Alaska Association of School Boards
March 28, 2015

Elizabeth Davis
Administrator, Comprehensive System of Student Assessment
Documents for this Session

- AMP FAQ
- AMP Tools
- Requirement to Test
- Trifold: Assessment Definitions
- Why We Test
- AMP Information
- AMP Implementation
- 10 Benefits of AMP
- ASPI System Overview
- Example ASPI report
Vision

Policy

Budget

Message
for reading, writing, and math were adopted in June 2012.

for schools through Alaska School Performance Index (ASPI) began in Fall 2013. Replaced AYP.

of new standards through Alaska Measures of Progress (AMP) will occur for the first time in spring of 2015.

for educators through new evaluation requirements go into effect for 2015-2016 school year.
Preparing College, Career, & Culturally Ready Graduates

- Standards
- Assessments
- Accountability
- Parents & Community
- Support
Comprehensive System of Student Assessment

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.
How can we use our ASPI Star Rating worksheets to get an overview of our schools?

What kind of tests should we use? Why?

What kind of test is AMP? What does it tell us?

How do the test results inform school accountability?
What kind of tests should we use? Why?
Standards
Instruction
Assessments
Assessment FOR learning occurs when teachers use inferences about student progress to inform their teaching.

Assessment AS learning occurs when students reflect on and monitor their progress to inform their future learning goals.

Assessment OF learning occurs when teachers use evidence of student learning to make judgement on student achievement against goals and standards.
Balanced Assessment Systems to Support Learning & Teaching
Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievements of intended instructional outcomes. Essential components:

- Learning Progressions
- Learning Goals & Criteria for Success
- Evidence of Learning
- Descriptive Feedback
- Self- & Peer-Assessment
- Collaboration
What role do assessments have in determining the effectiveness of your schools?

Which assessments serve to inform your decision making?

How might assessment results influence how resources are allocated?

What do we want our students to know about testing? Our teachers? Our families?
What kind of test is AMP? What does it tell us?
Demonstration: AMP Technology Practice Test
The Technology Practice Tests are not meant to illustrate the rigor and complexity of the questions students will encounter on the test this spring. The Technology Practice Tests cover only a small amount of the content in the Alaska English Language Arts and Math Standards and should not be used to inform instruction.
Technology Practice Tests

Students should practice and take the test on the same types of devices (e.g., computers, tablets) that they use most often during instruction.
Assessment Development Timeline

- **Benchmark Interim Assessments (Fall, Winter)**
  - **Testlets (Assessments for Learning)**
  - **Technology Practice Tests**

2014-15:
- Summative, fixed form
- Machine scored multiple choice and technology enhanced items

2015-16:
- Summative, fixed form
- Field test: listening, essay, math constructed response

2016-17:
- Summative, adaptive
- Operational: listening, essay, math constructed response
<table>
<thead>
<tr>
<th>AMP SUMMATIVE STRUCTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
</tr>
<tr>
<td>• Reading</td>
</tr>
<tr>
<td>• Writing</td>
</tr>
<tr>
<td>• <em>Listening (2016)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Math</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Concepts &amp; Procedures</td>
</tr>
<tr>
<td>• Problem Solving</td>
</tr>
<tr>
<td>• Communicating &amp; Reasoning</td>
</tr>
<tr>
<td>• Modeling &amp; Data Analysis</td>
</tr>
</tbody>
</table>

| 25 Questions | 25 Questions |
| 15 Questions | 15 Questions |
| 15 Questions | 15 Questions |
| 15 Questions | 15 Questions |

Four sections per content assessment

Approx. 2 ½ hours per content assessment
<table>
<thead>
<tr>
<th><strong>BEFORE</strong> Paper/Pencil SBAs</th>
<th><strong>NOW</strong> Computer-based AMP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Untimed</td>
<td>Untimed</td>
</tr>
<tr>
<td>3 tests: reading, writing, math</td>
<td>2 tests: English language arts, math</td>
</tr>
<tr>
<td>185 questions</td>
<td>140 questions</td>
</tr>
<tr>
<td>Required order: R,W,M</td>
<td>Any test order</td>
</tr>
<tr>
<td>Required to complete R, W, or M in one day (2 ½-3 ½ hours each)</td>
<td>Schedule can vary: one or more sections per day (15 or 25 questions)</td>
</tr>
<tr>
<td>All schools and students on same schedule.</td>
<td>Schedule determined by need of school, grade, &amp; student.</td>
</tr>
<tr>
<td>BEFORE</td>
<td>NOW</td>
</tr>
<tr>
<td>--------</td>
<td>-----</td>
</tr>
<tr>
<td><strong>Paper/Pencil SBAs</strong></td>
<td><strong>Computer-based AMP</strong></td>
</tr>
<tr>
<td>Only multiple choice and “constructed response”</td>
<td>Multiple choice and interactive “technology-enhanced” questions; essay, math response, and listening added in 2016</td>
</tr>
<tr>
<td>Limited tools available to students to use to help solve problem and show their understanding</td>
<td>Universal tools that are used for learning also allowed on the test. Intervention tools used with students are allowed (text-to-speech).</td>
</tr>
</tbody>
</table>
Balanced Assessment Systems to Support Learning & Teaching

Formative Assessment Practices

- Progress Monitoring
- Diagnostic Assessments
- Screening Assessments
- Program Assessments
- Interim Assessments
- Summative Assessments

AMP Alaska Measures of Progress

Fall 2016
Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievements of intended instructional outcomes. Essential components:

- Learning Progressions
- Learning Goals & Criteria for Success
- Evidence of Learning
- Descriptive Feedback
- Self- & Peer-Assessment
- Collaboration
How do the test results inform school accountability?
ASPI Elementary/Middle School Indicator Weightings for Students in Grades K-8

- Attendance Rate: 25%
- Academic Achievement: 35%
- School Progress: 40%

Achievement & Progress on standardized summative assessment... previously the SBAs; moving forward,
ASPI High School Indicator Weightings for Students in Grades 9-12

- Graduation Rate: 20%
- Attendance Rate: 10%
- College & Career Ready: 10%
- Academic Achievement: 20%
- School Progress: 40%
# ASPI SCHOOL WORKSHEET

## ALASKA SCHOOL PERFORMANCE INDEX (ASPI): 2012-2013

<table>
<thead>
<tr>
<th>School District:</th>
<th>School:</th>
</tr>
</thead>
</table>

**Participation Rate**
- **Grades 3-10**

<table>
<thead>
<tr>
<th>Participation Rate</th>
<th>Number Enrolled</th>
<th>Number Tested</th>
<th>Participation Rate</th>
<th>Met Participation Rate</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3-10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
</tbody>
</table>

**K-8 Performance**

**Academic Achievement**

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>Pct</td>
<td>Count</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Progress</th>
<th>Growth All</th>
<th>Growth-AK Natives</th>
<th>Growth-Econ Dis</th>
<th>Growth w/Disabilities</th>
<th>Growth-LEP</th>
</tr>
</thead>
</table>

**Attendance Rate**

**Total K-8 Points**

## 9-12 Performance

**Academic Achievement**

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>Pct</td>
<td>Count</td>
</tr>
</tbody>
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<th>Growth All</th>
<th>Growth-AK Natives</th>
<th>Growth-Econ Dis</th>
<th>Growth w/Disabilities</th>
<th>Growth-LEP</th>
</tr>
</thead>
</table>

**Attendance Rate**

**Graduation Rate**
- 4 Year
- 5 Year

**College Career Readiness**

**WorkKeys Participation**

**Total 9-12 Points**

- **K-8 Enrollment Ratio**
- **9-12 Enrollment Ratio**

**ASPI Score**

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*Results are suppressed to protect individual confidentiality

N/A—Results do not meet minimum reporting thresholds or no students of the reported grade level were served

Printed
School: Pre-K – Grade 6

*only grades 3-6 tested*

<table>
<thead>
<tr>
<th>Participation Rate</th>
<th>Number Tested</th>
<th>Number Enrolled</th>
<th>Participation Rate</th>
<th>Met Participation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3-10</td>
<td>168</td>
<td>168</td>
<td>100.00%</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Number Tested 168

Number Enrolled 168

Participation Rate 100%
### K-8 Performance

<table>
<thead>
<tr>
<th>Academic Achievement</th>
<th>Reading</th>
<th></th>
<th>Writing</th>
<th></th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cnt Proficient</td>
<td>Cnt Tested</td>
<td>Pct Proficient</td>
<td>Cnt Proficient</td>
<td>Cnt Tested</td>
</tr>
<tr>
<td>Reading</td>
<td>108</td>
<td>168</td>
<td>64.29%</td>
<td>91</td>
<td>168</td>
</tr>
<tr>
<td>Writing</td>
<td>91</td>
<td>168</td>
<td>54.17%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>82</td>
<td>167</td>
<td>49.10%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Reading**
- Count Proficient: 108
- Count Tested: 168
- Percent Proficient: 64.29%

**Writing**
- Count Proficient: 91
- Count Tested: 168
- Percent Proficient: 54.17%

**Math**
- Count Proficient: 82
- Count Tested: 167
- Percent Proficient: 49.10%

*Remember... there will be 2 AMP scores - English Language Arts and Math.*
<table>
<thead>
<tr>
<th>School Progress</th>
<th>Growth All</th>
<th>Growth-AK Nat</th>
<th>Growth-Econ Dis</th>
<th>Growth-w/Disabs</th>
<th>Growth-LEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Subgroup must have &gt;5 students to be considered)</td>
<td>90.84</td>
<td>75.65</td>
<td>90.84</td>
<td>74.76</td>
<td>89.85</td>
</tr>
</tbody>
</table>

Growth All
90.84

Growth AK Native
75.65

Growth Economically Disadvantaged
90.84

Growth Students w/Disabilities
74.76

Growth Students w/Limited English Proficiency
89.85

Target: 100+
| Attendance Rate | 93.69% |
2005 - 2014 Standards Based Assessments (SBAs)

2015 - Alaska Measures of Progress

A NEW BASELINE
Pause current Star Rating following 2015 AMP

- Example, a 3 star school in 2014-15 will remain a 3 star school in 2015-16

Provide current

- Participation (target is 95%)
- Attendance (target is 96%)
- Graduation (target is 98-100%)
- Percent of students at each “Achievement Level”
  - Level 4 “Exceeds”
  - Level 3 “Meets the standards”
  - Level 2
  - Level 1
Following 2016 AMP

- **Attendance Rate**: 25%
- **Academic Achievement**: 35%
- **School Progress**: 40%

Based on percent of students who achieve the Level 3 “Meets the standards” score in English Language Arts and/or Math.

Based on growth of students from 2015 AMP test to 2016 AMP test.
Vision

What connections are there between your district vision & the data in ASPI?

Policy

How might ASPI data add to the policy conversations for your district?

Budget

How might ASPI Star ratings influence how resources are allocated?

Message

What are the important messages to emphasize about school star ratings?
Student Reports

1. Overall Score for English Language Arts
2. Targeted information on these broad concepts:
   • Read closely and analytically (fiction, nonfiction)
   • Produce effective writing for a range of purposes
   • Employ effective listening skills

3. Overall Score for Math
4. Targeted information on these broad concepts:
   • Concepts and procedures
   • Problem solving
   • Communicate reasoning
   • Modeling and data analysis
It’s about knowing what is best to do next... and then...and after that...
March 30 – May 1 Test Window

April Listening Item Review

July 7-10 Standard Setting Meeting

July/August public comment on Standard Setting

June-December Item Reviews

Fall Reports available after approval by SBOE
School Boards

• Encourage students to do well, and remind them that testing is just one way we find out what they know and what they are ready to learn.

• Praise educators for their hard work.

• Deliver the message that the Alaska standards now have greater expectations and so, yes, the test is harder for students...our students are not less capable, our teachers are not less effective. We all have work to do.
Photo by Tulus Simatupang

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