

**01/27/16**

**PRESENTATION:  
ALASKA NATIVE  
SCIENCE AND  
ENGINEERING  
(ANSEP) AND  
ALASKA  
MEASURES OF  
PROGRESS (AMP)  
REPORTING**

<TARGET><BILL></BILL><SUBJECT>01-27-16 PRESENTATION  
ALASKA NATIVE SCIENCE AND ENGINEERING (ANSEP) AND ALASKA  
MEASURES OF PROGRESS (AMP)  
REPORTING</SUBJECT><COMM>SEDC29</COMM></TARGET>

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**ANSEP**  
ALASKA  
NATIVE  
SCIENCE &  
ENGINEERING  
PROGRAM

# Quantitative and Qualitative External Evaluation



Hamutal Bernstein  
Carlos Martin  
Lauren Eyster  
Theresa Anderson  
Stephanie Owen  
Ananda Martin-Caughey

## Building Alaska's Science and Engineering Pipeline

Evaluation of the  
Alaska Native Science  
& Engineering Program



# ANSEP Components

## MIDDLE SCHOOL ACADEMY

6th, 7th, and 8th grade

## STEM CAREER EXPLORATIONS

Returning Middle School Students

## ACCELERATION ACADEMY

8th - 11th grade

## SUMMER BRIDGE

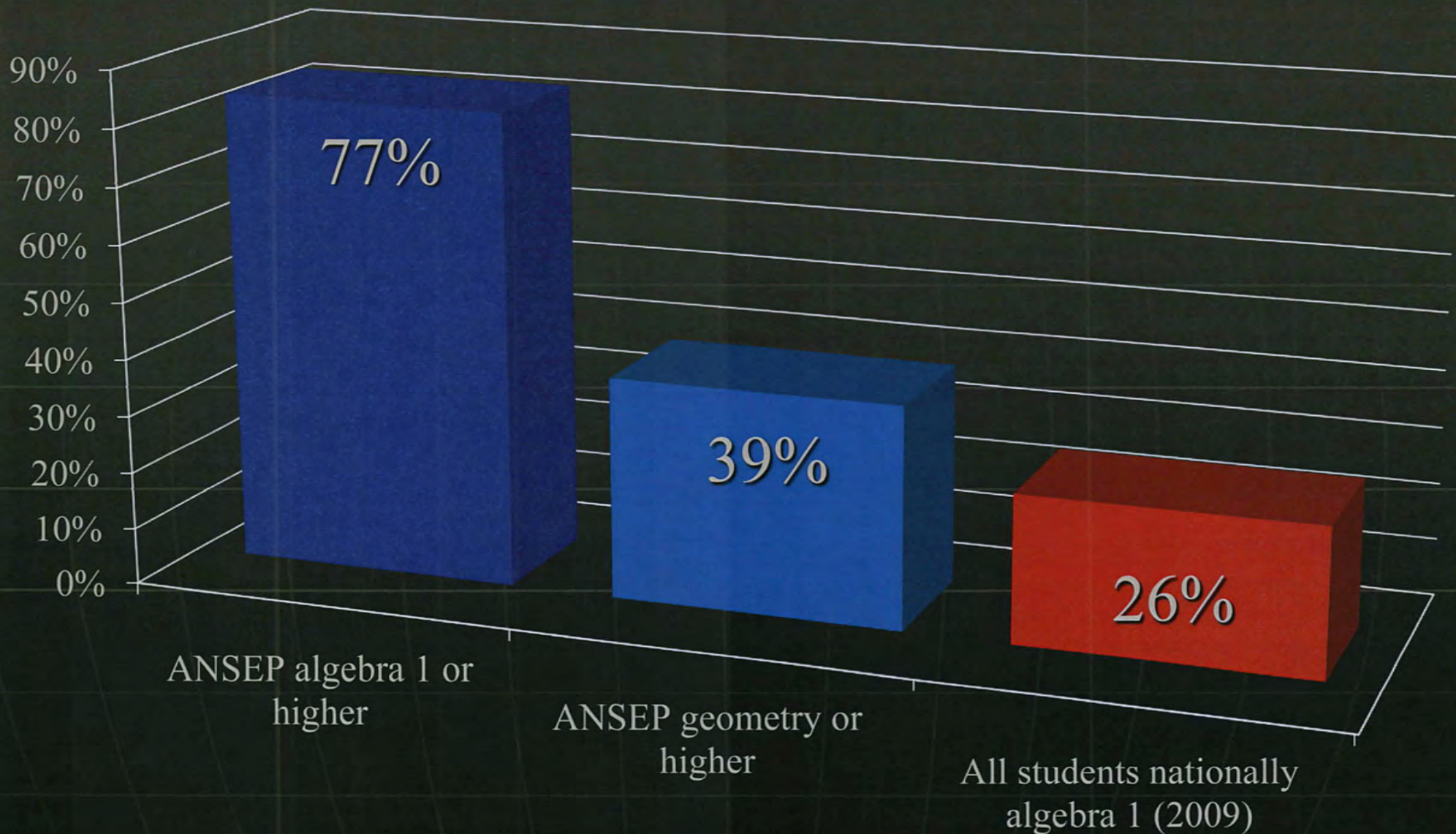
Incoming University Freshman

## UNIVERSITY SUCCESS

University Students

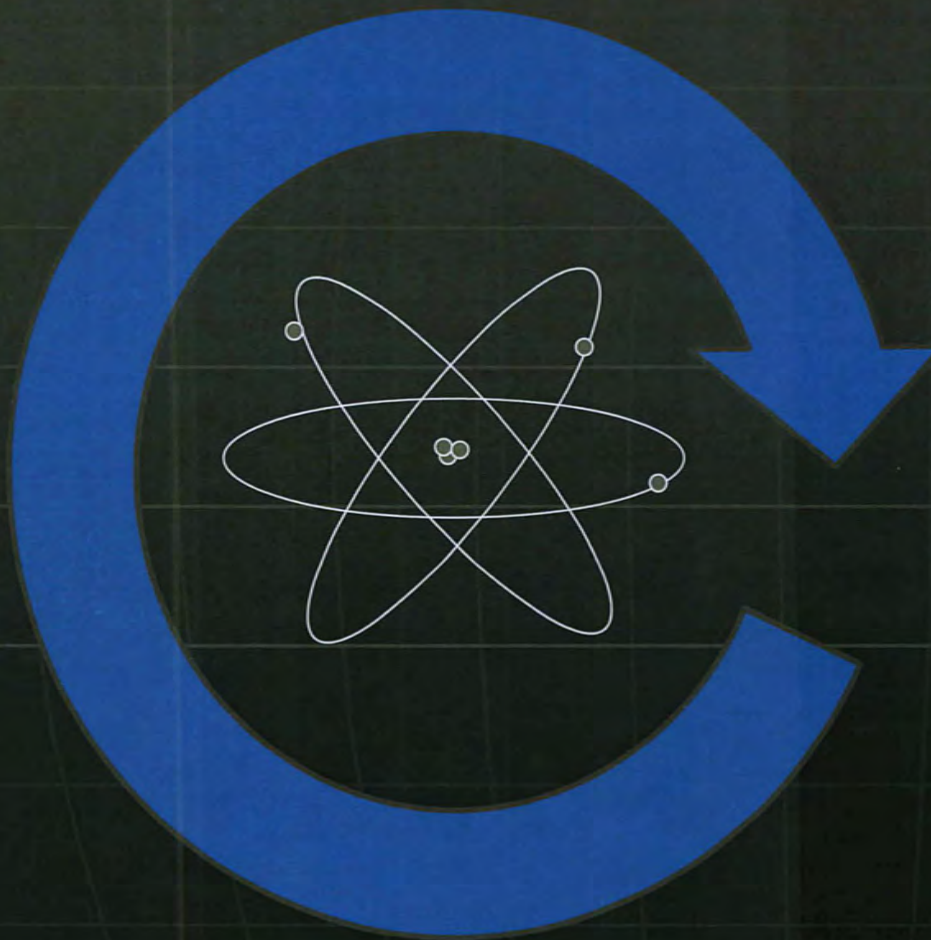


# ANSEP 8<sup>th</sup> Grade Math Completion



# ANSEP High School Acceleration Academy

*Advanced Academics and Career Exploration*



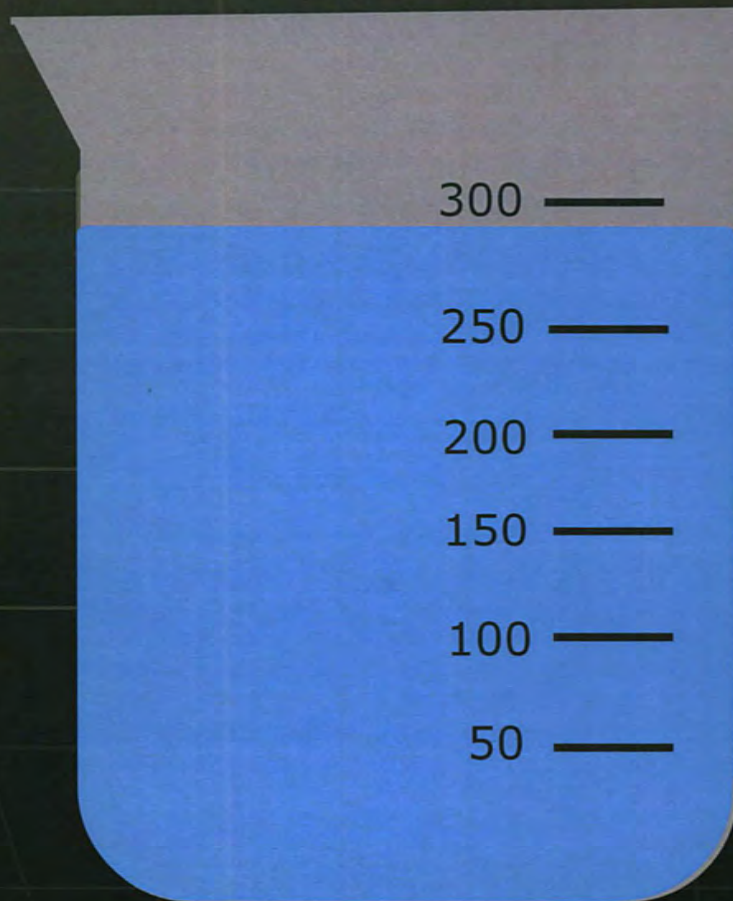
95%

of students advance 1  
level or more in math or  
science each summer



# ANSEP Summer Bridge

*Building a Strong Foundation for  
University and Professional Achievement*



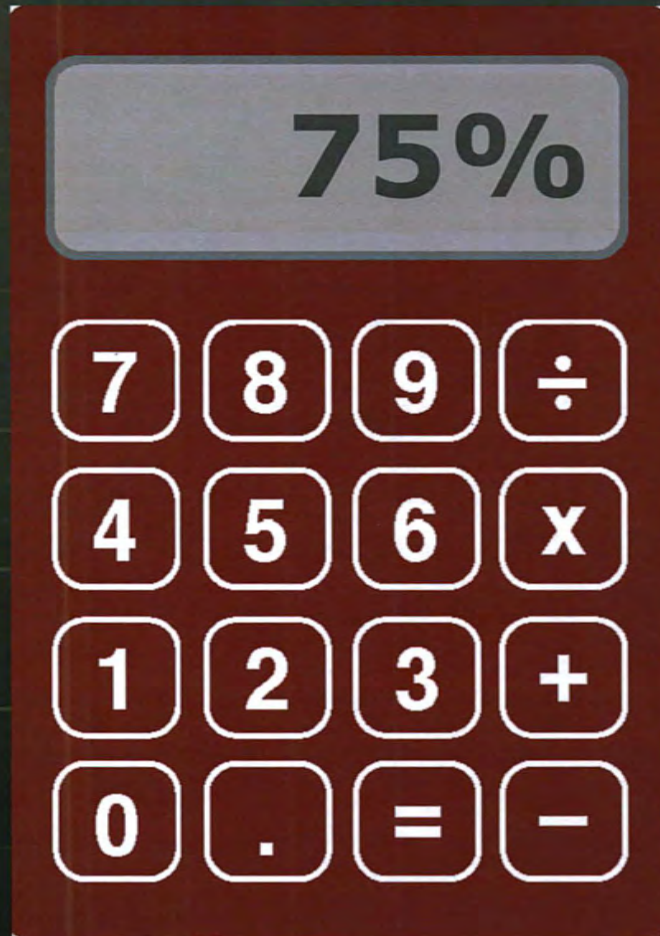
# 95%

of students successfully  
transition to science or  
engineering BS degree  
programs

Participants 1998 - 2014



# ANSEP University Success



Percentage of ANSEP students who have graduated or are currently enrolled



## MT. EDGECUMBE ANSEP ACCELERATION HIGH SCHOOL



**\$5.9 Million**  
Annual savings  
to the State of  
Alaska  
By serving 400  
students  
each year

State of Alaska  
General Fund Cost Per  
Student to  
Graduate from HS<sup>1</sup>



■ Current Mt. Edgecumbe HS  
■ Mt. Edgecumbe ANSEP Acceleration HS

State of Alaska  
General Fund Cost Per  
Student for  
the University of Alaska<sup>2</sup>



■ Current Mt. Edgecumbe HS  
■ Mt. Edgecumbe ANSEP Acceleration HS

### University Credits by HS Graduation

- 46** BS Science or Engineering
- 39** BBA Management
- 39** BA Elementary Education
- 29** BS Psychology



## **District AMP Survey Results**

**January 25, 2016**

**Responses received from 43 districts**

Executive Director Dr. Lisa Skiles Parady

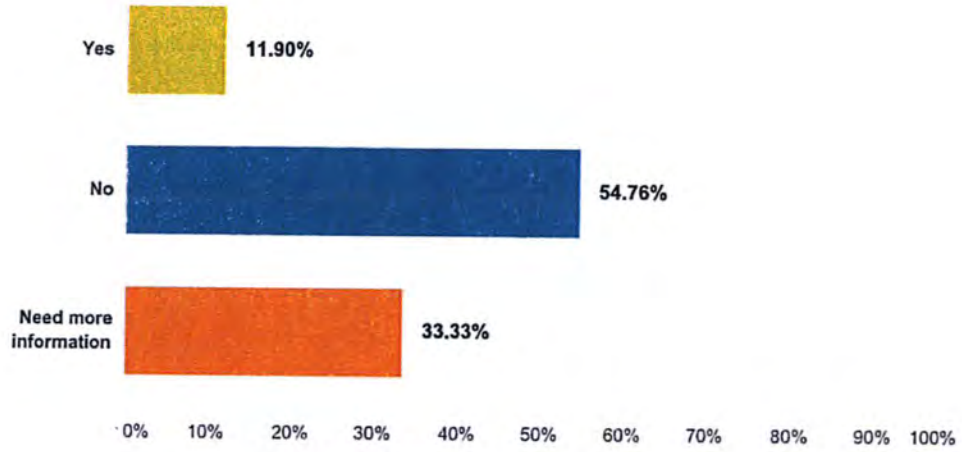
[LParady@alaskaacsa.org](mailto:LParady@alaskaacsa.org)

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ASA Superintendent Survey

**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
<b>Total</b>		<b>42</b>

**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 possibility 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.

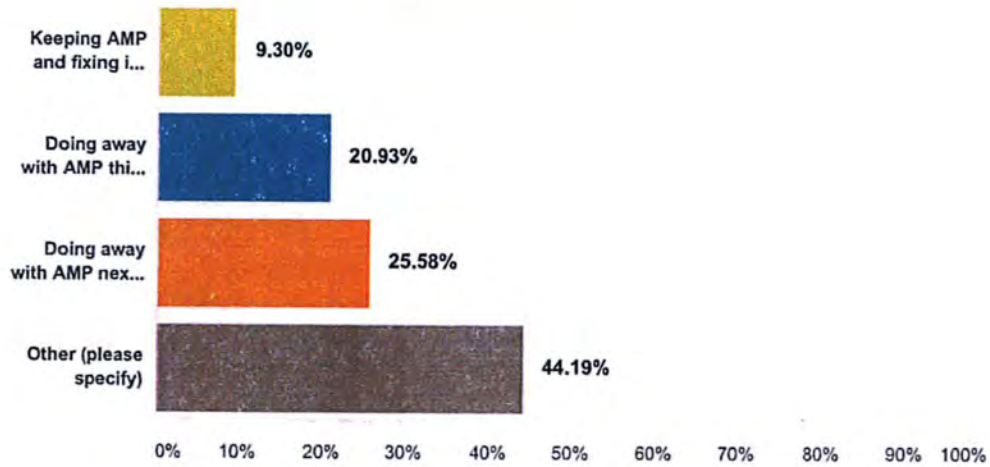
I do not support continuing with the AMP assessment but the DBSD Board has not established a position for the District. As the requirement to participate in this assessment is grounded in statute, I shy from making a "political" statement for the District without clear guidance from the Board as a whole.

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.

# ASA Superintendent Survey

## Q2 With regard to AMP, do you support:

Answered: 43 Skipped: 0



### Answer Choices

Answer Choices	Responses	Count
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
<b>Total</b>		<b>43</b>

**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 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. 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 than 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 assessment

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: 38 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 an 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.

## Alaska Superintendents Association

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### **Invited Testimony to the Joint Education Committees**

Wednesday, January 27

8:00 a.m. – 10:00 a.m.

Call Number 1-844-586-9035

Dr. Lisa Skiles Parady, Executive Director Alaska Council of School Administrators/Alaska Superintendents Association/Alaska Secondary School Principals  
(will introduce by phone)

Dr. Michael Johnson, Superintendent, Copper River School District  
Alaska Superintendents Assoc. President

Dr. Deena Paramo, Superintendent, Mat-Su Borough School District

Dr. Bob Crumley, Superintendent, Chugach School District  
Alaska Superintendent of the Year - 2016

Steward McDonald, Superintendent, Kodiak Borough School District

Kevin Shipley, Superintendent, Kake School District

Ed Graff, Superintendent, Anchorage School District

Chris Reitan, Superintendent, Galena City School District

Sue Johnson, Superintendent, Kuspuk School District

Dr. Dave Herbert, Superintendent, St. Mary's School District

Date: January 25, 2016

To: Joint Education Legislative Committee

From: Sean Dusek, Superintendent, Kenai Peninsula Borough School District

Re: Comment on AMP and SLOs

Dear Members of the Joint Education Committee:

I am unable to call into your meeting tomorrow and instead offer the following two comments written on behalf of the Kenai Peninsula Borough School District.

1. AMP – Alaska Measures of progress

Although the state's contract with AAI to implement the AMP testing continues, I feel it is important to share that the past performance of AAI in meeting this contract has not been satisfactory. I want you to know that KPBSD is working with DEED to improve our overall assessment system that provides results that can be utilized to improve student learning. The Every Student Succeeds Act and No Child Left Behind Act require a statewide assessment and we are hopeful that DEED will continue to explore assessments that best serve the needs of Alaska's students, which may require immediately developing a new RFP to consider a new assessment for the spring of 2017.

2. Regulations related to district's educator evaluation system particularly Student Learning Objectives

I am pleased that with the recent Federal reauthorization of ESEA (Every Student Succeeds Act), DEED is working to be proactive in requirements for educator evaluations in the state of Alaska. I support the department's recommendation to open a period of public comment on the proposed regulations with the option to repeal the SLO pilot requirement. As a part of our input, we also suggest the state require formal teacher evaluations every 3 years for teachers who successfully completed the formal evaluation. The interim years would be available for districts to conduct teacher enrichment evaluations that are self-directed, meaningful and based on student learning data. This is currently embedded within the KPBSD Danielson based system. KPBSD has utilized this approach for many years with successful educators and it has worked well as measured by the district's student achievement results. We look forward to working closely with the department on reviewing and revising the evaluation system and thank them for all of the hard work that has been done on the system.



OFFICE OF THE SUPERINTENDENT  
Dr. Deena M. Paramo

*Mission: Mat-Su Borough School District prepares students for success*

## MSBSD State Assessment Summary, Concerns and Recommendations

### **According to State Regulations:**

Comprehensive System of Student Assessment - Presented as the vision of the D.E.E.D. Assessment Team (Reference: AK Principal's Conference - AMP Power point presentation 10/14, Slide 14)

#### *4 AAC 06.700. Purpose*

Statewide student assessment is one component in a system to measure and make accountable the state education system. The purposes of statewide student assessment specifically are to

- (1) ascertain on a statewide basis the extent to which children of the state are attaining state standards as described in 4 AAC 06.737;
- (2) produce statewide information to facilitate sound decision making by policy makers, parents, educators, and the public; and
- (3) provide a focus for instructional improvement.

### **Initial AMP Proposal – Robust Assessment System: Three Types of Assessments**

1. Summative Fixed Year Assessment for Two Years – September Scores Delivered 1<sup>st</sup> Year; May On-Going Summative Adaptive FY17 - September Scores Delivered 1<sup>st</sup> Year; May On-Going
2. Testlets (Formative Bank – Available Fall 2014)
3. Interim Assessments (Growth Assessment Bank for Fall and Winter – Available Fall 2015) (Reference: D.E.E.D. AK's Comprehensive Student Assessment System Power point presentation 8/14, Slide 16)

Technology Based Format: Computer-based testing schedule does not need to be the same for students across the district or within a school. (Reference: D.E.E.D. AK's Comprehensive Student Assessment System Power point presentation 8/14 Slide 18). There is greater flexibility in test administrations – which eases the burden on schools. (Reference: D.E.E.D. AK Principal's Conference AMP 10/14, Slide 31.)

Test Items: Developed around

1. Claims – Big ideas of the standards
2. Targets – Groups of standards to reflect how students learn
3. Evidence Statements – Specific skills demonstrating learning

Summative Assessment Framework replaces the Test Blueprint: "Helpful for educators because it organizes the standards around big ideas or broad statements and further defines specific skills students would need to demonstrate in order to show mastery of the standards." (Reference: AMP Summative Assessment Framework PowerPoint by AAI, Slide 6)

Teacher Evaluation System: AMP will be used as one of the required SLO data points once approved by the Commissioner. (D.E.E.D. 2014 Principals' PreConference Session: Telling Your Story with Student Learning Objectives, Slide 21). SLO Assessment Data must include a pre- and post-assessment during the duration the teacher taught the students. (D.E.E.D. 2014 Principals' PreConference Session: Telling Your Story with Student Learning Objectives, Slide 25).

### AMP Implementation Issues:

1. Test Administration Challenges:

Test ticketing process was burdensome – each student had eight testing tickets with usernames and unique passwords. Sites had to print, cut, and organize the tickets for each student. If students had to change computer devices between testing blocks, the system required them to login again for previous tests taken prior to continuing on.

On-going technology issues between the KITE client and our Local Caching Servers. The new version this year is not properly uninstalling the old version. AAI is currently 'repackaging' the LCS software so schools are unable to access the system currently.

2. Changes to Assessment Timelines and Administration:

Performance Task test administration would take away district and site flexibility by requiring same day, same grade administration.

The timelines for testlet availability moved from September of 2014 to January of 2015. Interim assessments were initially supposed to be available in Fall of 2015; this was revised to Fall of 2016. Currently documentation reflects TBD for release dates for the Interim assessments. These were critical components of the proposed Summative Assessment Framework.

3. Report Challenges:

Receiving student reports in December created undue burden on districts in trying to deliver the scoring reports within 20 days. This is a burden in-district as we have a 40% transient rate and out of district. Several large districts refused to forward assessments to the receiving district. As of January 12, the MSBSD has still not received over 300 student reports requested from the state for new students to our district. This was a solution proposed by D.E.E.D. in response to our concerns about access reports.

Reports were pulled back three times due to errors. This delayed the delivery of information and created frustration for district and site test coordinators. The last error in 5<sup>th</sup> grade reports was unable to be corrected as reports had already been disseminated.

4. Report Limitations:

Per DEED recommendations on the AMP Student Explanation Materials: "*this information is not intended to be used to make instructional decisions.*" The new reporting system virtually eliminates standards-based subgroup reporting. The new designations of 'partially meeting' or 'meeting' provides little information to educators, students, and parents. Original presentations of AMP indicated subgroup reporting would be available.

5. D.E.E.D. Responsiveness:

When initial concerns were shared with D.E.E.D., the department responded by contacting all of our district principals and superintendents statewide diminishing the concerns and specifically stating, "I am aware that there is misinformation out there regarding the scheduling of the performance tasks...I don't want inaccuracies to be a distractor to you or your staff."

The board has yet to hear back on its resolution dated October 21, 2015 requesting to delay implementation of the Performance Tasks and the SLO pilot and allow districts the opportunity for choice in a state summative assessment.

### **Responding to Brian Gong's testimony at the December State School Board Meeting:**

#### 5 Criteria for State Summative Assessments

1. Alignment - Assess student achievement in relation to the state content standards. Key aspect in test validity. Allows us to have confidence in the test.  
MSBSD Response: Based on the limitations of test reporting, districts are unable to ascertain if students are mastering state content standards. Therefore, we do not have confidence in the assessment.
2. Fairness – Care is taken to provide appropriate accommodations found in summative assessments – expensive to develop. Must have standardized testing procedures and security.  
MSBSD Response: Student accommodations worked smoothly for the most part; staff reported the accessibility tools were a good addition to the test.
3. Yield Comparable Results – Allows for comparisons across schools, districts, years.  
MSBSD Response: Limitations to this due to the changing of the format from fixed to adaptive assessment format. Limited to Alaska comparability only.
4. Incorporate state adopted achievement levels and other policies  
MSBSD Response: Does not comply with 4 AAC 06.700. *Purpose of a state-wide assessment is to (1) ascertain on a statewide basis the extent to which children of the state are attaining state standards as described in 4 AAC 06.737; and (3) provide a focus for instructional improvement. The new designations of 'partially meeting' or 'meeting' provides little information to educators, students, and parents.*
5. Transparent – Documentation and reporting information available  
MSBSD Response: All previous reports and webinars are archived on the D.E.E.D. website.

#### **MSBSD Conclusions:**

According to state regulations and the initial AMP proposals, MSBSD was under the impression AMP would provide a robust assessment system for use at the state, district, school, teacher, programmatic, and student level. After a full season of implementation and dissemination of reporting information, MSBSD concludes the AMP summative assessment is useful for state compliance purposes only. There is no value added to districts from the assessment; and in fact learning opportunities are lost as a result of having to administer the assessment.

#### **MSBSD Recommendations**

Per the MSBSD Board Resolution dated October 21, 2015, the district is requesting the State School Board consider the right of districts to choose a nationally-normed assessment in lieu of the current state assessment. This latitude has been approved in the newly authorized Every Student Succeeds Act (E.S.S.A.).