

District Assessment Report – April 2024

To: Kasie Luke
and LPSD School Board Members

From: Moon McCarley, District Testing
Coordinator

NWEA MAP Growth Assessments – Students in grades K-9

- Spring benchmark scores for 3-9th graders come from their AK Star assessment. They will be available within two weeks of the students finishing that assessment.
- K-2 students will take MAP Growth math assessments in April.

MAP Growth Assessments Spring Benchmark						
	Math			Reading		
	Above Av	Average	Below Av	Above Av	Average	Below Av
fy19	26.12%	15.76%	58.1%	27.79%	19.73%	52.45%
fy20	26.81%	15.54%	57.72%	31.38%	14.77%	53.8%
fy21	21.94%	13.17%	64.87%	20.17%	15.96%	63.84%
fy22	16.58%	20.58%	62.74%	20.86%	17.96%	61.16%
fy23	28.56%	11.52%	59.9%	20.55%	17.75%	61.67%

Amplify mClass with Dibels 8 – Student in grades K-3

- The final Amplify benchmark assessments will be given the last week of April, in compliance with the state window.
- Students with scores that indicate that they are reading below grade level participate in additional reading intervention instruction.

AK Star and Alaska Science Assessment – Students in grades 3-10

- Most students completed the AK Star assessment during the April 8-12 window.
- The results of this assessment will be available in early fall.
- AK Star results for the spring 2023 test administration will be released April 17.
- The deadline to share those results with parents will be May 10.

Percentage of LPSD students proficient/advanced on summative assessment							
	Fy17	Fy18	Fy19	Fy20	Fy21	Fy22	Fy23
ELA	28.65%	37.74%	33.33%	COVID	20.69%	20.42%	April 17
Mathematics	21.47%	28.3%	28.07%	COVID	20.14%	17.61%	
	PEAKS Assessment					AK Star	

ADP - Alaska Developmental Profile – Kindergarten students

- Full Public Results can be found at this link. You will see blank fields in some places. That is because group sizes of less than 10 cannot be displayed due to confidentiality.
<https://education.alaska.gov/assessment-results/ADP/ADPResults?DistrictYear=2023-2024&DistrictId=30>

DLM -Alternative Assessment, Dynamic Learning Maps – Select students in grades 3-10

- Currently there are no LPSD students who will be taking the DLM

NAEP- The National Assessment of Education Progress – Select student in select grades

- Information about the NAEP assessment can be found here:

<https://education.alaska.gov/assessments/naep>

I'm available to meet with any board members to go over more targeted data, discuss testing practices, and any other assessment focused topics. Please don't hesitate to contact me at mmccarely@lpsd.com or 907-639-1199.

Available results for any statewide assessment can be accessed here:

<https://education.alaska.gov/assessments/results>

Alaska Reads Act Implementation - Lake and Peninsula School District

To: Kasie Luke, Superintendent
and LPSD Board Members

From: Moon McCarley, District Testing
Coordinator

The Alaska Reads Act HB114 legislation passed in June of 2022. All Alaska school districts were required to submit a comprehensive plan to implement the components of the Reads Act before the start of the 2023-2024 school year. The plan is to be updated yearly, if changes are made. The Reads Act is unfunded. While the state does provide a number of resources and supports, it is still costly to implement all of the components.

The main components of the Alaska Reads Act are:

- **Universal Instruction** - This is our core reading instruction for all students grades K-3. The state requires districts use a reading curriculum that has been vetted by the state and supports the Science of Reading.
- **Multi Tiered Systems of Support** - MTSS is a comprehensive plan to evaluate student data and deliver supports in all areas to increase student achievement and success.
- **Literacy Screening** - All students in grades K-3 are required to be assessed using an approved literacy screening tool.
- **Parent Communications** - It is required that parents receive monthly updates of student's reading achievement.
- **Professional Development** - Districts are required to provide professional development in the area of Reading. Instructional personnel are required to get "Alaska Reads Certified."

Find out more general information about the Alaska Reads Act here:

<https://education.alaska.gov/akreads>

Within the Alaska Reads Act there are many requirements that have to be tailored to unique district needs. Here are highlights of the ways that we've met the requirements at LPSD:

Universal Instruction: The Reach for Reading program is not one of the state approved reading curricula. However, adoption of a new curriculum is too expensive to consider at this time. Instead we have focused professional development on emphasizing those components that do align with the Science of Reading and replacing those that don't. One example is that the primary levels don't contain enough explicit phonics instruction. We've added a phonics instruction supplement that adds what is missing.

MTSS: While interventions have always been implemented to a degree, we now have a comprehensive process of screening, progress monitoring, and providing targeted intervention instruction, consistently, throughout the school district. This is supported by regular professional development covering how to use the resources, how to interpret the data, and supports in providing the instruction with limited instructors and time.

The Reads Act also requires that some 3rd grade students receive 20 hours of additional instruction during the summer. This year that will be delivered by a teacher, on site. At most schools this will take place in the week following the close of school. The exact dates and times are determined by the teacher and students/parents at each site.

Literacy Screener: The state of Alaska has endorsed Amplify mClass Dibels 8 as a literacy screening tool. The state provides the basic screener for free to districts. Like MAP Growth, this assessment is taken 3 times a year. It differs in that it does more to target specific foundational skills. Amplify also has an optional program for progress monitoring and intervention instruction. Progress monitoring is quick (1-2 minute) tests that measure one or two skills on a weekly or biweekly basis. Mclass Intervention provides reading lessons based on individual student scores. This has provided a lot of high-quality support for teachers. It's challenging to find the time to do everything but teachers feel they have seen a lot of student success.

Parent Communication: Teachers provide updated reading data to parents on a monthly basis. The assessment platforms we use provide parent friendly reports and LPSD has letter templates to support these communications. We want parents to feel well informed and comfortable accessing this information and having discussions with teachers about their child's learning. One component of the Alaska Reads Act is that teachers have a conference with parents at the end of 3rd grade to discuss whether or not a student is going to be reading on grade level by the end of the year. Those students who are not reading on grade level participate in the 20 hours of summer intervention.

Professional Development: We have implemented a weekly Professional Learning Community (PLC) model with elementary teachers across the district. The PLC model is a common and effective way for teachers to build their skills through ongoing training and collaborative planning. All elementary teachers met on Wednesday afternoons via zoom. This time was used to provide training on our new programs, build understanding of how to effectively use our reading curriculum, support in planning and implementing interventions, and plan with other teachers. This model provides a teaching team even for those people who are the only elementary teacher at their site. People participating in the PLC also had the opportunity to join a weekend literacy retreat in Nondalton, and attend the Science of Reading Symposium at the end of the April.

The state offers many free options for teachers and administrators to attain their Alaska Reads certification.

The Alaska Reads Act has a lot components that align with what we have always done in LPSD. That being said, there are challenges. There is a cost associated with most of the required components yet it remains unfunded by the state. It's only with funds from the literacy grant that we've been able to put a lot of these pieces into practice. Implementing all of the components has added to the workload of everyone involved. The added work for teachers should lessen greatly in the upcoming year now that the foundations have been put in place.

I'd like to recognize the work of the elementary teachers. They have embraced these shifts to provide their students with the best possible reading instruction. I'd also like to recognize Michele Hughes who helped to create our Alaska Reads plan and implement ongoing teacher support and professional development.