

**ALASKA STATE LEGISLATURE
SENATE EDUCATION STANDING COMMITTEE**

April 17, 2024

3:31 p.m.

MEMBERS PRESENT

Senator Löki Tobin, Chair
Senator Jesse Bjorkman
Senator Jesse Kiehl
Senator Elvi Gray-Jackson

MEMBERS ABSENT

Senator Gary Stevens, Vice Chair

COMMITTEE CALENDAR

PRESENTATION: EDUCATION ASSESSMENT RESULTS

- HEARD

PREVIOUS COMMITTEE ACTION

No previous action to record

WITNESS REGISTER

DEENA BISHOP, Commissioner
Department of Education and Early Development (DEED)
Juneau, Alaska

POSITION STATEMENT: Delivered the presentation Education Assessment Results.

KATHY MOFFITT, Director
Innovation and Education Excellence
Department of Education and Early Development (DEED)
Anchorage, Alaska

POSITION STATEMENT: Answered questions on Education Assessment Results.

ACTION NARRATIVE

[3:31:18 PM](#)

CHAIR LÖKI TOBIN called the Senate Education Standing Committee meeting to order at 3:31 p.m. Present at the call to order were Senators Gray-Jackson, Kiehl, Bjorkman, and Chair Tobin.

PRESENTATION: EDUCATION ASSESSMENT RESULTS

[3:32:21 PM](#)

CHAIR TOBIN announced the consideration of the presentation Education Assessment Results by the Department of Education and Early Development (DEED).

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DEENA BISHOP, Commissioner, Department of Education and Early Development (DEED), Juneau, Alaska, introduced herself and staff and explained that the presentation would outline the goals and mission of the Department of Education, provide background on statewide assessments, and detail the Alaska System of Academic Readiness (AK STAR), a federally regulated summative assessment. She stated that the presentation would also cover the Fiscal Year (FY) 2023 results, which were publicly released at noon today.

[3:35:04 PM](#)

COMMISSIONER BISHOP moved to slide 2 and focused on the vision of the Department of Education and Early Development (DEED):

[Original punctuation provided.]

Mission, Vision, and Purpose

Mission - An excellent education for every student every day.

Vision - All students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them. - Alaska Statute 14.03.015

Purpose - DEED exists to provide **information, resources,** and **leadership** to support an excellent education for every student every day.

[3:35:43 PM](#)

COMMISSIONER BISHOP moved to slide 3 and emphasized priorities one and three of Alaska's Education Challenge. She said data

helps the department understand how students are doing and where instruction is needed:

[Original punctuation provided.]

Strategic Priorities: Alaska's Education Challenge

Five Shared Priorities:

1. Support all students to read at grade level by the end of third grade.
2. Increase career, technical, and culturally relevant education to meet student and workforce needs.
3. Close the achievement gap by ensuring equitable educational rigor and resources.
4. Prepare, attract, and retain effective education professionals.
5. Improve the safety and well-being of students through school partnerships with families, communities, and tribes.

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COMMISSIONER BISHOP moved to slides 4 - 5 and provided an overview of statewide assessments, beginning with the Alaska System of Academic Readiness (AK STAR), now in its third year and currently in the Fiscal Year (FY) 2024 testing period. She explained that AK STAR assesses English Language Arts (ELA) and mathematics for grades three through nine and is tied to federal funding requirements, evaluating grade-level expectations. The Alaska Science Assessment, newly designed to Alaska's science standards, is administered in grades five, eight, and ten. She described the Dynamic Learning Maps (DLPM) as an alternative assessment designed for students with significant cognitive disabilities in grades three through nine, covering ELA, math, and science. These assessments accommodate low-incidence special education students capable of testing.

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CHAIR TOBIN asked when AKSTAR was first implemented.

COMMISSIONER BISHOP noted that Fiscal Year (FY) 2022 marked the first administration of the AK STAR assessment, with some differences from its current format. She added that prior to AK STAR, the statewide assessment was known as Alaska PEAKS.

COMMISSIONER BISHOP stated that World-Class Instructional Design and Assessment (WIDA) assesses comprehension and communication in English state to state. It is for ELL learners in grades K - 12.

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COMMISSIONER BISHOP moved to slide 6 and explained that the National Assessment of Educational Progress (NAEP) is administered every other year to a sample of fourth, eighth, and sometimes twelfth grade classrooms within Alaska's schools. Alaska employees do not deploy the assessment, it is done by outside agencies. NAEP is given to students nationwide for state comparison. She then described the Alaska Developmental Profile (ADP), which includes 13 goals, indicators, and five early learning domains, assessing all kindergarten students and first graders who did not attend kindergarten.

CHAIR TOBIN said in years past there was a document that provided more detail on how young students are performing. She asked if DEED could send the document to the committee to help identify learning gaps for the Reads Act.

COMMISSIONER BISHOP agreed to send the document.

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COMMISSIONER BISHOP moved to slide 7 and concluded by discussing the M-Class assessment with Dynamic Indicators of Basic Early Literacy Skills (DIBELS). The assessment was implemented after the Reads Act was enacted in statute. She explained that the assessment, administered in grades K-3, evaluates phonemic awareness, phonics, fluency, comprehension, and vocabulary. She noted that terms like "Amplify" and "M-Class" refer to the test's developers.

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COMMISSIONER BISHOP moved to slide 8 highlighted the uniqueness of the Alaska System of Academic Readiness (AK STAR), emphasizing Alaska's distinction as the first state to combine a summative assessment with a formative assessment. She credited Kelly Manning and Dr. Greninger for their instrumental roles in AK STAR's development and acknowledged past advocacy by superintendents, teachers, and parents for assessments that are meaningful and classroom relevant. She explained that the Measures of Academic Progress (MAP) assessment, initially grassroots-driven by districts, dynamically evaluates students at their performance level, tracking growth over time regardless

of grade-level expectations. She detailed how MAP identifies a student's starting point, whether below, at, or above grade level, and measures year-to-year progress. She noted that incorporating MAP with the spring summative assessment reduced testing days by three, providing both federally required grade-level results and growth data valued by educators and parents. She celebrated this innovation, sharing that Alaska's work in this area is recognized nationwide.

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COMMISSIONER BISHOP moved to slide 9 outlined the development process of AK STAR, noting that in spring 2022, the first administration included two separate tests: the STAR summative assessment and MAP Growth formative assessment. She reminded Senator Bjorkman that results from these separate tests informed alignment and standard setting, leading to their integration into a single assessment in spring 2023. This combined format, reflected in the FY 2023 data released today, allowed students to take one electronic test that assessed both grade-level standards and individual performance levels, providing both a growth score and grade-level achievement data.

COMMISSIONER BISHOP explained that a policy review conducted in summer 2023 analyzed alignment issues in the data, identifying and addressing outliers. The State Board of Education approved refined cut scores in winter 2023, paving the way for the release of the FY 2023 scores. She addressed concerns about the integrity of the process, emphasizing the involvement of a diverse stakeholder group, including university representatives, superintendents, teachers, and the Municipal League, to ensure transparency and credibility.

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COMMISSIONER BISHOP moved to slide 10 presented findings from the linking study that connected MAP Growth data to AK STAR, using third grade reading as an example. She clarified the difference between percent and percentile, explaining that percent reflects the number of correct answers, while percentile indicates performance relative to other students in a distribution. For example, the 71st percentile means outperforming 71 percent of peers. She noted that the third-grade reading cut score was set at the 71st percentile, which is higher than benchmarks often used for honors or gifted education, typically around the 75th percentile. This exceptionally high standard risked setting up students, teachers, and parents for failure. She emphasized that the 50th percentile, representing the national average, is a more typical

benchmark. She explained that the team identified and adjusted such outliers to ensure fairness and alignment. She said the next several slides would illustrate the implications of this adjustment with a real-world example of its importance for students.

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COMMISSIONER BISHOP moved to slides 11 - 14 and used the example of a student named Andy to explain why the AK STAR cut scores were adjusted. Andy consistently performed in the median range on assessments, with reports indicating he was progressing and achieving at an average level. However, despite performing well on MAP Growth, Andy was deemed not proficient on the state assessment. This inconsistency raised concerns about the alignment of the standards. She explained that Andy scored a Rasch unit of 190 on MAP Growth, which falls within the normative distribution of average third-grade performance. However, the original proficiency cut score for the state assessment was set at 206, significantly above his score. To meet that standard, Andy would need to grow 1.6 academic years in just four months between the winter and spring testing windows, an unrealistic expectation for a typical third grader. She highlighted the data that informed this decision, showing that scores below 185 indicated a need for intensive intervention, while Andy's score of 190 placed him slightly below the middle range but still within the average bell curve. She emphasized that the original cut score of 205 was unreasonably high and justified the adjustments to create more equitable and realistic expectations for student growth and proficiency.

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CHAIR TOBIN asked for clarification of how moving in points equates to years of growth.

COMMISSIONER BISHOP stated that question is answered in the next slide.

[3:49:58 PM](#)

COMMISSIONER BISHOP moved to slides 15 - 16 and explained how normative growth for third graders is calculated, noting that typical growth from winter to spring on the Rasch scale is about 3.5 to 4 points over four months, averaging approximately one point per month. While annual growth is higher, the winter-to-spring range provides a benchmark for assessing short-term progress. She added that even at the high end of average growth—around 8 points—a student would be in the 85th percentile

nationally, outperforming 85 percent of third graders in the United States. She illustrated that even if Andy achieved growth at the 85th percentile, he still would not have met the original spring proficiency cut score of 206. Andy's score fell within the normative range, though below the 50th percentile, but to reach the initial proficiency threshold, he would have had to surpass 85 percent of third graders nationwide. She emphasized that this unreasonably high bar for proficiency necessitated the reevaluation and adjustment of the cut scores to create a more realistic and equitable standard.

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COMMISSIONER BISHOP moved to slide 17 and offered an alternative perspective using trend lines, focusing again on Andy's progress. She explained that if Andy started with a score of 193 and grew by three points, placing him at 196, he remained within the typical growth range for third graders, which spans 189 to 198 from winter to spring. Despite this normative growth, the original proficiency cut score of 206 was unattainable for him, as the trajectory required to meet it was unreasonably steep. She emphasized that the linking study prompted a reevaluation of the alignment between MAP Growth and AK STAR, as MAP is a trusted assessment nationwide. The cut score was adjusted from 206 to 201, bringing it closer to the normative range while maintaining rigor. However, she noted that even with Andy's typical growth, he still would not meet the adjusted proficiency score, reflecting that the standard remains challenging yet more achievable than before.

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CHAIR TOBIN asked for confirmation of her understanding that students take the MAP assessment in both winter and spring to generate the growth data that allows educators to individualize instruction for their learning needs.

COMMISSIONER BISHOP clarified that students take the MAP assessment in the fall and winter, allowing educators to track progress and predict outcomes. For example, if Andy scored 185 in the fall and 190 in the winter, educators can determine what is required for Andy to reach 201 by spring. The MAP Growth assessment provides teachers with individualized insights, identifying the specific standards a student like Andy needs support with and highlighting those he has already mastered. This allows teachers to focus efforts on areas critical to student success.

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SENATOR KIEHL expressed appreciation for the detailed, student-specific information provided to teachers. He recalled a previous discussion with the Department in February about testing and cut scores and the Department's confidence in last year's process. He asked for a qualitative explanation of where misalignments occurred that required correction and sought assurance about the accuracy and reliability of the current adjustments.

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COMMISSIONER BISHOP moved to slide 9 explained that the adjustments stemmed from the innovative nature of combining a static summative assessment with a dynamic growth-based assessment, a first-of-its-kind approach. Initially, in 2022, the assessments were conducted separately, but in 2023 they were merged. Upon analyzing the 2023 data, a disconnection in MAP-aligned cut scores became evident, necessitating adjustments to standard settings.

COMMISSIONER BISHOP noted that most grade levels aligned well, but some required recalibration. For example, third-grade reading was adjusted to fall within a normative range. Eighth-grade math had an unreasonably high proficiency cut score at the 81st percentile, despite the 75th percentile being sufficient to place students in advanced math courses like algebra. Conversely, fifth-grade standards were too low, at the 52nd or 53rd percentile. Adjustments aimed to smooth discrepancies across grade levels to avoid large proficiency jumps or dips year-to-year.

COMMISSIONER BISHOP emphasized the importance of fairness for students, parents, and educators, explaining that it would be demoralizing for students to receive positive progress reports from MAP but fail the state test due to misaligned cut scores. The Department worked closely with psychometricians to ensure statistical reliability and fairness. She expressed strong confidence in the revised system, highlighting that these refinements were part of the process of innovating and reducing testing time while maintaining assessment quality.

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COMMISSIONER BISHOP moved to slide 18 and discussed the achievement levels within the AK STAR assessment:

[Original punctuation provided.]

<u>Achievement Level</u>	<u>Description</u>
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Proficient Advanced (A)	Student meets the standards and demonstrates mastery of the knowledge and skills on a range of complex grade level content.
Proficient (P)	Student meets the standards and demonstrates mastery of the knowledge and skills of most grade level content.
Non-Proficient Approaching Proficient (AP)	Student partially meets the standards and may have gaps in knowledge and skills but is approaching mastery of some grade level content.
Needs Support (NS)	Student may partially meet the standards but needs support to master the knowledge and skills of current grade level content.

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COMMISSIONER BISHOP moved to slide 19, a pie graph of AK STAR English Language Arts statewide achievement level percentages of all grades, 3 - 9 and shared the aggregate percentages:

Advanced - 9.9 percent
 Proficient - 21.9 percent
 Approaching Proficient - 28.8
 Needs Support 39.6

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COMMISSIONER BISHOP moved to slide 20, a bar graph of AK STAR English Language Arts achievement level percentages for grades 3 - 9 by individual grade. She stated that this information is available online and can be broken down by grade levels, school, and district. She stated that through support from the Reads Act the state is looking to continued improvement, noting that the state has also seen improvements in the NAEP and DIBELS assessment scores.

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SENATOR KIEHL referenced a chart from last year, noting that the recent standard adjustments significantly reduced volatility across the four proficiency categories. He observed that the progression from grade level to grade level appeared much smoother and more consistent compared to the prior year. He asked for an explanation of how this steady progression was achieved.

COMMISSIONER BISHOP explained that the observed volatility in proficiency levels from last year's data was the primary reason for conducting the study. Initially, it appeared that fifth grade had unusually high proficiency rates, but further analysis revealed the fluctuations were due to inconsistencies in cut scores. For example, some were set at the 71st percentile, while others were as low as the 53rd percentile, creating imbalance. The study led to adjustments, aligning cut scores more consistently around the 60th percentile. She emphasized that while Alaska's standards remain rigorous compared to the national average, these changes ensure more stable and realistic benchmarks. She reiterated that the volatility was not reflective of student learning or teacher effectiveness but was instead caused by the original cut score settings. The adjustments now provide a clearer and steadier picture of student progress and achievement.

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SENATOR KIEHL sought clarification, asking if the adjustments were limited to the three areas mentioned—third-grade reading, eighth-grade math, and fifth-grade reading—or if those were simply the ones requiring major adjustment.

COMMISSIONER BISHOP clarified that third-grade reading, eighth-grade math, and fifth-grade reading were the most significant outliers requiring major adjustments. While there may have been slight changes in other areas, these three stood out due to notable discrepancies. She explained that the linking study, which compared the data to trusted national benchmarks, identified these outliers, and highlighted the need for adjustments. She emphasized that not all subjects required changes, only those with evident misalignments.

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CHAIR TOBIN referred to slide 20 and to last year's data and noted a shift in the cohort needing the greatest support in English Language Arts (ELA). She observed that last year, 55.3 percent of seventh graders required significant support, while

this year, 44.1 percent of eighth graders demonstrated the greatest need for support, indicating the same cohort moving forward. She said this trend appeared consistent across subcategories in the summary. She asked what DEED is doing or how it is collaborating with districts to focus on addressing the needs of this cohort.

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COMMISSIONER BISHOP explained that addressing these gaps begins early with initiatives like the Reads Act, which focuses on catching students at younger stages of development. She noted that teachers have voiced frustration about wanting to do more for their students, prompting the Department to implement additional support strategies. She highlighted the ongoing Reading Symposium, including a session featuring national expert Anita Archer, who specializes in supporting struggling readers. Of the 1,400 attendees, approximately 550 are participating in a dedicated session on teaching strategies for upper elementary students. This focus aims to address gaps and improve teaching effectiveness in upper grades. She acknowledged that middle school presents unique challenges, as intentional teaching to remediate gaps often requires additional development. She noted that work is ongoing to enhance support for middle school educators and students. She deferred to Kathy Moffitt, who has classroom programming expertise and middle school teaching experience, to provide further insights on strategies being implemented for upper elementary and middle school levels.

[4:06:24 PM](#)

KATHY MOFFITT, Director, Innovation and Education Excellence, Department of Education and Early Development (DEED), Anchorage, Alaska, shared her enthusiasm for the upcoming training session specifically designed for teachers of students in third grade and above. She highlighted that 550 teachers would be trained in phonics for reading. Participants will receive new manuals as part of the training, and the six-and-a-half-hour course will be converted into an asynchronous format, enabling educators to access modules as needed. Additionally, coaching support will be available for implementation. She emphasized that this initiative directly responds to educator feedback and aims to create a common language and focus for addressing reading gaps

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CHAIR TOBIN expressed concern for the cohort requiring additional interventions, especially given the anticipated increase in class sizes, and stressed the importance of ensuring these students receive the support they need.

[4:08:02 PM](#)

COMMISSIONER BISHOP moved to slide 21 and transitioned to discussing math performance, noting that the aggregate achievement across all grade levels (three through nine) was slightly higher in math compared to reading, as shown in the accompanying graph.

[4:08:19 PM](#)

COMMISSIONER BISHOP moved to slide 22 and explained that the bar graph illustrates the distribution of math achievement, highlighting a significant proportion of students needing support, either in approaching proficiency or not proficient. While there is progress in math and a slight edge over reading performance, the data underscores the ongoing need for support. She noted that the bar graph aligns with the pie chart previously presented, which reflects the overall distribution of scores across grade levels.

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COMMISSIONER BISHOP moved to slide 23 and explained that the pie graph represents the Alaska Science Assessment results across grades five, eight, and ten. She expressed pride in the state's performance in science. She credited crediting Deputy Director Manning and Dr. Greninger for their leadership in developing the assessment. Following the adoption of new standards, the assessment was designed to be inquiry-based rather than focused on rote memorization. She emphasized excitement about the progress and a commitment to continued growth in this area.

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COMMISSIONER BISHOP moved to slide 24 and highlighted the 2023 Alaska Science Assessment results, breaking them down by grade levels: fifth grade (elementary), eighth grade (middle school or junior high), and tenth grade (high school).

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COMMISSIONER BISHOP moved to slide 25 and said the delayed release of the 2023 assessment results was due to a deliberate effort to ensure accuracy and fairness, preventing setting up students or educators for failure. The Department, led by the assessment, instructional, and school improvement teams, is focused on providing interpretive resources to help stakeholders understand the data and use it effectively. She emphasized the importance of aligning standards, encouraging data-driven decisions, and utilizing assessment results to illuminate areas of need rather than to penalize. This approach aligns with the

Reads Act's emphasis on understanding what students know and where gaps exist. She stressed the goal of building trust in the summative assessment system by responding to educators' requests for meaningful and actionable data, reducing unnecessary testing, and supporting classroom learning.

[4:11:42 PM](#)

COMMISSIONER BISHOP moved to slide 26 and noted that additional resources are available, including information on the Kindergarten Profile, which she looks forward to sharing. She mentioned positive developments in M-Class results and committed to providing statewide data on those as well. She clarified that the discussion focused on the state summative assessment, which informs significant policy decisions.

[4:12:13 PM](#)

SENATOR BJORKMAN expressed confusion about the process of setting cut scores and asked for clarification in simpler terms. He compared cut scores to standardized tests like the ACT or SAT, where scores have clear, objective meanings. He observed that in today's presentation, cut scores appeared to be set based on student percentiles and performance relative to others, making the process seem subjective. He asked if this understanding was correct.

[4:13:02 PM](#)

COMMISSIONER BISHOP clarified that cut scores are initially set by groups of Alaskan educators who focus on grade-level standards in isolation, determining what students should know to be proficient. These groups work independently for each grade level without outside influence. She noted that while this process is based on teacher expertise, it sometimes overestimates what the average student can achieve. To validate the initial cut scores, the Department conducted a linking study to compare them with trusted external assessments like MAP Growth, SAT, and ACT. Members of the policy team took the score of the AK STAR and related to with SAT and showed that the 71st percentile was near a score of 1200 on the SAT, which is a great score. In other words, a proficiency or passing score on AK STAR was equivalent to a SAT score of 1200, revealing that original cut scores were overly ambitious. Similarly, the eighth-grade math cut score, set at the 81st percentile, corresponded to an even higher SAT score.

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SENATOR BJORKMAN acknowledged the explanation as illuminating and sought confirmation that the target percentile for the adjusted cut scores was set in the low 60s.

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COMMISSIONER BISHOP confirmed that most of the adjusted cut scores are in the low 60th percentiles, though some are as high as the 68th percentile. She noted that these details are available in the linking study and offered to provide them.

[4:18:06 PM](#)

SENATOR BJORKMAN stated it is his takeaway from the discussion that the DEED set proficiency standards so that approximately two-thirds of students would score below proficient. He stated the approach is frustrating and dishonest because the prescriptive assessment that DEED oversees, and that informs the public of how Alaska's students are doing, deems students, teachers, and schools as failures by policy choice.

[4:19:40 PM](#)

COMMISSIONER BISHOP explained that the need for a policy review arose from her discomfort with the original cut score decisions. She emphasized that setting cut scores involves a federally mandated process that includes input from educators and adherence to rigorous standards. Alaska teachers played a central role in setting the initial cut scores through a deliberate and federally validated process. She acknowledged the challenge of reconciling various assessments. For example, the M-Class assessment considers students "on track" at the 40th percentile, while MAP Growth sets its benchmark for grade-level performance near the 60th percentile. Both align with Alaska's high standards, which rank among the most rigorous nationwide.

[4:23:02 PM](#)

COMMISSIONER BISHOP shared concerns that the original AK STAR cut scores resulted in only about one-third of students being deemed proficient, a figure she found troubling. She noted the tension between maintaining high standards and ensuring students and teachers feel supported. She recalled past systems where low standards led to inflated results, leaving students unprepared for national benchmarks like the SAT. She emphasized the importance of finding a balance that reflects both high expectations and achievable goals, with ongoing professional development and investment in education to support these efforts. She expressed confidence in the progress made, describing the current cut scores as still challenging but more reasonable. She reaffirmed her belief in setting high standards

to prepare Alaska's students to compete nationally while continuing to refine the process to support educators and students effectively. She concluded by stating that it is not her policy to limit proficiency to one-third of students but rather to establish fair and aspirational benchmarks.

[4:25:15 PM](#)

CHAIR TOBIN requested clarification on where the standards are established in statute. She acknowledged the Reads Act directed the Department and the State Board to establish standards via regulation but expressed uncertainty about which aspects are statutory. She asked for information to better understand these statutory provisions, enabling the committee to engage in the dialogue and ensure that students are supported and do not feel defeated. She also emphasized the importance of supporting the Department and educators in achieving these goals.

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COMMISSIONER BISHOP said she may have misspoken. She explained that the standards are regulatory but are mandated within the framework of the law.

[4:25:59 PM](#)

CHAIR TOBIN replied that is helpful.

[4:26:01 PM](#)

SENATOR KIEHL sought clarity on how the decisions about cut scores were reached. He noted that the process appeared to involve increasing the standards, asking teachers to determine what students need to meet those standards, and then adjusting the cut scores when they proved too high. He observed that this led to norm-referencing the cut scores instead of strictly basing them on the standards. He asked how the Department decided which norms to use.

[4:27:06 PM](#)

COMMISSIONER BISHOP replied in detail how the standards were determined. She explained that cut scores were initially set through a rigorous, educator-led standard-setting process. Teachers identified the skills students should demonstrate to be proficient based on Alaska's high standards. However, these scores were later reviewed using a linking study, which compared them to MAP Growth, a trusted and widely used assessment aligned with standards. The study revealed discrepancies: some cut scores were set too high, exceeding what is typical for proficiency and others too low. The process involved detailed psychometric analyses to align scores with realistic proficiency

expectations while maintaining rigor. Federal guidelines governed every step to ensure validity, and adjustments were made to balance the standards with student achievement data, creating a fair and sound framework.

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SENATOR KIEHL suggested it would be helpful to identify which standards Alaska educators may have "missed" in setting expectations and how this determination was made, contrasting it with the possibility that nationwide education systems might be falling short on those standards. He noted skepticism about the role of psychometricians, pointing out they are compensated regardless of how students are labeled, referencing his experience with setting cut scores for the high school graduation qualifying exam. He requested that someone from the Department or an expert in the field provide insight into how it was decided which standards were misaligned.

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CHAIR TOBIN agreed.

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COMMISSIONER BISHOP explained that a third-party assessment was conducted to evaluate the process and the educators' understanding of the standards. She offered to share those findings.

[4:33:23 PM](#)

CHAIR TOBIN asked that she present the finding to the committee in writing.

[4:33:39 PM](#)

COMMISSIONER BISHOP thanked the committee for their questions and acknowledged the importance of ongoing iteration to achieve the goal of improving student learning and achievement.

[4:34:19 PM](#)

CHAIR TOBIN expressed appreciation for detailed presentation of the assessment data. She noted the relatively recent establishment of language arts standards through the Alaska Reads Act and associated regulations, highlighting that this is a new area for many stakeholders. She stated she looked forward to further dialogue on the topic to enhance understanding and collaboration.

[4:35:07 PM](#)

There being no further business to come before the committee,
Chair Tobin adjourned the Senate Education Standing Committee
meeting at 4:35 p.m.