Preparing College, Career, & Culturally Ready Graduates

- STANDARDS
- ASSESSMENTS
- ACCOUNTABILITY
- PARENTS & COMMUNITY
- SUPPORT

Alaska Association of School Boards March 28, 2015

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Administrator, Comprehensive System of Student Assessment

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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

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

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

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

ACCOUNTABILITY 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

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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

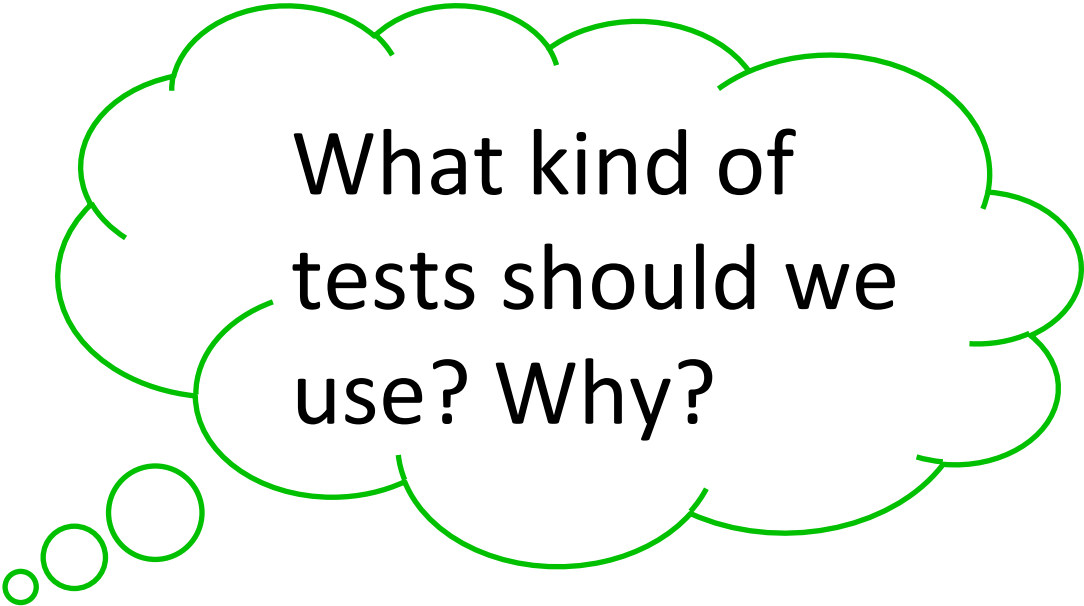(3) provide a focus for instructional improvement.

How Test Results Help Districts Make Good Decisions

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?

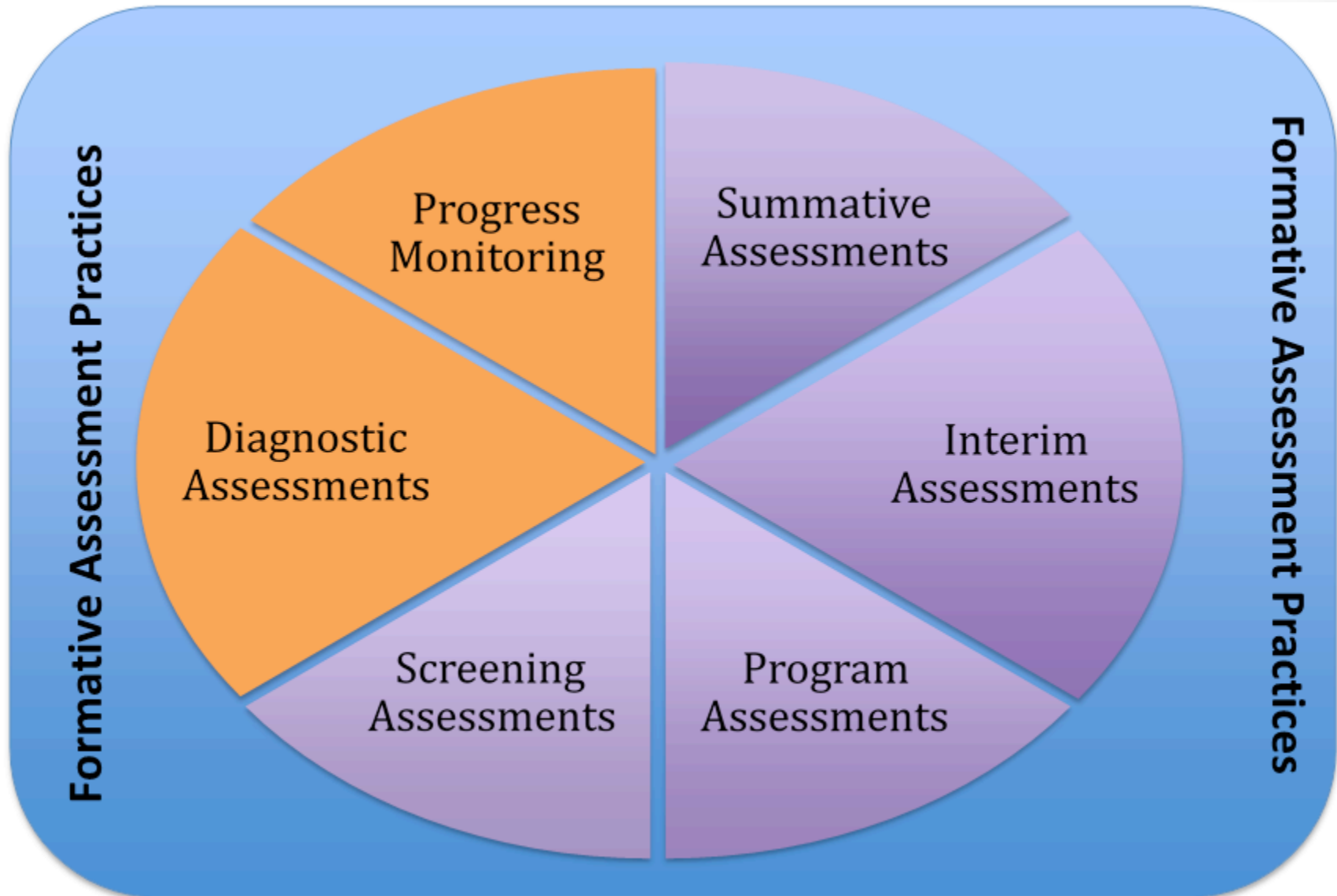# Standards

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.

EDUCATION
& EARLY DEVELOPMENT

Balanced Assessment Systems
to Support Learning & Teaching

Formative Assessment Practices

Progress
Monitoring

Summative
Assessments

Diagnostic
Assessments

Interim
Assessments

Screening
Assessments

Program
Assessments

Formative Assessment Practices

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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

EDUCATION
& EARLY DEVELOPMENT

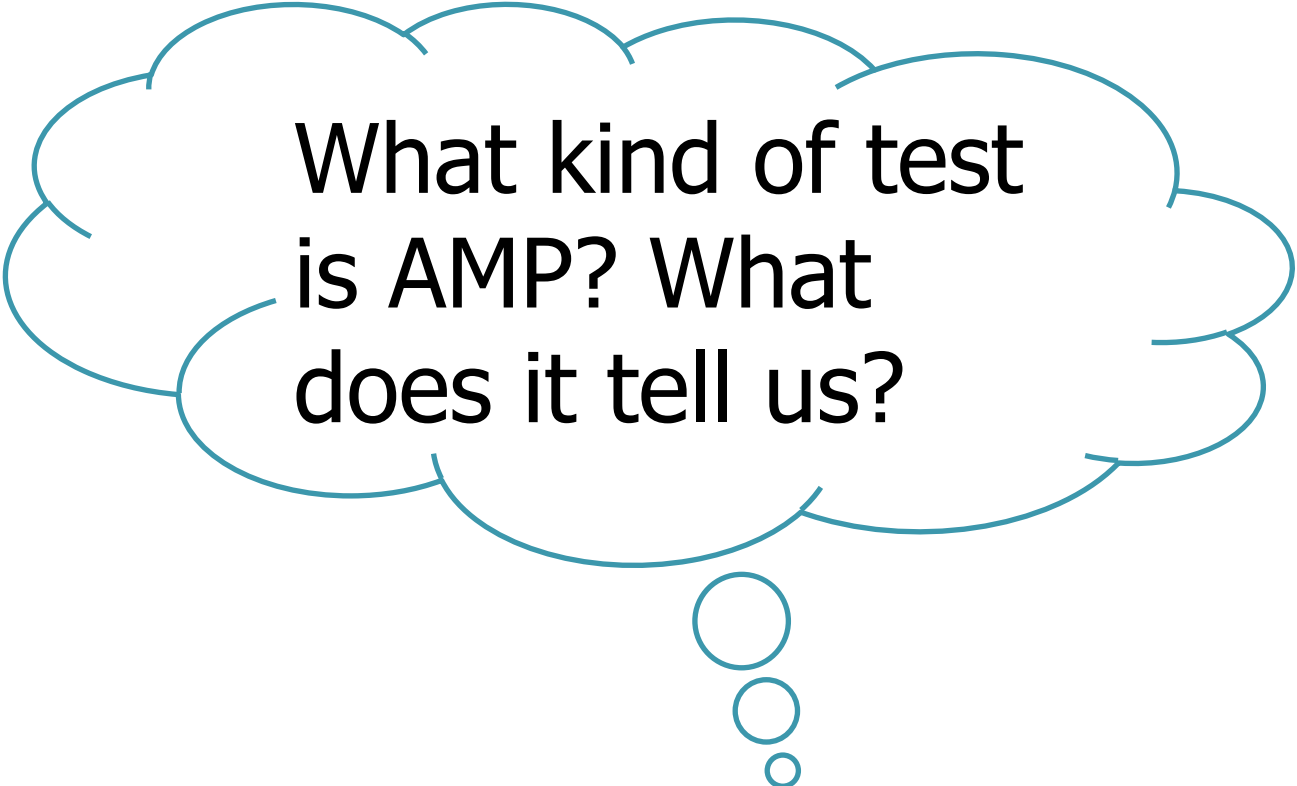|	
Vision — What role do assessments have in determining the effectiveness of your schools?	**Policy** — Which assessments serve to inform your decision making?
$ Budget — How might assessment results influence how resources are allocated?	**Message** — What do we want our students to know about testing? 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.

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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	2015-16	2016-17

Summative, fixed form

Machine scored multiple choice and technology enhanced items

Summative, fixed form

Field test: listening, essay, math constructed response

Summative, _adaptive_

Operational: listening, essay, math constructed response

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AMP SUMMATIVE STRUCTURE

English Language Arts

- Reading

- Writing

- *Listening (2016)*

Math

- Concepts & Procedures

- Problem Solving

- Communicating & Reasoning

- Modeling & Data Analysis

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

BEFORE Paper/Pencil SBAs	*NOW* Computer-based AMP
Untimed	**Untimed**
3 tests: reading, writing, math	**2 tests: English language arts, math**
185 questions	**140 questions**
Required order: R,W,M	**Any test order**
Required to complete R, W, or M in one day (2 ½-3 ½ hours each)	**Schedule can vary: one or more sections per day (15 or 25 questions)**
All schools and students on same schedule.	**Schedule determined by need of school, grade, & student.**

BEFORE Paper/Pencil SBAs	*NOW* Computer-based AMP
Only multiple choice and "constructed response"	**Multiple choice and interactive "technology-enhanced" questions; essay, math response, and listening added in 2016**
Limited tools available to students to use to help solve problem and show their understanding	**Universal tools that are used for learning also allowed on the test. Intervention tools used with students are allowed (text-to-speech).**

Balanced Assessment Systems
to Support Learning & Teaching
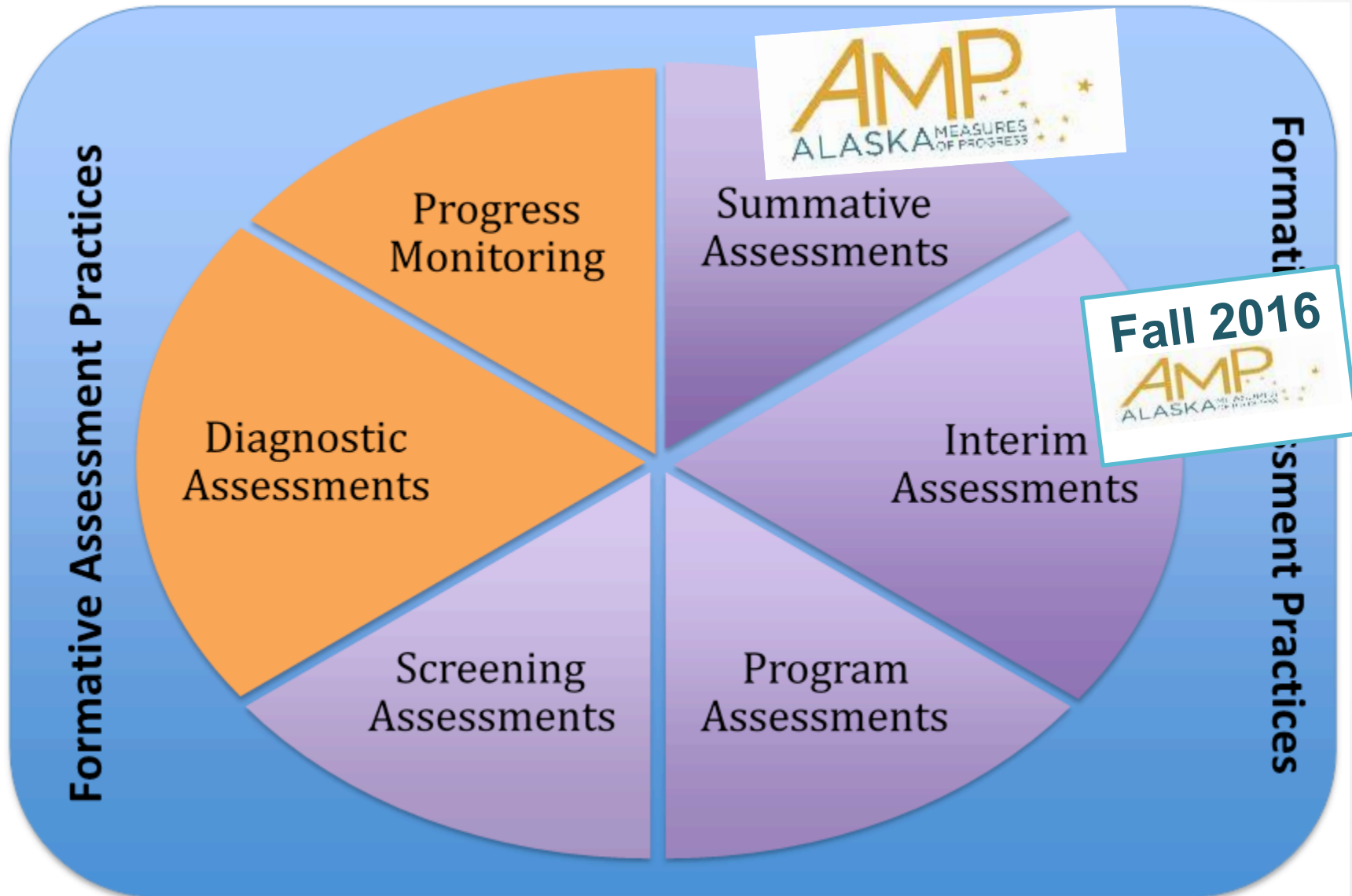
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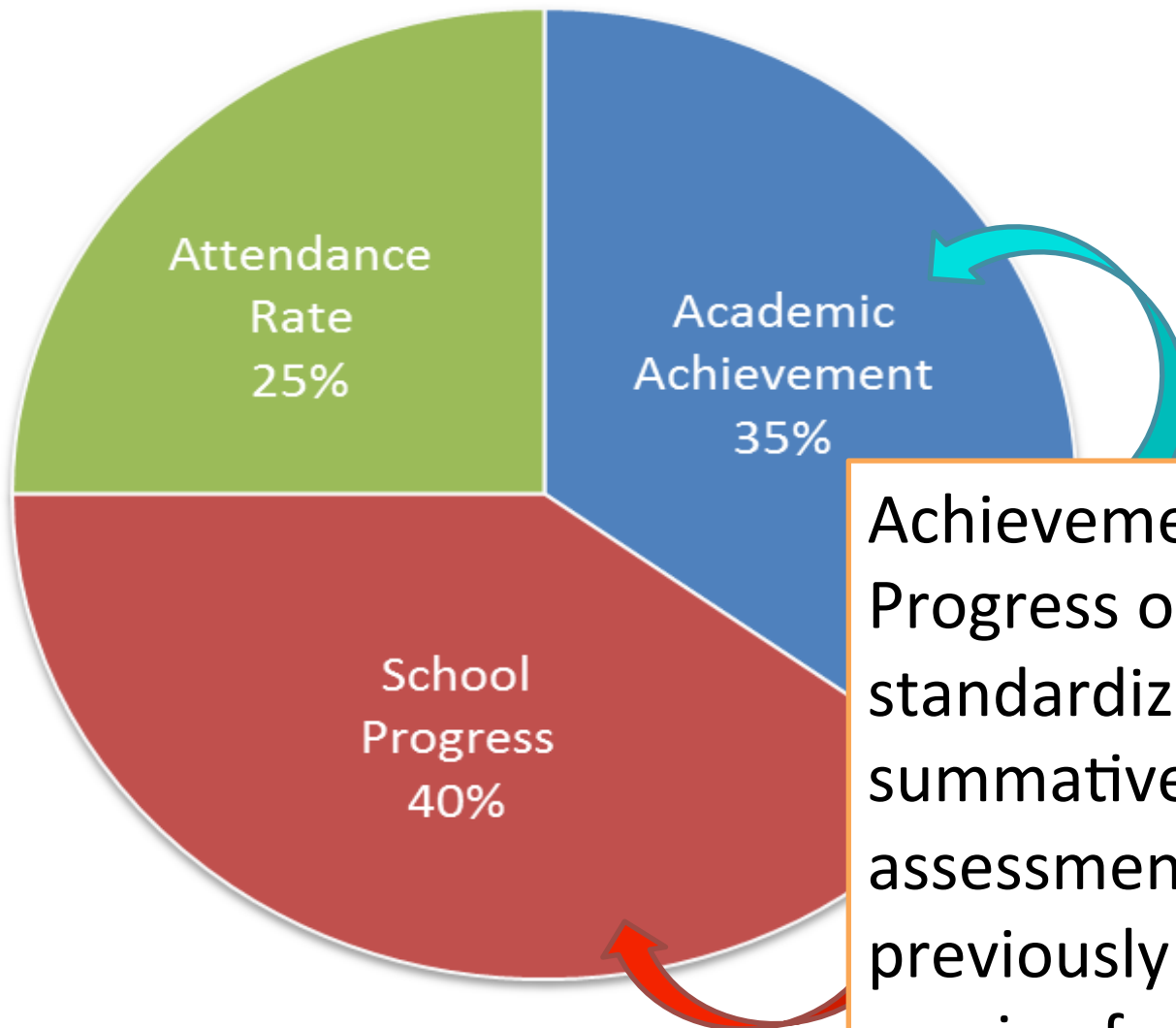- Self- & Peer-Assessment
- Collaboration

AMP Testlets

AMP
ALASKA MEASURES OF PROGRESS

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EDUCATION
& EARLY DEVELOPMENT

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

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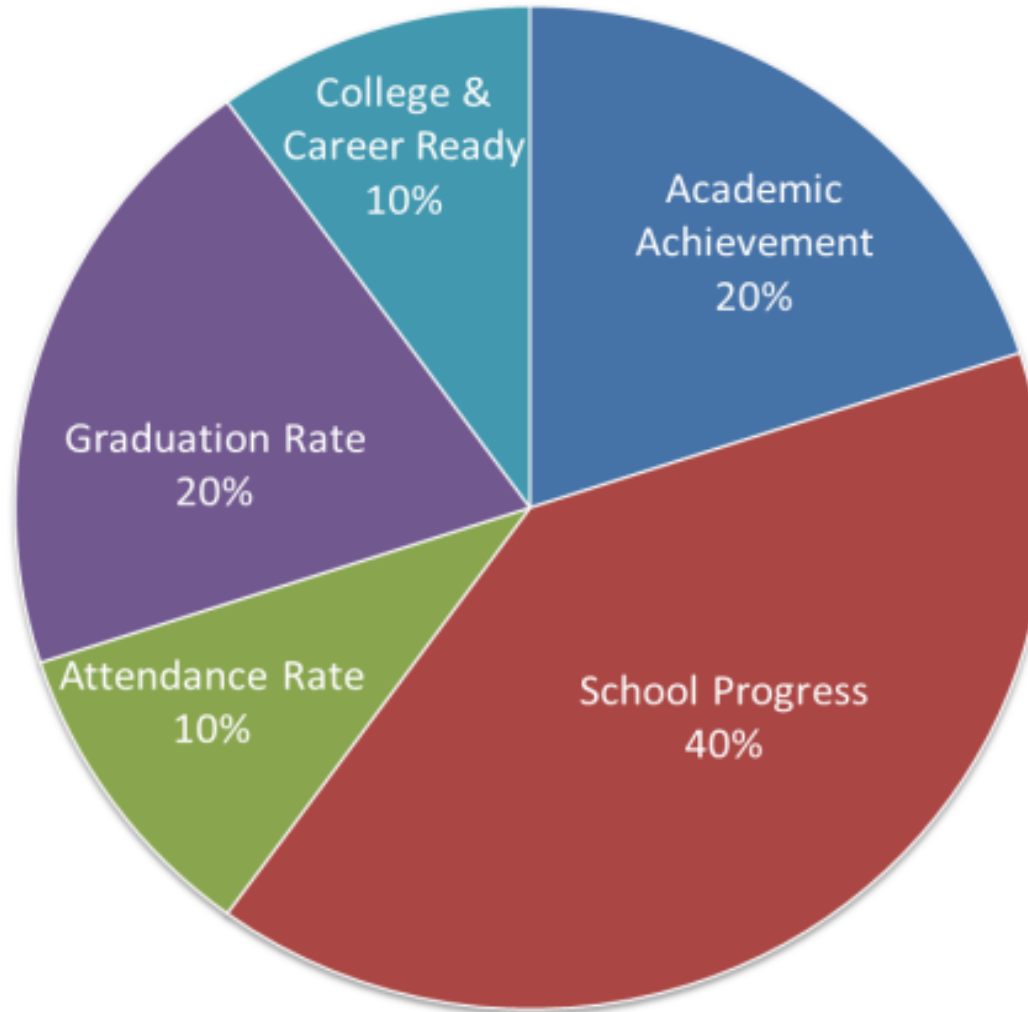
ASPI SCHOOL WORKSHEET

ALASKA SCHOOL PERFOMANCE INDEX (ASPI): 2012-2013

ASPI Rating: **School Grade Span:**

School District: **School:**

Participation Rate Grades 3-10	Number Enrolled	Number Tested	Participation Rate	Met Participation Rate		Points
						None, acts as a trigger to achievement denominator

K-8 Performance

	Reading		Writing		Math						Points	Weighting	ASPI Points
Academic Achievement	Count Prof	Pct Prof	Count Prof	Pct Prof	Count Prof	Pct Prof							
School Progress (subgroups must have 5> students to be considered)	Growth All		Growth-AK Natives		Growth-Econ Dis		Growth w/Disabilities		Growth-LEP				
Attendance Rate													

	Total K-8 Points		

9-12 Performance

	Reading		Writing		Math						Points	Weighting	ASPI Points
Academic Achievement	Count Prof	Pct Prof	Count Prof	Pct Prof	Count Prof	Pct Prof							
School Progress (subgroups must have 5> students to be considered)	Growth All		Growth-AK Natives		Growth-Econ Dis		Growth w/Disabilities		Growth-LEP				
Attendance Rate													
Graduation Rate	4 Year		5 Year										
College Career Readiness													
WorkKeys Participation													

^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

	Total 9-12 Points		

K-8 Enrollment Ratio	
9-12 Enrollment Ratio	

ASPI Score	

School: Pre-K – Grade 6
only grades 3-6 tested

Participation Rate Grades 3-10	Number Tested	Number Enrolled	Participation Rate	Met Participation Rate
	168	168	100.00%	Yes

Number Tested 168

Number Enrolled 168

Participation Rate 100%

K-8 Performance

Academic Achievement	Reading			Writing			Math		
	Cnt Proficient	Cnt Tested *	Pct Proficent	Cnt Proficient	Cnt Tested *	Pct Proficent	Cnt Proficient	Cnt Tested *	Pct Proficent
	108	168	64.29%	91	168	54.17%	82	167	49.10%

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.

School Progress	Growth All	Growth-AK Nat	Growth-Econ Dis	Growth-w/Disabs	Growth-LEP
(Subgroup must have >5 students to be considered)	90.84	75.65	90.84	74.76	89.85

Target: 100+

Growth All
90.84

Growth AK Native
75.65

Growth Economically Disadvantaged
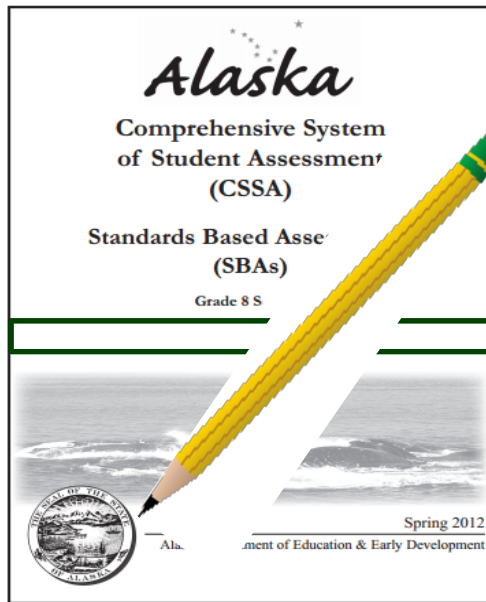90.84

Growth Students w/Disabilities
74.76

Growth Students w/Limited English Proficiency
89.85

Attendance Rate	93.69%

2005 - 2014
Standards Based
Assessments
(SBAs)

A NEW BASELINE
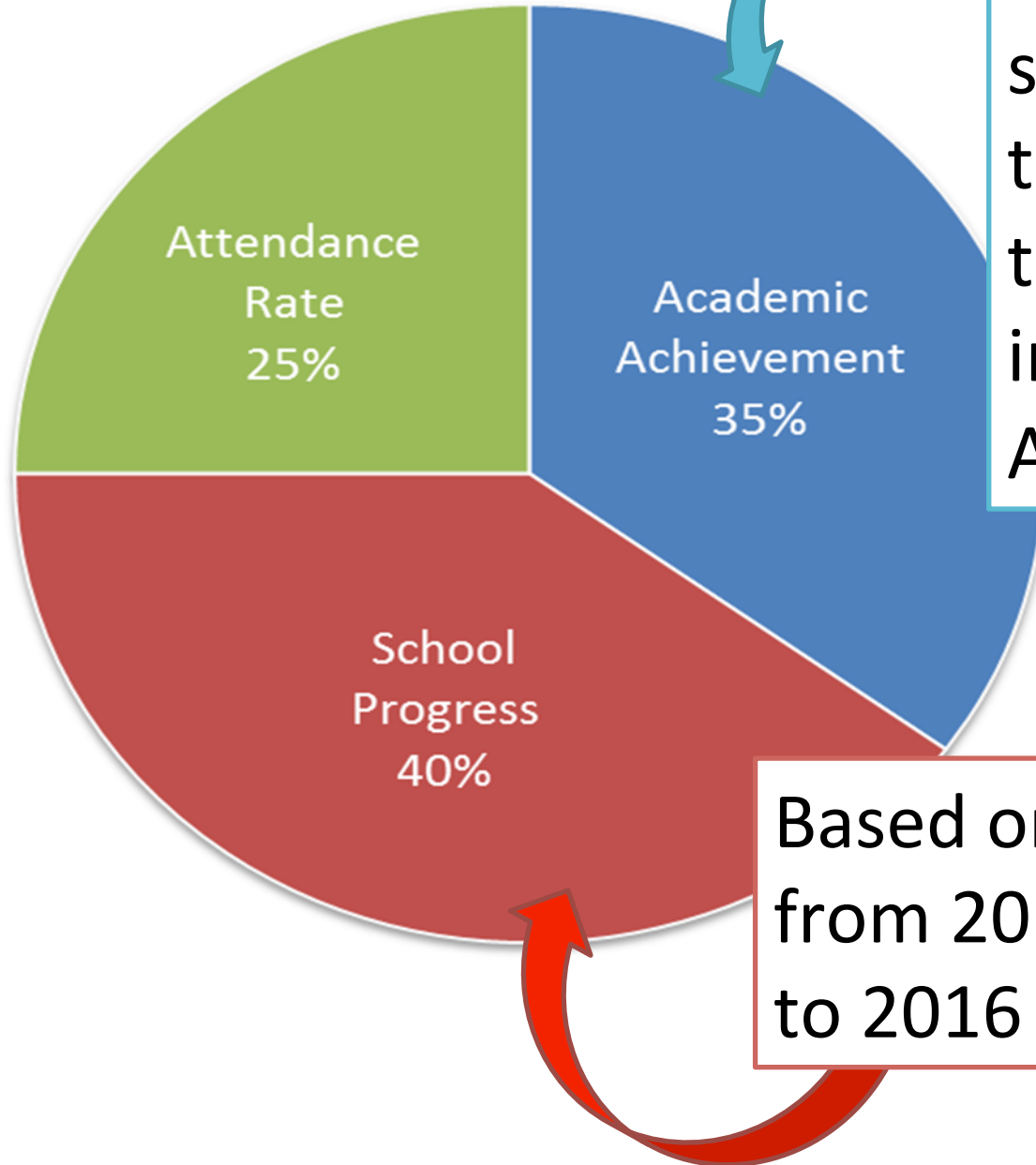
2015 -
Alaska Measures of Progress

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

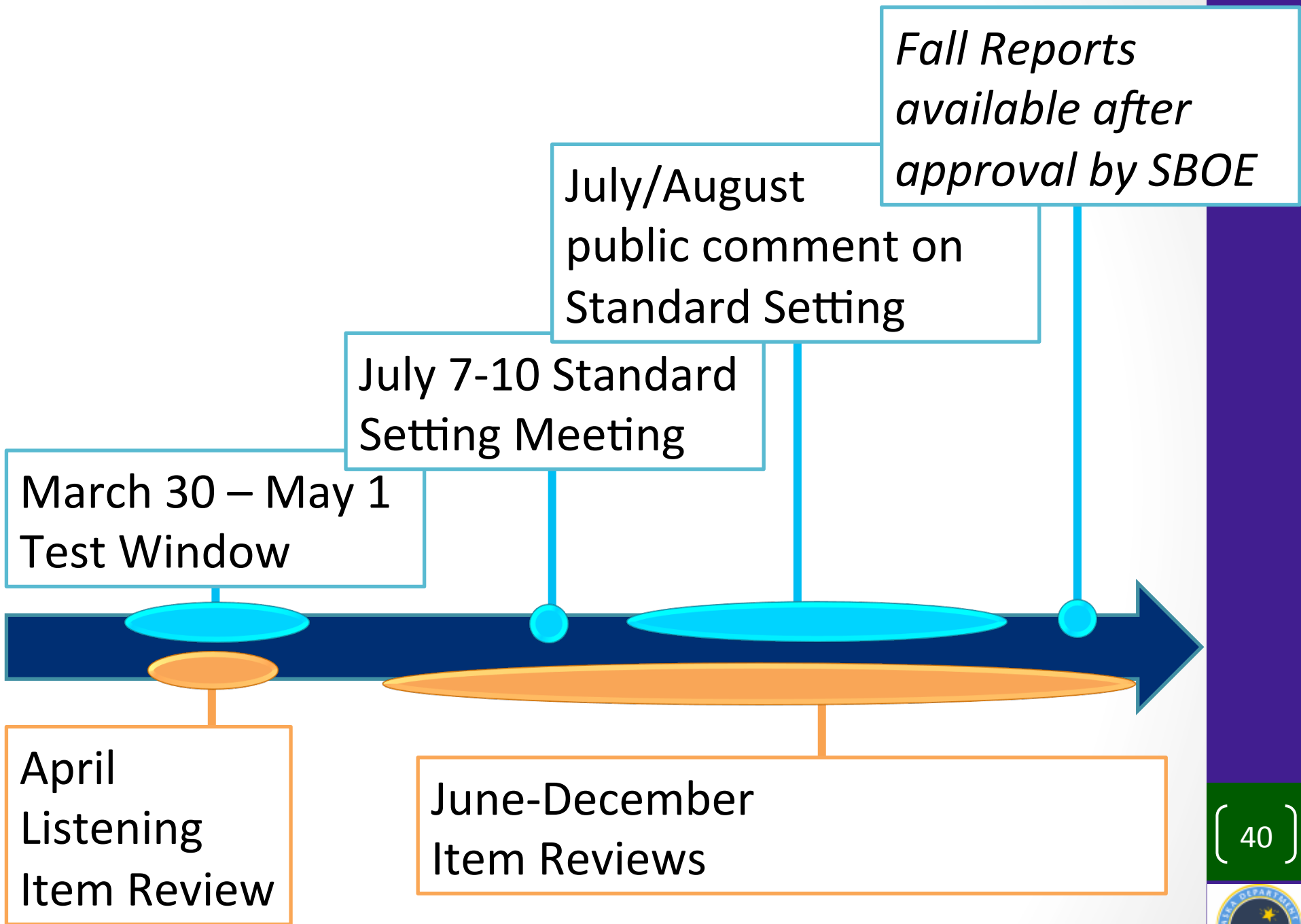|	
Vision	**What connections are there between your district vision & the data in ASPI?**
Policy	**How might ASPI data add to the policy conversations for your district?**
$ Budget	**How might ASPI Star ratings influence how resources are allocated?**
Message	**What are the important messages to emphasize 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...

Fall Reports available after approval by SBOE

July/August public comment on Standard Setting

July 7-10 Standard Setting Meeting

March 30 – May 1 Test Window

April Listening Item Review

June-December Item Reviews

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.
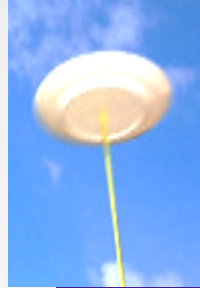
Photo by Tulus Simatupang

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