

**State Board of Education & Early Development**  
**Unapproved Minutes**  
**October 26, 2022**  
**Virtual Platform Meeting**  
**Department of Education & Early Development**  
**333 Willoughby Avenue, SOB 9<sup>th</sup> Floor**  
**Juneau, AK 99801**

**Wednesday, October 26, 2022**

First Vice Chair Kowalski called the meeting to order at 3:00 pm. After the pledge of allegiance, the board adopted the agenda for October 26, 2022. Member Hamilton moved to adopt the agenda and was seconded by Member Van Diest. There were no objections to the adoption of the agenda. There were no potential conflicts of interest identified by board members at this meeting. Chair Fields and Member Griffin were excused from attendance.

**Agenda Item 1. Commissioner's Report**

Acting Commissioner Teshner thanked the State Board members for their committee work. She then announced two new hires that will be approved at the December meeting: Special Assistant to the Commissioner, Laurel Shoop, started September 6, and Dr. Amy Philips-Chan will be the Director of Libraries, Archives, and Museums starting November 14. The Deputy Commissioner and Director of Finance and Support Services positions are both vacant, but anticipated to be filled after the election

Bobi Jo Grimes, Human Resource Business Partner, provided an update on the commissioner recruitment and the procurement for a vendor to perform the search. Ray and Associates was the awarded vendor resulting from the Informal Request for Proposal (IRFP) procurement process. Ms. Grimes anticipates the project will begin mid-November and will take approximately four months to complete. Chair Kowalski asked how input from the State Board would occur. Ms. Grimes responded that on November 7 Ray and Associates will consult with the Recruitment Committee and the recruitment Committee will decide how the rest of the State Board will be consulted about qualities and other input. Acting Commissioner Teshner added that another update will be provided to the board during the December meeting.

Acting Commissioner Teshner welcomed the new student advisor, Maggie Cothron.

Susan McKenzie, Director of the Division of Innovation and Education Excellence then provided an update on the Alaska Reads Act regulations. The department is working with the Department of Law, with draft regulations being provided in early October. The department is still anticipating that the Department Reading Program and District Intervention Program regulations will be before the Board in December, with the Early Education Grants, Virtual Education Consortium, Teacher Preparation, and other requirements of the Alaska Reads Act will be before the Board in January. All will be on March's agenda for adoption to meet the July 1, 2023 effective date. Additional items to support districts with implementation of the Alaska Reads Act are being developed including applications, guidance, templates, waivers, etc. There were no questions or comments from Board members.

Next, Dr. Elizabeth Greninger, Assessment Administrator, presented the 2021-2022 school year results of the following assessments:

1. Dynamic Learning Maps (DLM) Alternate Assessment

2. ACCESS for ELLs
3. Alaska Science Assessment
4. Alaska System of Academic Readiness (AK STAR)
5. National Assessment of Educational Progress (NAEP)

The assessment results were released to school districts on October 24, 2022 and the public release will be November 10, 2022. Dr. Greninger reported that there has been a historically low assessment performance in Alaska which follows the trend nationwide. Results validate what was expected as a result of the learning conditions caused by the COVID-19 pandemic. Subsets of student populations are not included in the results including a gap in participation between correspondence schools and non-correspondence schools. The new cut scores and test designs do not allow for comparison of results from prior years. This year's assessment results will be a baseline of student performance.

The Dynamic Learning Maps (DLM) Alternate Assessment was designed for a smaller number of students with many types of significant cognitive disabilities. Results were received in July 2022. The DLM Alternate Assessment is a completely individualized test designed so students can show what they know and can do. Results from the assessment provides information to guide classroom instruction. The four Performance Levels are: (1) Emerging; (2) Approaching Target; (3) At Target; and (4) Advanced.

Alaska also administers the ACCESS for English Language Learners (ELLs) assessment through the WIDA Consortium. The ACCESS for ELLs assessment was taken by approximately 12,000 (76%) of identified English learners in the state – this is a significantly larger number of students tested than in 2021. The four skills tested for six proficiency levels are: (1) Listening; (2) Reading; (3) Speaking; and (4) Writing. WIDA provides an overall proficiency level by grade.

The AK STAR English Language Arts (ELA) assessment provides target resources and support opportunities for reading, writing, and language. Assessment data results provide insight into grade level performance and identify areas of opportunity to help students perform better on this assessment. The participation rates included 92.8% of students in non-correspondence schools and only 14.9% of students in correspondence schools, for an overall participation total of 79.7% which did not meet DEED's 95% participation rate goal. The full population of Alaska's students are not represented in the results, which for ELA shows: 43% Needs Support; 27% Approaching Proficient; 21% Proficient; and 9% Advanced.

The AK STAR Mathematics assessment provides target resources and support opportunities for math content and argumentation and modeling. Disaggregation of assessment data for student groups and which student groups have the most need. The participation rates included 92.5% of students in non-correspondence schools and only 14.9% of students in correspondence schools, for an overall participation total of 79.5%, which did not meet DEED's 95% participation rate goal. The mathematics results show that 58% Needs Support; 19% Approaching Proficient; 16% Proficient; and 7% Advanced.

Dynamic results online released a resource for schools to apply filters and further analyze results for their students. School districts also receive a data file with assessment result information.

The Alaska Science Assessment was administered in grade 5, 8, and 10. Domains are physical and life science assessed in grades 5, 8, and 10. Domains of earth and space science are assessed in grades 5 and 8. The participation rate was 89.2% of students in non-correspondence schools and only 14.6% of students in correspondence schools, for an overall participation total of 77.6% which did not meet

DEED's 95% participation rate goal. The results showed that 39% Needs Support; 23% Approaching Proficient; 27% Proficient; and 11% Advanced.

Families receive individual reports, schools receive summary reports, teachers receive student roster reports, and school districts receive a school district data file.

In response to the 2022 assessment results, the department has developed a comprehensive set of interpretive guides and reporting resources to share with districts, so they can use those with their educators and families. The resources are intended to build assessment literacy and understanding of the assessment results in the data elements. The department has provided data resources to include educator and family guides, sample annotated reports, talking points for leaders and teachers, presentation templates, social media images, public facing videos, and more.

In addition, a statewide assessment brief is coming with the public release on November 10, 2022. This will provide a statewide view of performance across all the 2022 results. This resource will allow Alaska to speak about results with common information and knowledge.

Standards alignment will be used to drive curriculum, instruction, and assessment goals and actions. New assessment resources will allow educators to use data-driven information to target resources to communities who need them the most.

Chair Kowalski asked how these results relate to school designation status. Dr. Greninger responded that the Data Reporting team is using the results to produce the school accountability designations, but there will be some temporary flexibility in those designations given that there was a gap in testing and this was a new test this year.

Chair Kowalski asked about the origin of the 95% participation rate. Dr. Greninger responded that the U.S. Department of Education establishes that participation rate as a component of the accountability system. Chair Kowalski commented that this will need development of strategies to achieve that participation rate.

Raina Moulian, the National Assessment of Educational Progress (NAEP) State Coordinator, provided an update on the 2022 NAEP results. The NAEP is a nationwide assessment mandated by congress and overseen by the National Center for Education Statistics (NCES) within the U.S. Department of Education and the Institute of Education Sciences. This test is administered to a sampling of students in grades 4 and 8 for reading and mathematics proficiency.

Alaska's performance held steady but demonstrates persistent areas of improvement that were also reflected in our statewide assessment. Inclement weather, the pandemic, and other variables made administering the assessment a challenge.

Grade 4 and 8 students saw an average scale score decline in Alaska which followed the same trend as 43 other states.

Military Advisor Lt Col Fowley asked about Alabama's assessment results for grade 4 and grade 8 math and grade 4 reading results on the state comparison chart. Has anything in Alabama's practices been identified to conclude why their state is performing better? Ms. Moulian responded that while they saw an increase, it is not a statistically significant difference. Alabama may have better participation rates

and preparation for the test due to school district involvement. Dr. Greninger responded that the team is identifying successful strategies and programs in specific school districts to increase performance levels statewide.

Member Erickson stated a reflective question about how to move past the 2019 and 2022 test results to regain footing in education. Member Stockhausen commented that these results are an opportunity to identify a path forward.

Chair Kowalski will follow up with Ms. Moulian about NAEP results and understanding them better.

Chair Kowalski thanked the department for carrying out Alaska's Education Challenge and the Alaska Reads Act.

The meeting adjourned at 4:00pm.