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Senate Education Committee Hearing – Alaska Statewide Assessments
Follow-up on Committee Member Comments
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1. **Senator Kiehl requested information about the time commitment for student and staff in taking MAP Growth assessments.**

Test Timing Guidance Provided to Districts for Statewide Assessments - Spring 2023	
Alaska System of Academic Readiness (AK STAR) (includes summative & growth components)	180 minutes total; can be broken into three 1-hour sessions or two 1.5-hour sessions
Alaska Science	105 minutes total; given in three parts of 35 minutes each
Dynamic Learning Maps (DLM) Alternate Assessment	Up to 415 minutes total; Reading (90-135 min), Writing (10-20 minutes), Mathematics (60-120 minutes), Science (90-140 minutes)
ACCESS for English Language Learners (ELLs)	Up to 265 minutes total; Reading (up to 60 min), Listening (up to 65 minutes), Speaking (up to 50 minutes), Writing (up to 90 minutes)
Alaska Developmental Profile (ADP)	The ADP is an observational instrument. Observations are most accurate when made on multiple occasions and in different settings. To the greatest extent possible, teachers are encouraged to make multiple observations of the skills and behaviors on the ADP before assigning a rating to the student.
mCLASS Literacy Screener*	*Pilot for spring 2023, but estimated to take 5-7 minutes per student
National Assessment of Educational Progress (NAEP)**	**Not assessed in school year 2023, but the estimate for school year 2022 was for 90-120 minutes per student assessment

2. Senator Kiel requested demographic information on students who do not participate in NAEP assessment.

The National Center for Education Statistics (NCES) does not release the demographic data associated with students that either refuse or are absent on the day of the assessment. However, NCES does apply weighting components that pertain to analyses conducted at the student level, since that is the approach used in the analysis and reporting of National Assessment of Educational Progress (NAEP) results.

Since each selected school that participates in the assessment and each student assessed constitute only a portion of the full population of interest, weights are applied to both schools and students. The weights permit valid inferences to be drawn from the student samples about the respective populations from which they were drawn and, most importantly, ensure that the results of the assessments are fully representative of the target populations.

Each sampled student receives a student base weight, whether or not the student participates in the assessment process. The base weight reflects the number of students that the sampled student represents in the population of interest. The sum of the student base weights for a given subgroup provides an estimate of the total number of students in that subgroup.

Since nonresponse is unavoidable in any survey of a human population, a weighting adjustment is introduced to compensate for the loss of sample data and to improve the accuracy of the assessment estimates. Nonresponse adjustments are applied at both the school and the student levels; the weights of responding schools are adjusted to reflect the nonresponding schools, and the weights of responding students, in turn, receive an adjustment to account for nonresponding students. Nonresponse bias[1] is kept to a minimum by creating nonresponse adjustment classes[2] based on characteristics associated with achievement on NAEP assessments, as reflected in historical NAEP data.

3. Senator Kiehl requested (a) list of districts that are not participating in training for student testing administration, and (b) districts that are not participating in MAP Growth.

(a) The Department of Education and Early Development (DEED) provides training to District Testing Coordinators for each of the 54 districts in the state. This training is provided throughout the year and culminates in a District Testing Coordinator, three-day training event in the winter each year. District Testing Coordinators are then responsible for providing the training in their district according to the following regulation. DEED collects reporting from districts on the completion of these requirements and monitors on a rotating schedule[3].

Per regulation, **4 AAC 06.761. Test administration.** (c) Each district shall designate an employee of the district as the district test coordinator. In districts with two or more school test centers, the district shall designate an on-site building test coordinator for each center. The district test

[1] U.S Department of Education National Center for Education Statistics National Assessment of Educational Progress *Glossary of Terms*. Accessed February 17, 2023. https://nces.ed.gov/nationsreportcard/glossary.aspx#bias
[2] U.S. Department of Education National Center for Education Statistics National Assessment of Educational Progress *Glossary of Terms*. Accessed February 17, 2023. https://nces.ed.gov/nationsreportcard/glossary.aspx#nonresponse_adjustment_class
[3] State of Alaska Department of Education and Early Development Assessments *Annual Monitoring Schedule.* Accessed February 17, 2023. https://education.alaska.gov/assessments/monitoring

coordinator or building test coordinator shall assign as many test administrators to each school test center as necessary to ensure adequate supervision or monitoring of students taking the assessment. Each district test coordinator, building test coordinator, and test administrator must execute an agreement, on a form provided by the department, affirming that the test procedures of the department and test publisher will be followed.

Per regulation **4 AAC 06.765. Test security; consequences of breach.** (f) School and district personnel responsible for test administration shall (1) annually execute an agreement, on a form provided by the department, affirming that they will follow the test procedures required under this section; (2) provide training in test procedures to all district staff involved in testing as directed by the department, and ensure that staff complete the training; (3) ensure that all district staff involved in testing read and follow all testing procedures and manuals published by the test publisher, unless instructed otherwise by the department.

Beyond these regulations and DEED's provision of training, resources, and guidance to district test coordinators on the test administration procedures and test security protocols, the Assessments Team monitors districts on an annual schedule[4]. Through this process, districts must provide proof that training was conducted for building test coordinators and other district employees involved in test administration and test security agreements (TSAs) must be collected for all employees involved with assessment. Proof of training should include documentation of how trainings and TSAs were tracked. Examples may include PowerPoint slides used for training and sign in sheets with attendee signatures; how training and TSAs were tracked may include a spreadsheet with names of employees that were checked off when requirements were met.

(b) MAP Growth is not currently required for Alaska districts, but is being proposed for inclusion in State regulation, 4 AAC 06.710. Statewide student assessment system, as a required assessment beginning in fall of 2023.

MAP Growth District Usage in Alaska: From the period school year 2018-2019 to 2022-2023, Alaska districts have enrolled an average of 65,556 students annually in MAP Growth for grades 3-9. In that same period, Alaska districts have tested an average of 54,190 students annually in MAP Growth for grades 3-9; this figure includes a lower-than-expected testing count in 2021-2022 due to COVID-19 pandemic disruptions. In the school year 2021-2022 school year, Alaska districts enrolled 68,266 students and tested 59,082 students in MAP Growth for grades 3-9. In comparison to the 69,730 students enrolled in Alaska's public schools in grades 3-9 in 2021-2022, 84.7% of students took the MAP Growth assessment.

Many districts in Alaska have been using MAP Growth for many years, with 41 districts administering MAP Growth in school year 2018-2019 and increasing in usage to the current school year, with 52 districts now using MAP Growth in the 2022-2023 school year. The two remaining districts not using MAP Growth are Kodiak Island Borough School District (KIBSD) and Denali Borough School District (DBSD). KIBSD does not currently have a plan to onboard to MAP Growth. DBSD is currently onboarding to MAP Growth and will administer in fall of 2023.

[4] State of Alaska Department of Education and Early Development Assessments *Annual Monitoring Schedule.* Accessed February 17, 2023. https://education.alaska.gov/assessments/monitoring

4. Senator Bjorkman requested information about how the MAP Growth participation rate factors into the accountability system and how participation in assessments is evaluated in that system.

The participation rate is the percentage of students who attended a school for the full academic year (FAY) and took the assessment and received a valid score on the statewide Alaska System for Academic Readiness (AK STAR) or Dynamic Learning Maps (DLM) summative assessments in English Language Arts (ELA) and mathematics.

- If a school meets or exceeds 95% participation rate of FAY students, only the FAY students who were assessed are included in the calculation for the academic achievement and Grade 3 English Language Arts (ELA) indicator. The denominator used to calculate the academic achievement value is the actual number of students tested.
- If a school does not meet the 95% participation rate of FAY students, the denominator used to calculate the indicator for ELA, mathematics, and Grade 3 ELA is 95% of the FAY students eligible for testing in each content area.

The academic achievement indicator looks at the achievement level of students on the summative assessment in the areas of ELA and mathematics. If the school has a participation rate of 95% or greater, the academic achievement value is calculated by dividing the count of FAY students who were proficient or advanced in the content area by the number of FAY students who tested in that content area. However, if a school does not meet the participation rate of 95% or greater, the academic achievement value is calculated by dividing the total number of students who were either proficient or advanced by 95% of the total FAY students in the tested grades (not just those students who tested).

For more information on how each indicator is calculated, The Companion Document[5] for the System of School Success walks through each process.

Please note: MAP Growth data is not currently used as part of Alaska's Accountability system. The AK STAR Summative data from the Spring Assessment will be used for the Accountability calculations.

5. Chair Tobin and Senator Bjorkman requested historical date information on when Math, Science, ELA standards were updated.

The Alaska English Language Arts and Mathematics standards were adopted in 2012. There have been no other updates to the content of the standards. However, there has been work to update the usability and look of the standards documents. A survey was provided to educators, school administrators, parents, and communities on the DEED website before the COVID-19 pandemic in 2020 to gather input on any changes on the standards. The survey did not produce any substantive suggestions for updates. In January 2023, two standards were examined to ensure that they meet the requirements of the science of reading. These changes will be moved forward in a future regulation package.

[5] State of Alaska Department of Education and Early Development Accountability System of School Success *Companion Document*. Accessed February 17, 2023. https://education.alaska.gov/akaccountability/schoolsuccess/System%20for%20School%20Success%20Companion%20Document.pdf

The Science Standards were updated in 2018, and the Alaska Science Assessment was developed to align to the new standards and was piloted in spring of 2021. Spring 2022 was the first full implementation of the Alaska Science Assessment of the new Science Standards.