. With that said, my personal thoughts are to discontinue AMP, and if MAP meets the needs, then I would be in favor of moving in that direction.

It needs to be useful and something that will help our students improve their learning.
I would support this years testing only. I think we are already committed but I am a no for future years. The company has not met deliverable items and I have no confidence in them moving forward.
I do not support continuing with the AMP assessment but the DBSD Board has not established a position for the District. As the requirement to participate in this assessment is grounded in statute, I shy from making a "political" statement for the District without clear guidance from the Board as a whole.
Understanding that assessment has its place in education and that monitoring growth and/or progress of student achievement to improve instruction, the AMP assessment and the data provided per the reports have limited value. The AMP is designed to assess each student's level of proficiency based on standards that were put into place in 2012. Only a small group of students have had the opportunity to be exposed to the instructional curriculum and strategies aligned with those standards. The gap is demonstrated in the increased number of students falling below the meeting standards as the grade levels increase. Our district would support a gradual implementation that would include those grade levels who have had instruction aligned to the standards. Perhaps starting with assessing only 3rd grade this year and adding a grade level each year until all grade levels through 6th grade or possibly up to 8th grade are implemented. Even with this implementation, there would need to be improvements made with the assessment so that it would provide more useful information for instruction. High school levels other assessments should be considered to better align with College and Career Ready Assessments. If Alaska is truly wanting to prepare students to be globally ready and our students are expected to perform well on college entrance exams such as the SAT and ACT, assessments that are nationally or internationally normed should be used. Students in 10th grade should take the PSAT or PACT. The cost and time involved in developing, preparing, training, implementing, and reporting are far too much for the limited data that is provided. The data provided cannot help a classroom teacher or a school instructional leader target specific skills and/or students. Classroom teachers are already assessing using regular formative assessments.

Q2 With regard to AMP, do you support:

Answered: 43 Skipped: 0



Answer Choices	Responses	
Keeping AMP and fixing it to be workable	9.30%	4
Doing away with AMP this year or pausing AMP this year	20.93%	9
Doing away with AMP next year and getting a bid out on a new assessment	25.58%	11
Other (please specify)	44.19%	19
Total		43

2. With regard to AMP, do you support: Other (please specify)
I fall somewhere between the first two bubbles- continue and fix it, or take a slight pause and get it right before we move on. Be forewarned if the same people who created this nightmare become who we trust to fix it, we won't end up with anything that is significantly different. And the pause will only fuel the fire of the poorly informed to keep chanting it needs to go.
MAP is an assessment most useful to teachers. I would DEED to find a way to make this work as a statewide assessment.
Smarter Balanced or PAARK
I think that AMP has been irreparably damaged in reputation and that the change in Federal law provides us an opportunity to reset
I'm in favor of doing away with AMP this year or pausing AMP this year IF the communication regarding that change is very clear and comes directly from DEED in a form that all districts can use with their communities and the media so the messaging is consistent across the state.
I see two options: 1. Going out for bid again for a statewide assessment provider for a statewide assessment aligned to our standards that provides sumative information about our student's growth with the Alaska Math and English/language arts standards. We also need a statewide assessment that provides detailed individual student information that can be utilized to influence classroom instructional practices. 2. Go with a current formative assessment provider that is aligned to the common core that can provide summative information as well as specific student information that can influence classroom practices.
Doing away with AMP next year and exploring other options i.e. MAP
Using the MAP test if it can address state standards
I'd like the state to complete an RFP process in which multiple vendors could submit proposals, including the current (AMP) vendor, to get a full picture of the options to build the best assessment and accountability system for Alaska.
I would like to pause AMP as we have much to do without spending time on something we have lost confidence. However, I do not want us to break any regulations or perceptions that we pay for things without using them. Much to weigh before making decision.
I am interested in both pausing AMP this year (and until a valid assessment can be developed) and getting a bid on a new assessment.
AMP was a $25 million investment and it was never presented as an assessment that would/could be implemented in just one year. Maybe during the implementation phase, the results should be "paused" and used only for the purpose of fine-tuning the assessment. If the AMP is done away with, consideration must be given to districts that struggle with internet speed and connection quality. While it is likely unrealistic to go back to paper/pencil assessments, it must be recognized that there are still places in Alaska with little more that dial-up internet connections. Additionally, if the direction is a statewide adoption of MAP (because 37 districts already use that), then consideration must be given to districts who have chosen Renaissance or AimsWeb to either be allowed to continue with those assessments or given time and fiscal resources to adopt and implement MAP.
I think the right thing to do is pause this year in order to fix AMP for next year, then get a bid on a new assessmet

I would suggest discontinuing AMP for next year, and seriously look into whether or not MAP can provide us with the information that we need to guide instruction.
Make this the last year of AMP while developing a plan going forward.
I would support any of the above as long as the creation of a workable assessment/accountability system was done in a collaborative manner.
My district would rather go back to SBA then leave the districts to prove the standards are at a proficient level for all.
If State can articulate vendor expectations with clear deadlines then we can make an informed decision on AMP
The focus of education has become more about assessment and less about instruction. Is it really necessary to create a special assessment for Alaska? if our standards are in alignment with skills needed to succeed on a global scale, there should be other assessments that are already proven and available that will measure if our students are making progress and are on track to either attend a post secondary program or enter the work force. Educational leaders should use this spring and next year to fully research and find a solution that will provide our students with the best educational opportunities. With the implementation of the AMP, too much was unknown or not even developed before it was pushed out for schools to implement. Many of Alaska's schools and districts are limited with technology. While the schools may have been able to connect to the internet, most students lack the technology skills to truly perform their best. Again valuable instructional time is lost focusing on typing skills and while Alaska does have technology standards that are supposed to be being taught, many schools are focusing on solid ELA and math instruction and face to face problem solving.

Q3 Please share any additional thoughts you have about AMP or statewide assessment in Alaska:

Answered: 36 Skipped: 7

3: Please share any additional thoughts you have about AMP or statewide assessment in Alaska:
We use NWEA MAP assessments for our formative benchmark assessments and as a universal screener. This assessment is aligned to the Alaska ELA/Math standards and give meaningful information to pinpoint instructional decisions for students and schools. The AMP assessment is not instructionally relevant and although work is being done to improve the assessment, it's going to be years before it's a reliable tool for anything. We can't waste more of our students time by saying just keep taking the test because someday it might help you.
I've been engaged in this for years, often in the cheap seats making suggestions, at other times in more significant leadership roles on our efforts. We have a bad history of poor performance when compared to other students in other states, in how we compare our state investment and the product we produce, if the product is measured well by test scores and college success. People in America and Alaska use testing to further an agenda more often than they use it for smart instructional purposes. I'm afraid that won't change anytime soon. Our other issue is our short attention span. In the minds of most, tests are interchangeable, results close enough that who cares what we do or use. The AMP test needed five plus years to run its course and be the adaptive test everyone wanted, and by stopping the performance tasks and other developmental parts of that five year process we have only assured the critics that they are right. This will one day be viewed as a 25 million dollar mistake, and that is why EED is exploring breaking the contract to limit that loss.
The online format was a great upgrade - saving our district thousands in air charter and man hour costs. We have to quit switching just to switch, MAP is only a good idea for those districts already implementing this assessment. AMP will work just fine as a summative assessment, with a few tweaks to provide more diagnostic info for teachers. We need to pick and assessment and stick with it.
We have way too many assessments already-- CPAA preK, early literacy, LEP, workkeys, MAP, AMP to name a few. We need to stop measuring and teach.
The AMP test doesn't provide essential information.
The consortium has more influence, resources and expertise than AMP. They are further along with developing questions and formative assessments.
AMP must tie in more directly with standards, and should provide more instructional information.
We need a test selected for meeting student instructional needs. We do not need a test selected solely to meet federal requirements, satisfy political concerns, and clouded by threat of litigation. At true nationally comparative test that sets a high rigorous expectations with enough information to inform school-wide instructional decisions.
The District is one of the 37 districts utilizing MAP for the past several years.
Since we only have a year to year contract, I do not see the down side of reviewing our assessment to determine if there is something that better meets our needs both test and dollar wise in light of new federal laws.
I don't know that the state needs to bid on a new assessment if NWEA MAP meets the new federal requirements and provides districts with information they can use to guide instruction. There seems to be a great deal of support for use of an existing instrument, such as MAP.

Get rid of this dreadful assessment.
We need a statewide assessment that provides summative information about our student's growth with the Alaska Math and English/language arts standards. We also need a statewide assessment that provides detailed individual student information that can be utilized to influence classroom instructional practices.
Most districts already have something that works, why continue with the burden of the AMP test!
The MAP test is an easier test for teachers to administer and prepare students to take.
The AMP is not working in our state and the loss of confidence from stakeholders surrounding last years AMP debacle is not fixable.
The amount of time preparing DTC's, staff, and students for an assessment that is only a one-shot look is disconcerting to say the least. If we need to put in this much time then it should provide us with useful information that helps us to improve instruction. If it is meant as just a quick shot at where our students are at one point in the year then we need to make it a simple testing day without a lot of time spent preparing or taking the assessment.
I am willing to share MSBSD work in regard to AMP and assessment in general.
The multi-year implementation of AMP does not make the weaknesses in the assessment itself tolerable, and rather it only exasperated everything. The technology alone was very outdated for an online assessment, and the fact that in today's world there was no connection to instruction calls into question the foundations that went into developing the AMP assessment. When a tool is used to assess an educator's effectiveness, then we need to make sure that there is confidence that the tool is an accurate measure of an educator's effectiveness, which AMP is not. The reports were beyond appalling and nailed the coffin shut on AMP for our district.
With so many valid tests out there, why spend the $$ just to be different!!
While not perfect, the AMP seems to provide a more realistic measure of student academic achievement that is comparable to the SAT and ACT. For years, we've had parents complain that their children are performing at grade level and are proficient on the SBAs, but then when they take the ACT or SAT, they fall short. I fully expect the AMP will be scrapped either this year or next year because of the overwhelming opposition to it, especially in Mat Su and Anchorage. Further, I do not believe that there will be the financial resources available that will be needed to have a vendor develop another statewide assessment. While not perfect, I believe that the AMP could have potential as a statewide assessment if it is appropriately modified.
The AMP test is not the best the State of Alaska can do for our kids. We need to temporarily fix it while we work to find a better assessment that can inform instruction.
The DEED needs to be given the opportunity to make this assessment work. While there may be issues with the reporting, we need to give it a fair shot. It makes no sense to throw the baby out with the bath water.
The intentions of AMP are good, but I would have thought the State would have had this better outlined on its expectations before entering into a contract.
Let's not throw out the baby with the bathwater.
Reports from AMP did not provide meaningful data for improving instruction and student achievement and I would like to have a state assessment that does.
MAP should be explored as a higher quality, more cost effective and more efficient assessment.

I believe a better use of funds would be to take part of the funds to support district's use of Star,MAPs, new assessment used is Vancouver etc and part of the funds to cover the state ESEA compliance piece. I don't believe AMP can adjust to the teachers/school needs. Further I am very uncomfortable with a group that didn't get reporting correct sub-contracting. The bar combo whiskey graphs were very poor psychometric choices
These questions are not yes/no questions. If we are going to have some state assessment, then we should continue to work to make it useable for districts. Question 2 can be a combination answer. Whether or not you have a single state assessment is the real question. Everyone does not use MAP, AimsWeb, etc. There are always going to be problems with any single test. In any format, there should not be a test that requires passing in order to graduate. I am in favor of still allowing districts to set their own graduation requirements, If a test needs to be taken, then there should be options for districts to select the one of their choice. Again, it should not be a graduation requirement. There is no correlation between the desires of the students and families in BSSD definition of success and a state test.
AMP need to go away. This test is not giving us any information or support in improving the instruction and success of our students. The stress of this ineffective assessment adds to the pressure placed upon educators and students. This pressure makes academic progress even more difficult.
We need a test that is useful. Something that is aligned with our standards. Results need to be useful so teachers can use them to drive instruction. This is what was pitched when they came out. It is NOT what we received. A lot of resources have been put into AMP and unless it can be fixed so it's useful, I think putting more resources into this test is a mistake and a poor use of valuable and dwindling state resources.
AMP is probably too damaged in the minds of districts and community to continue, but before getting rid of it we need to know what the plan would be to continue or replace. It may be the best assessment we could have in the long run.
I think we should use AMP this spring, 2016, then take a "pause year", 2017, to issue an RFP, vet vendors, develop a new assessment that meets the requirements of ESSA, is aligned to the standards, and has extremely detailed reporting. I also think superintendents and assessment coordinators should be part of the group vetting vendors and assisting in designing the assessment and reports.
I do not feel that it is feasible to throw out the AMP this year and adequately replace it. I do feel we should develop and put out to bid a new test. The legislature needs to make a final yes or no on standards so the new test can be aligned to the standards tested.
If AMP were to go away this year, I feel that as a district we should still be expected to provide some sort of standardized performance information to the public.

More information needs to be gathered from our stakeholders before moving forward. We need to slow down and ensure the assessment is completely developed and not needing more revisions. We need to make sure the students we are asking to take the assessment have been given the opportunity to learn the material. They have not. We need to make sure the data we are collecting has value for student learning and instruction. Alaskans are disappointed in the outcome of the implementation of AMP. While we might have had students take the assessment it wasn't because they saw any value. It was because they were being compliant and it met the federal and state requirements.