



SITKA
SCHOOL DISTRICT
DISCOVER | NURTURE | INSPIRE

PEAKS RESULTS 2018

and the new
Alaska System for School Success

PEAKS & ASA

- Performance Evaluation for Alaskan Schools
- Summative, standards-based statewide assessment required by the Federal Every Student Succeeds Act
- Summative means the goal is to measure how students are doing at the end of each year, against standards
- Given in grades 3-9 in Math and English Language Arts
- Math and ELA Standards were revised in 2012
- PEAKS has been in place since last year, 2017
- Alaska Science Assessment has been the same since 2010
- Given in grades 4, 8, 10
- New Science standards are being written this year

PEAKS AND ASA RESULTS

Spring 2018

ACHIEVEMENT LEVEL SUMMARY— ENGLISH LANGUAGE ARTS



PEAKS Assessment

Alaska Department of Education
& Early Development

District Summary Report

District: Sitka School District

SUBJECT: ENGLISH LANGUAGE ARTS
Test Date: Spring 2018

Achievement Level Summary

Group	# Tested	% in Each Level			
District	670	19.9	24.3	40.3	15.5
State	63,140	30.0	27.6	32.1	10.2

44.2%

55.8%

57.6%

42.3%



ACHIEVEMENT LEVEL SUMMARY— MATHEMATICS



PEAKS Assessment

Alaska Department of Education & Early Development

District Summary Report

District: Sitka School District

SUBJECT: MATHEMATICS
Test Date: Spring 2018

Achievement Level Summary

Group	# Tested	% in Each Level			
District	668	8.5	46.7	40.0	4.8
State	63,062	17.0	46.3	31.1	5.6

55.2%

44.8%

63.3%

36.7%



ACHIEVEMENT LEVEL SUMMARY—SCIENCE



**ALASKA
SCIENCE
ASSESSMENT**

Science Assessment

Alaska Department of Education
& Early Development

District Summary Report

District: Sitka School District

SUBJECT: SCIENCE

Test Date: Spring 2018

Achievement Level Summary

Group	# Tested	% in Each Level			
District	258	15.1	26.4	31.8	26.7
State	25,440	26.8	26.0	30.1	17.1

41.5%

58.5%

52.8%

47.2%



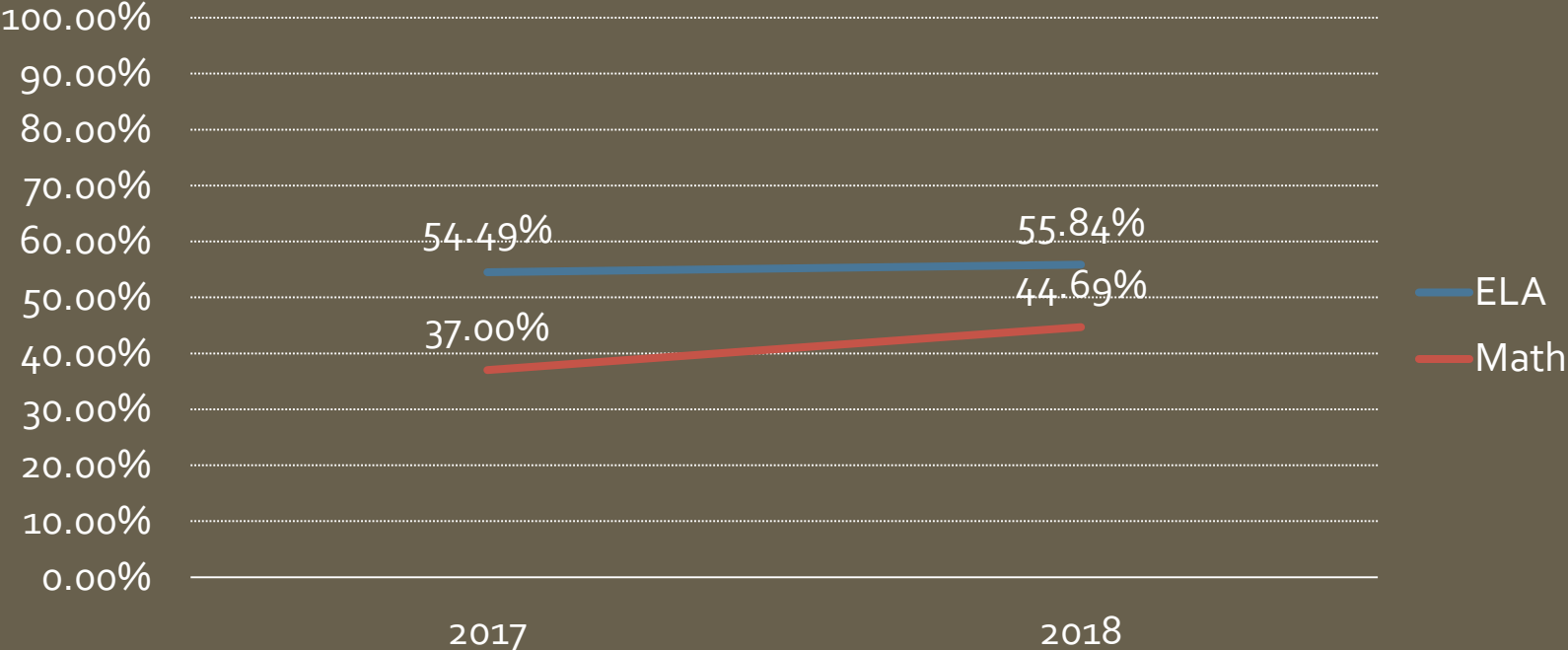
WHAT DO THESE RESULTS TELL US?

- We're doing well in all subjects compared to all districts in the state.
- More than half of our students are proficient compared to the standards in ELA and Science,
- Just under half are proficient in math

Proficiency Rate	Sitka	Alaska
ELA	55.8%	42.3%
Math	44.8%	36.7%
Science	58.5%	47.2%

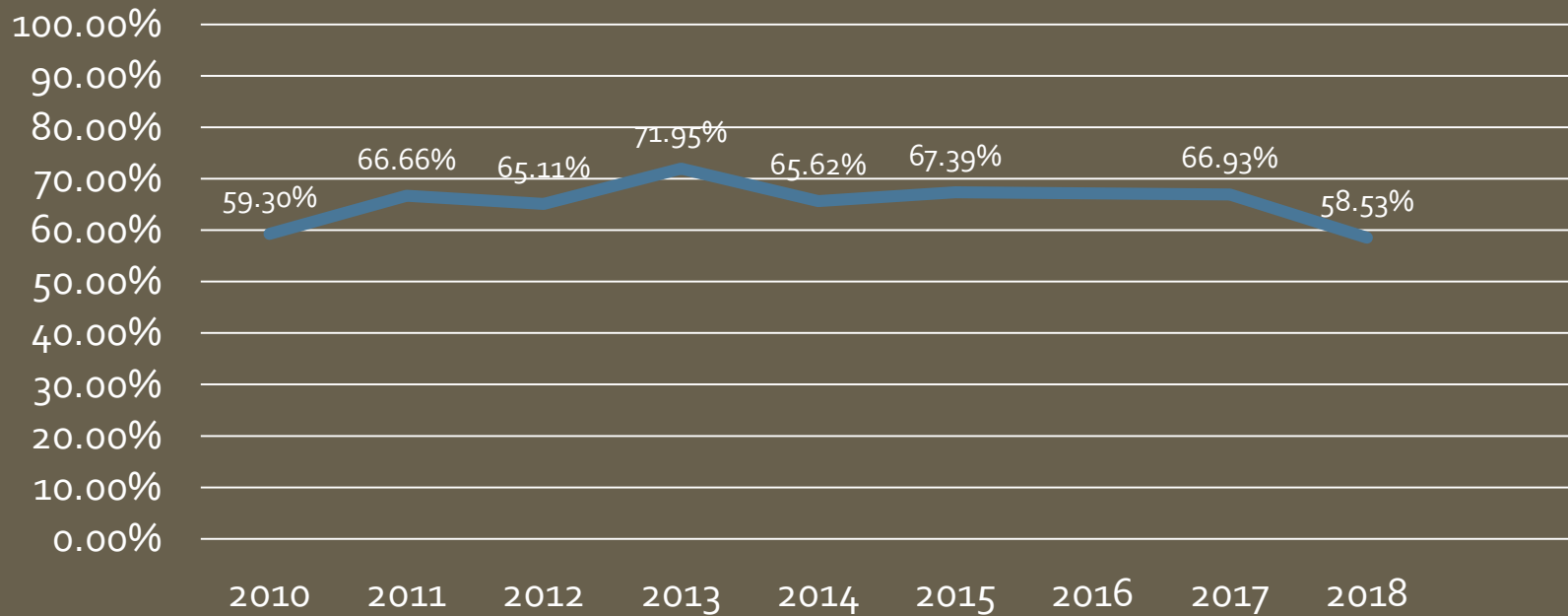
TWO-YEAR TRENDS

ELA/Math proficiency 2017-2018
All students, all grades



SCIENCE TRENDS

Science proficiency over time
All students, all grades



QUESTIONS SO FAR?

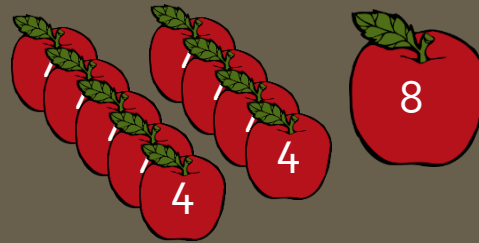
RELIABILITY OF TEST RESULTS

- ESSA requires states to use valid and reliable data to differentiate schools and measure student group performance
- Test results are valid when they accurately measure what they are supposed to measure
- Test results are reliable when they produce the same results under the same conditions with repeated events
- The test vendor, DRC, annually provides a Technical Report that provides information on the validity of the PEAKS assessment
- Group size also affects reliability of data

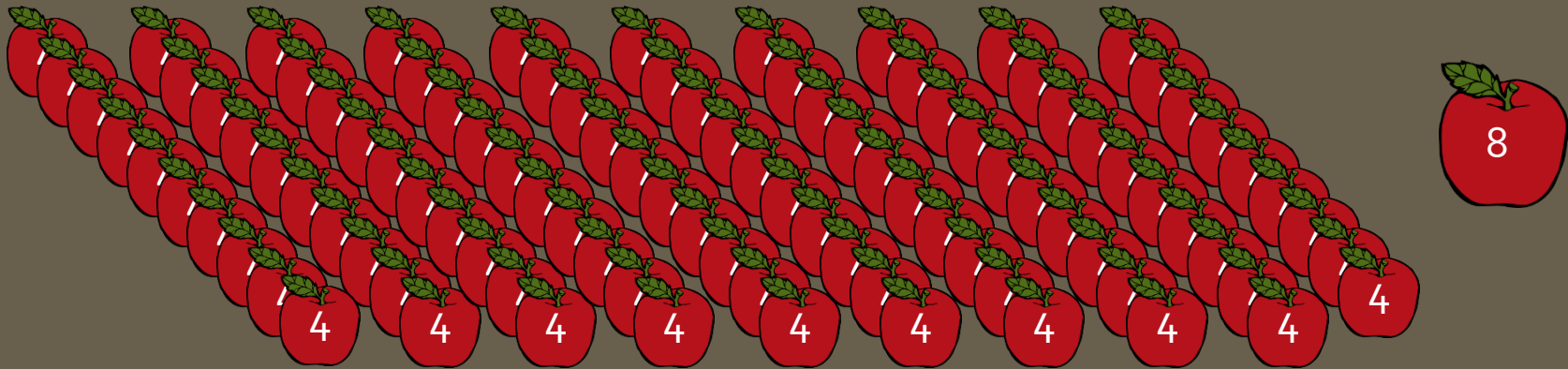
GROUP SIZE



Average 6



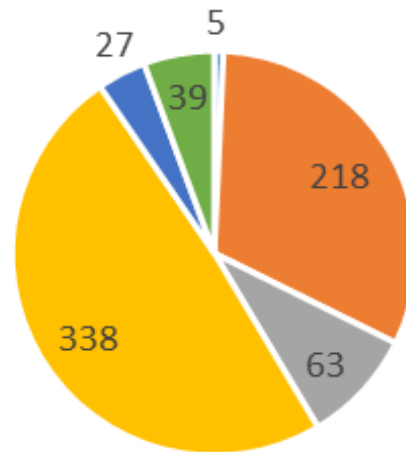
Average 4.4



Average 4.04

GROUP SIZES

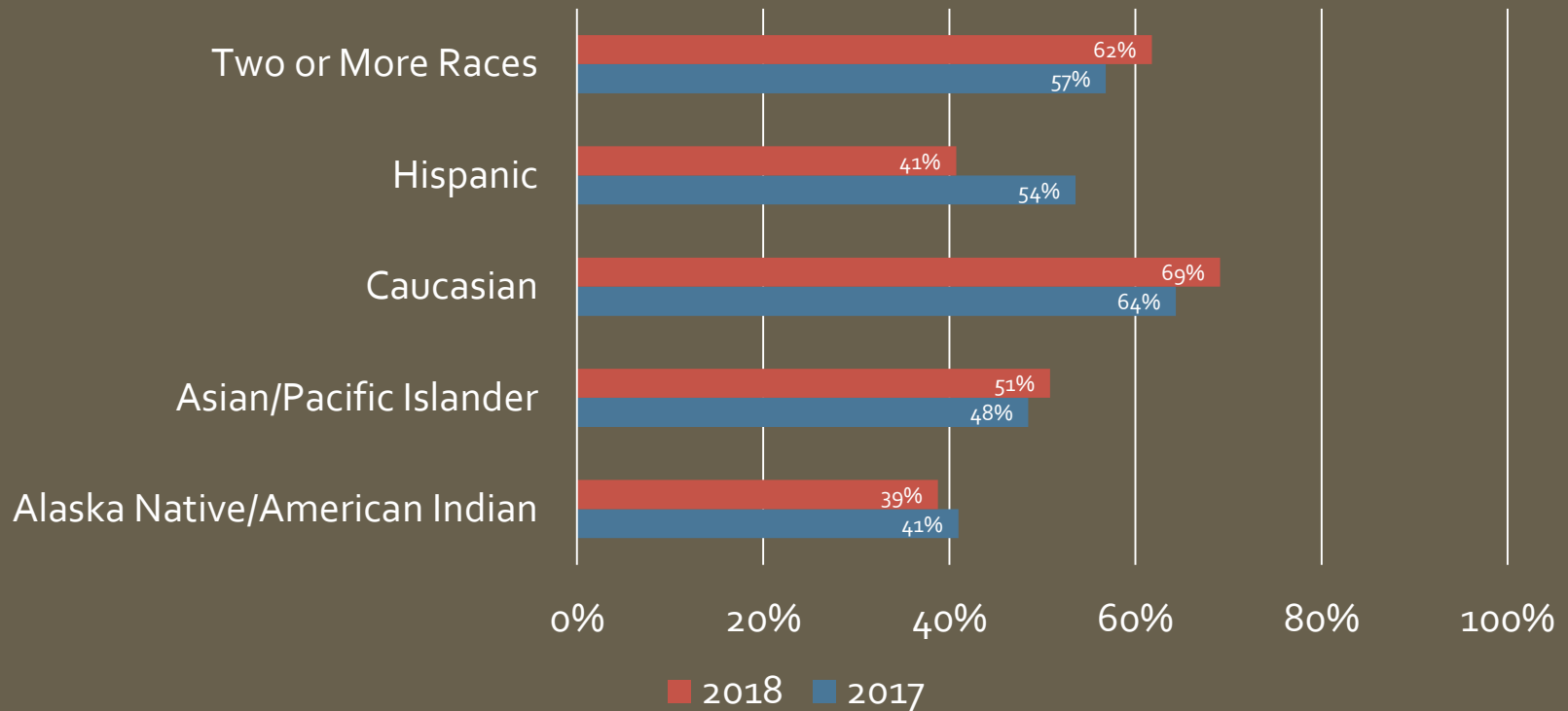
17-18 Enrollment Grades 3-9 by Ethnicity



- African American
- Alaska Native/American Indian
- Asian/Pacific Islander
- Caucasian
- Hispanic
- Two or More Races

STUDENT GROUPS- ELA

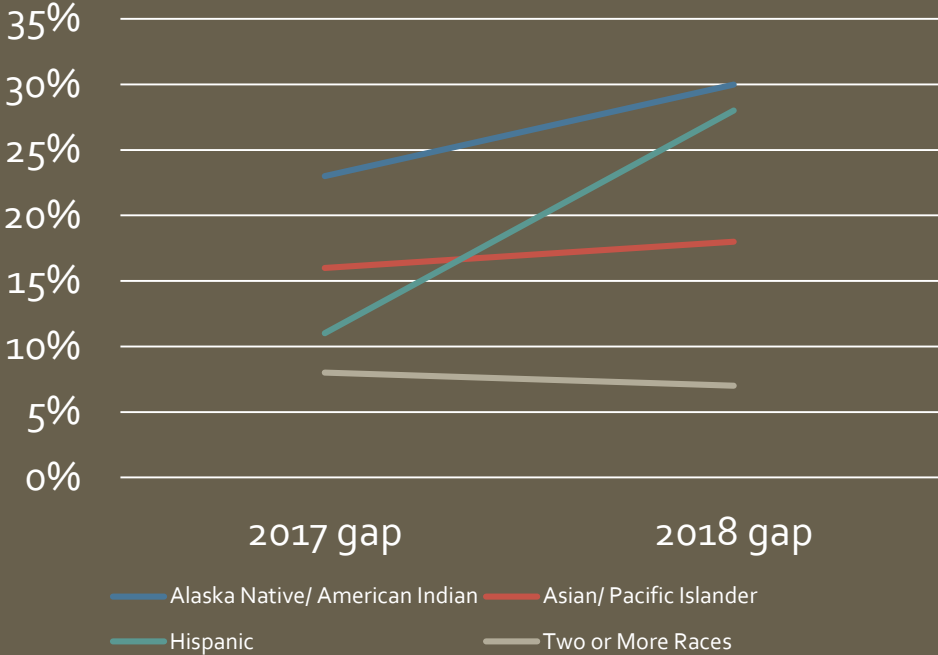
ELA Proficiency by Ethnicity, 2017-2018



ACHIEVEMENT GAP TREND- ELA

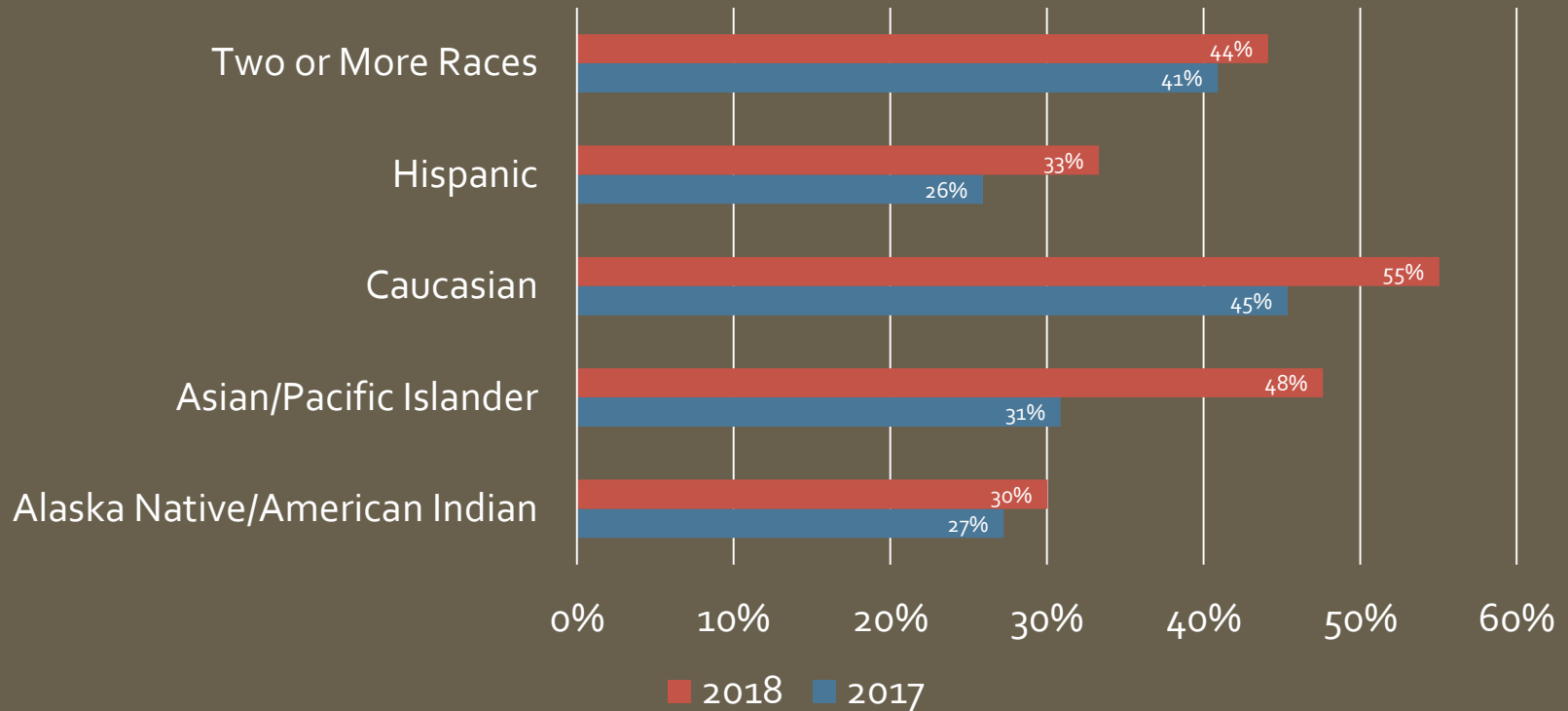
ELA	2017 gap	2018 gap
Alaska Native/ American Indian	23%	30%
Asian/ Pacific Islander	16%	18%
Caucasian	0%	0%
Hispanic	11%	28%
Two or More Races	8%	7%

ELA Achievement Gaps
2017-18



STUDENT GROUPS- MATH

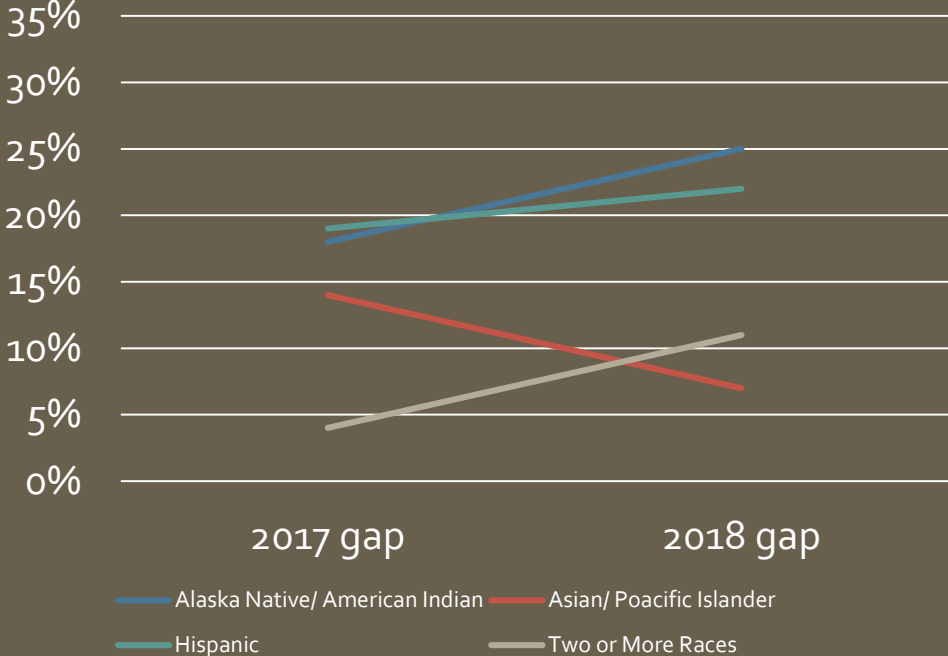
Math Proficiency by Ethnicity, 2017-2018



ACHIEVEMENT GAP TREND- MATH

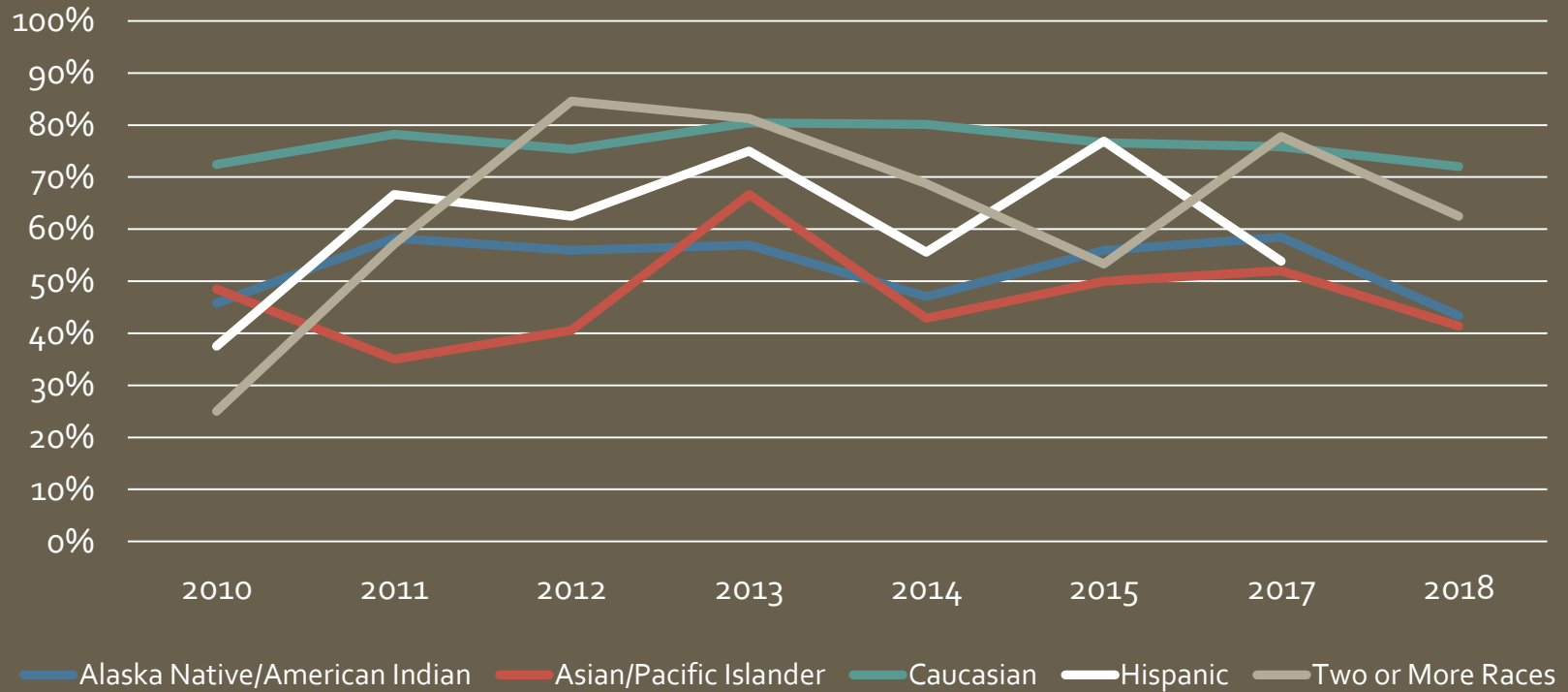
Math	2017 gap	2018 gap
Alaska Native/ American Indian	18%	25%
Asian/ Pacific Islander	14%	7%
Caucasian	0%	0%
Hispanic	19%	22%
Two or More Races	4%	11%

Math Achievement Gaps
2017-18



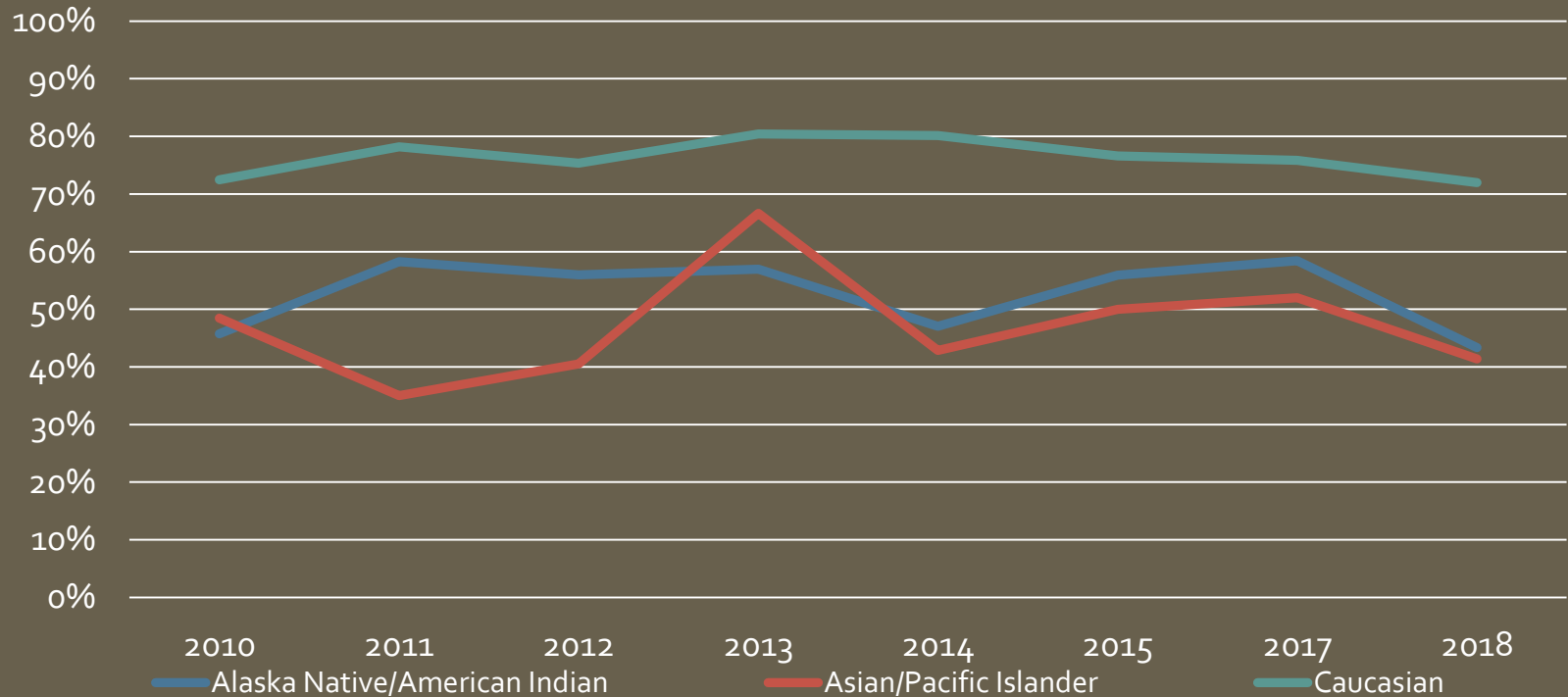
STUDENT GROUPS- SCIENCE

Science Proficiency by Ethnicity



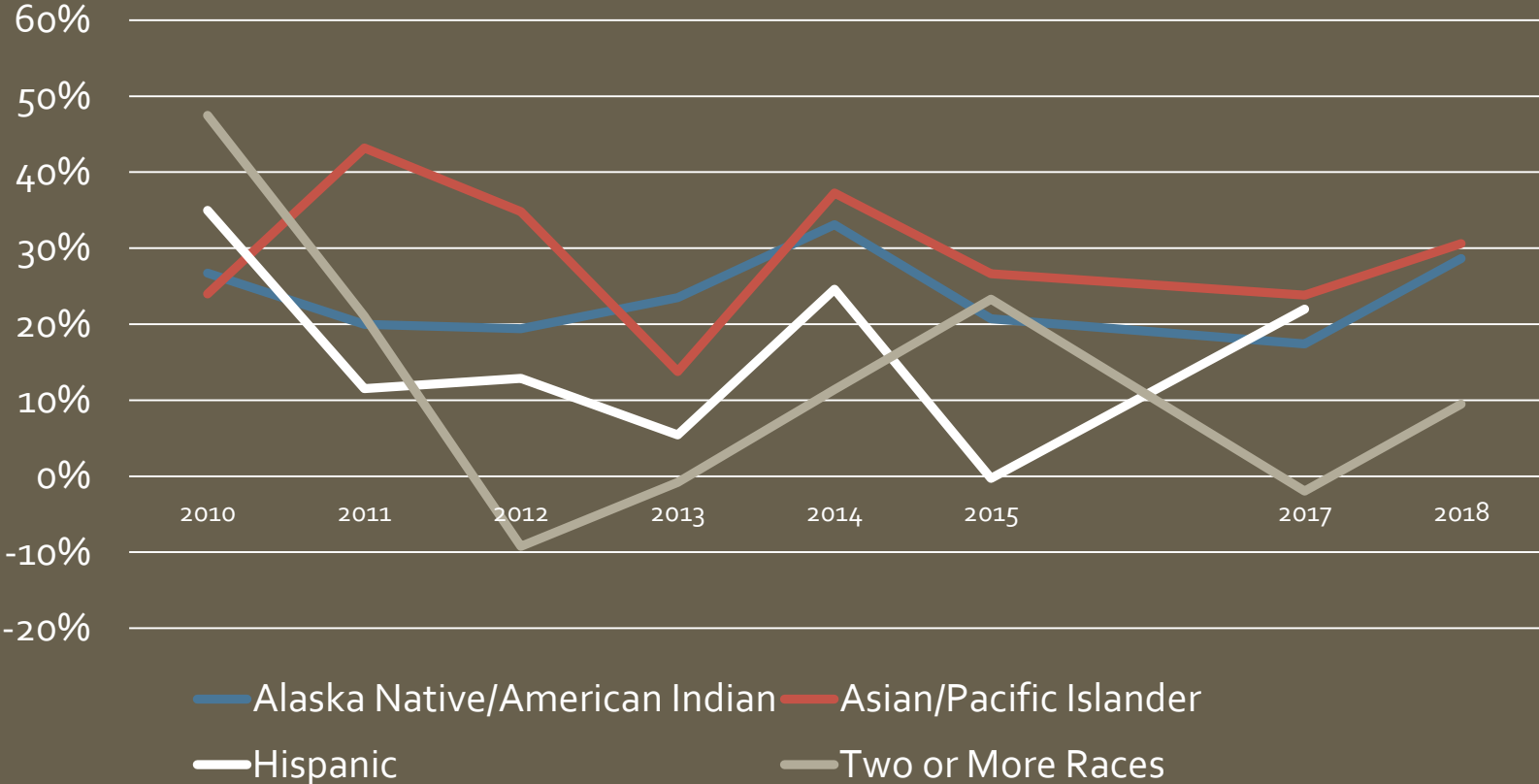
STUDENT GROUPS- SCIENCE

Science Proficiency by Ethnicity



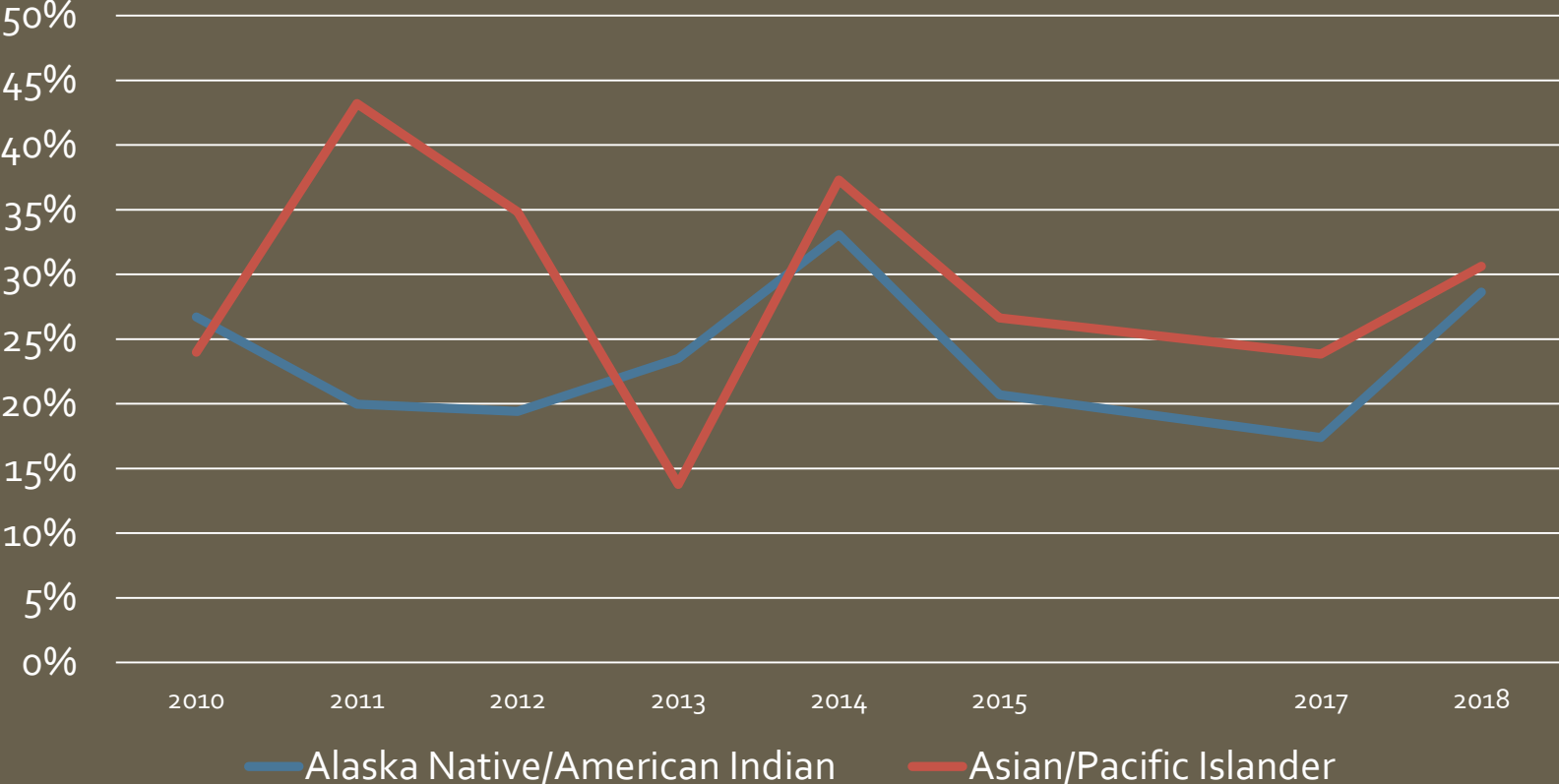
ACHIEVEMENT GAP TREND- SCIENCE

Science Achievement Gaps 2010-18



ACHIEVEMENT GAP TREND- SCIENCE

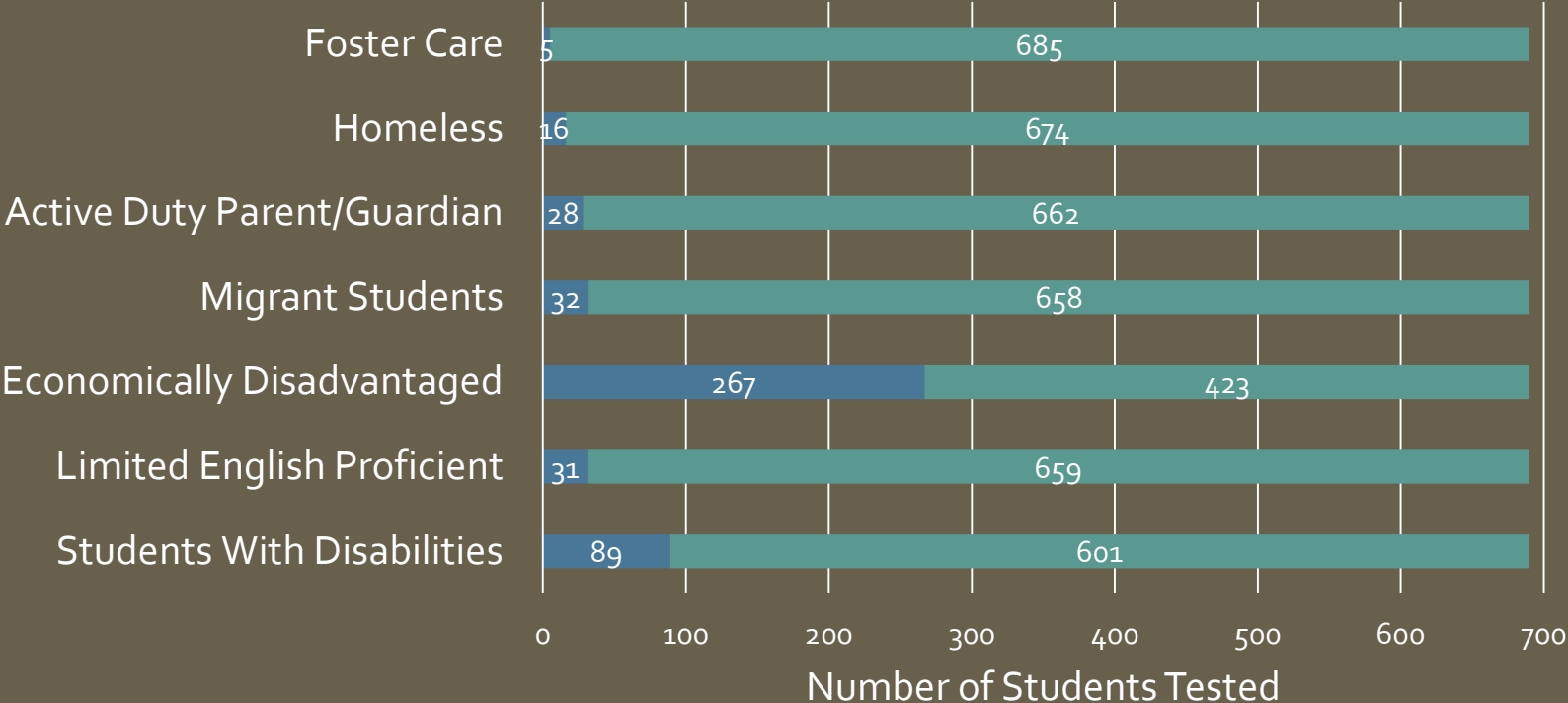
Science Achievement Gaps 2010-18



QUESTIONS?

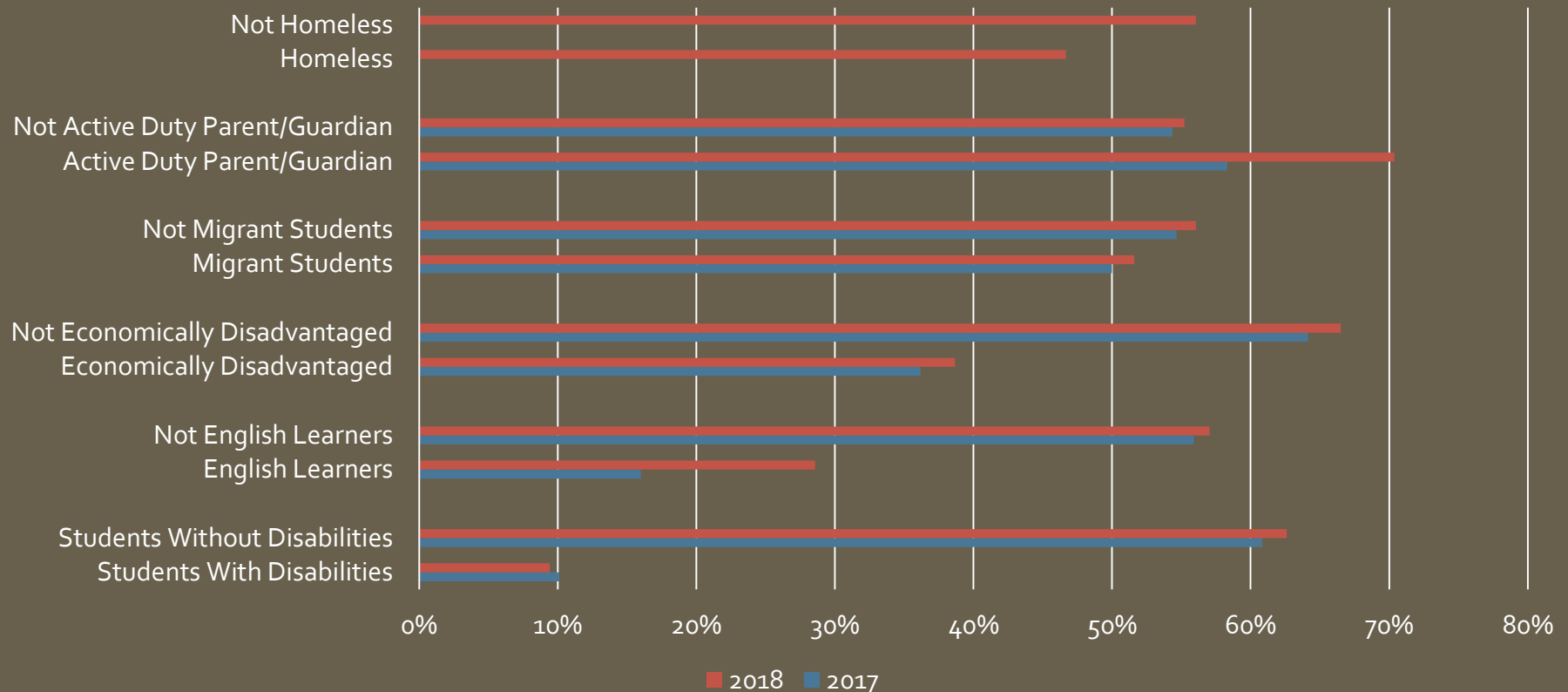
ADDITIONAL STUDENT GROUPS

Student Group Sizes



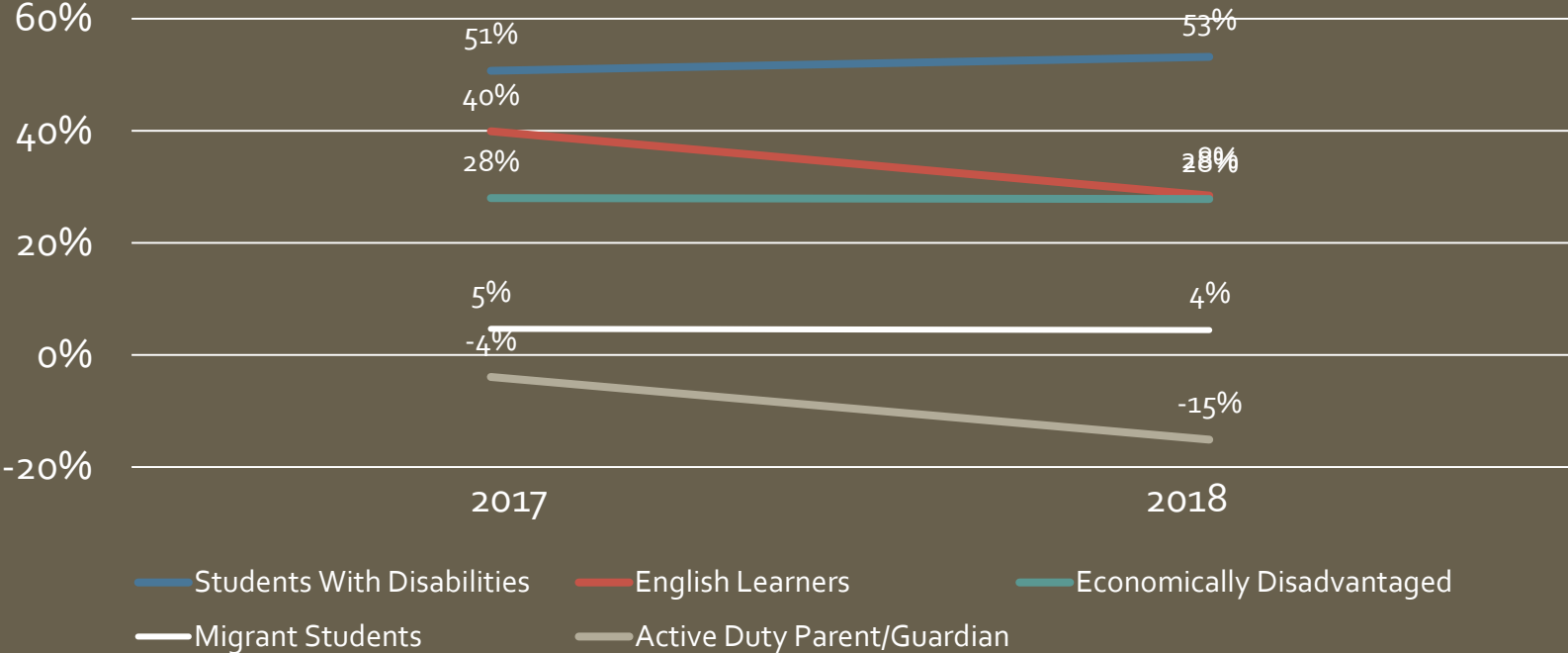
OTHER STUDENT GROUPS PROFICIENCY - ELA

Student Group Proficiency 2017-2018 ELA



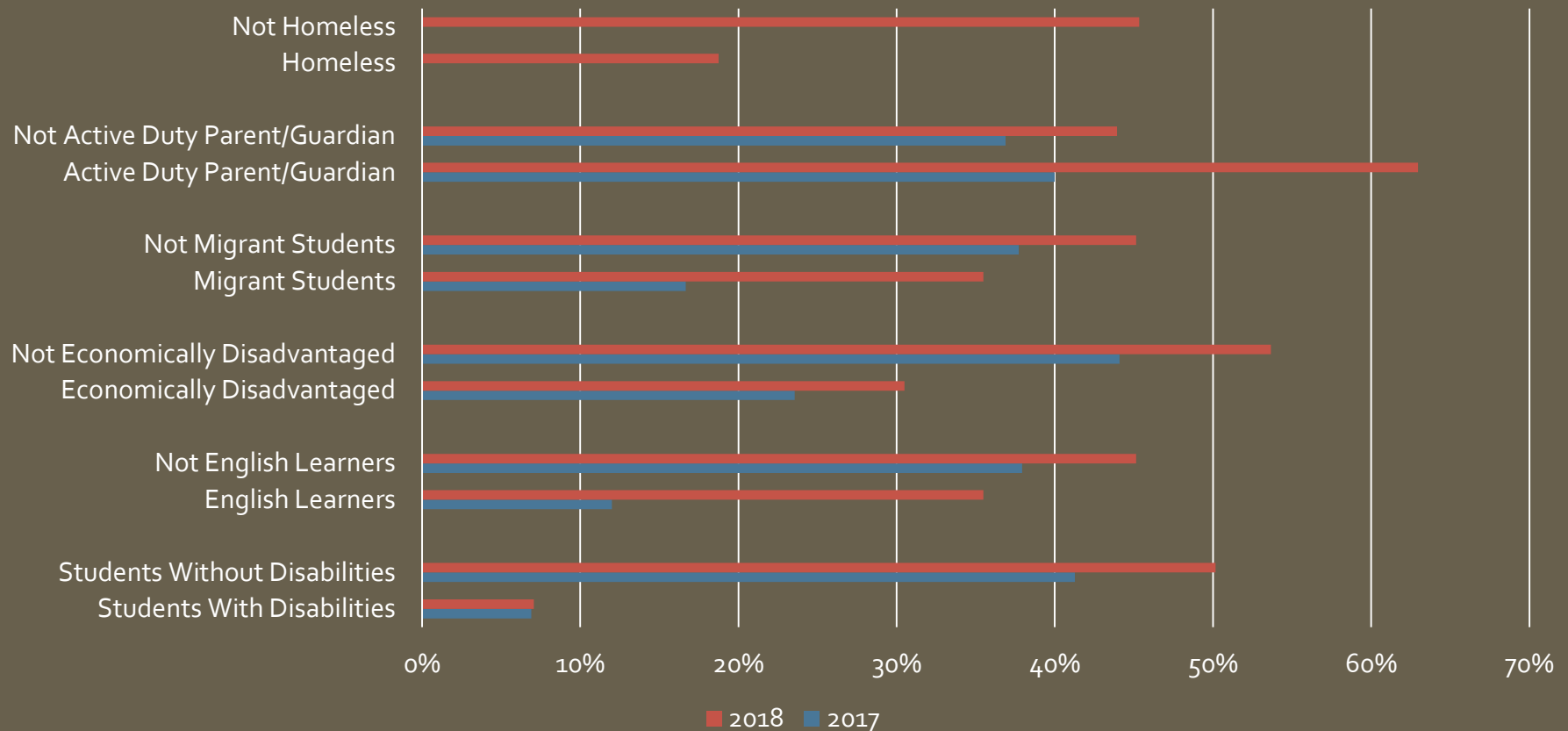
ACHIEVEMENT GAP TRENDS- ELA

ELA Achievement Gaps 2017-2018 by Student Group



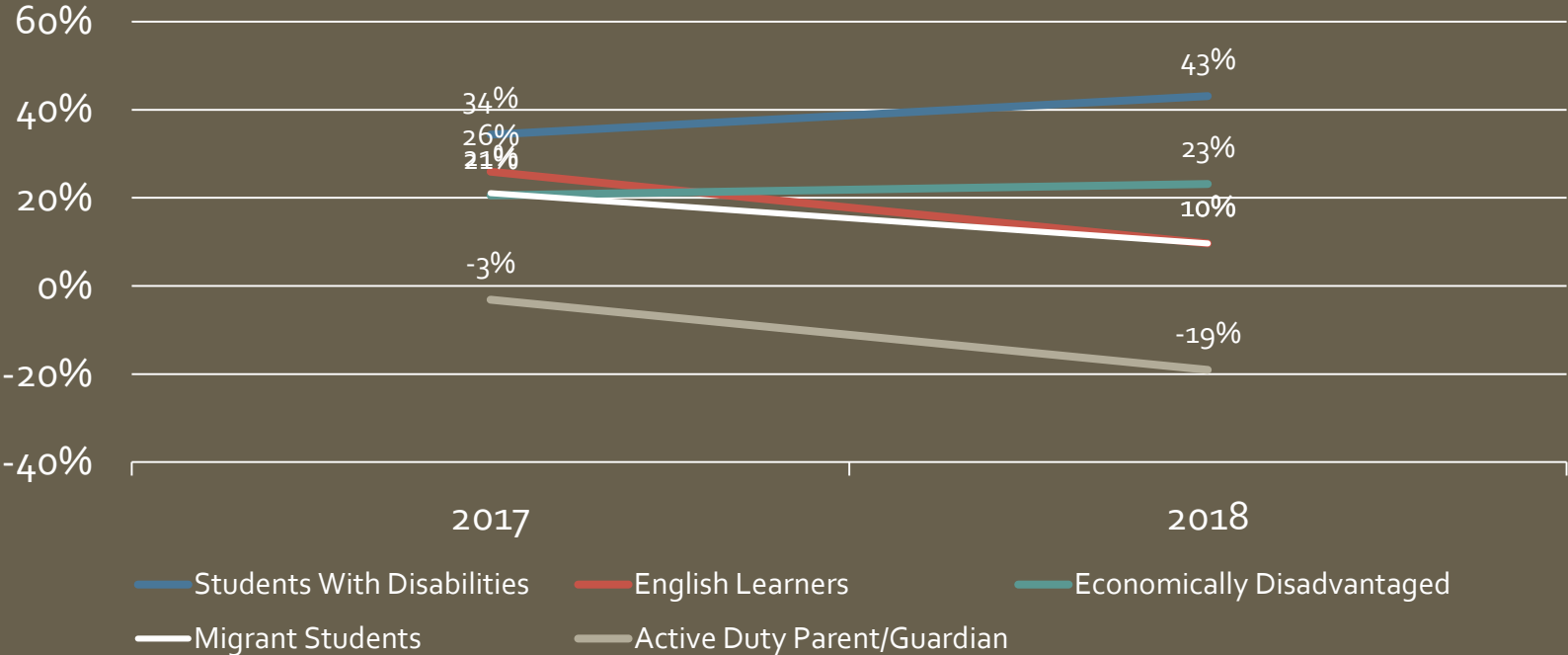
OTHER STUDENT GROUPS PROFICIENCY - MATH

Student Group Proficiency 2017-2018 Math



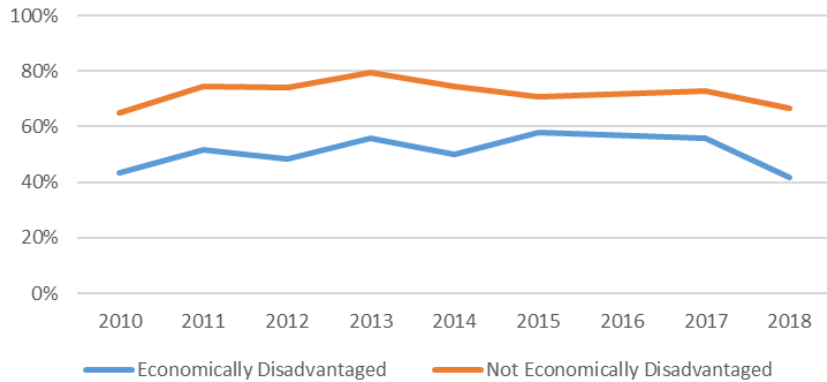
ACHIEVEMENT GAP TRENDS- MATH

Math Achievement Gaps 2017-2018 by Student Group

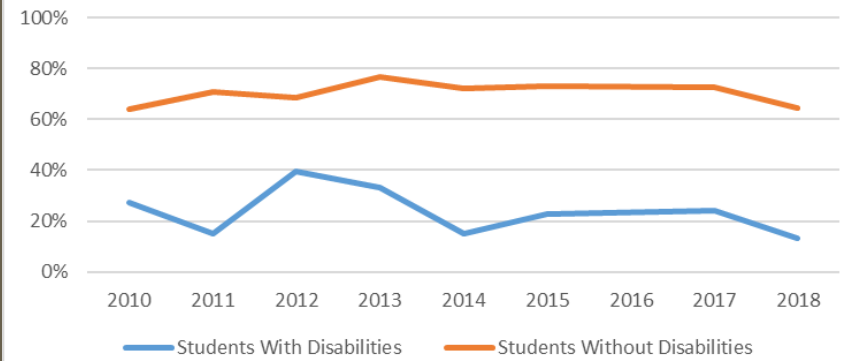


OTHER STUDENT GROUPS PROFICIENCY - SCIENCE

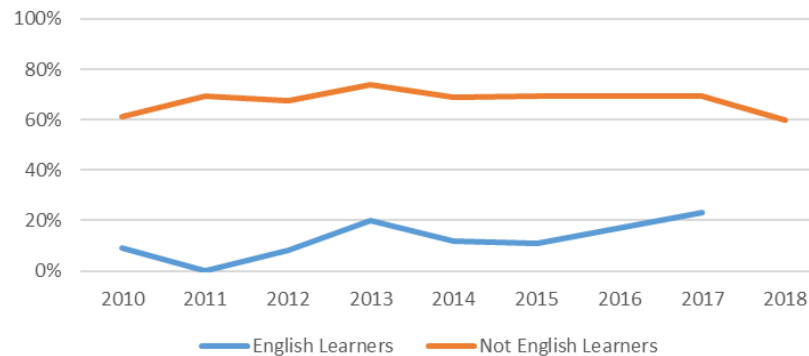
Science Proficiency by Economic Status
2010-2018



Science Proficiency by Disability
2010-2018

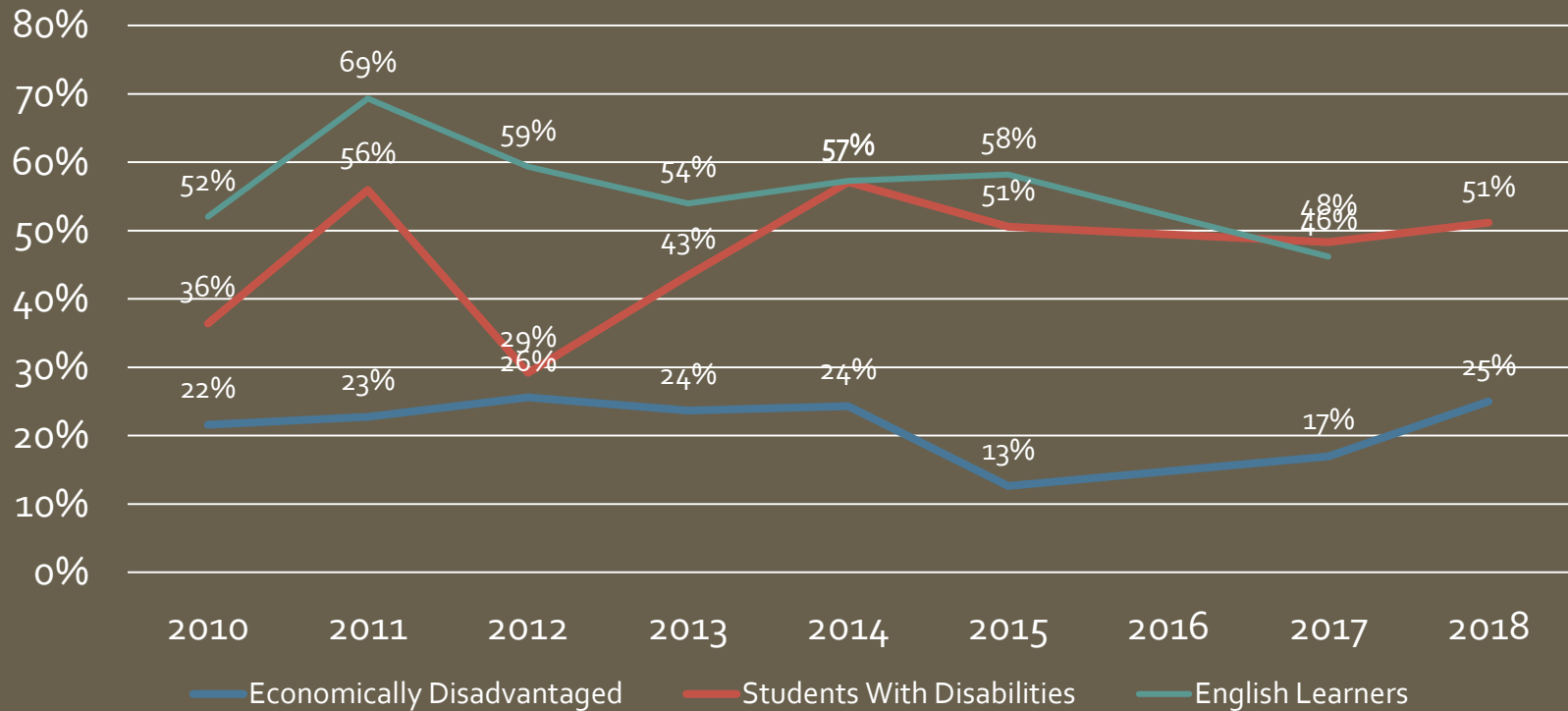


Science Proficiency by English Learner
Status, 2010-2018



ACHIEVEMENT GAP TRENDS- SCIENCE

Science Achievement Gaps 2010-2018 by Student Group



ACHIEVEMENT GAP SUMMARY

- The largest student groups in SSD are economically disadvantaged (39%) and Alaska Native/American Indian (31%).
- The achievement gap between white students and Alaska Native students went up since last year, in all subjects
- The gap between economically disadvantaged and not economically disadvantaged students stayed about the same since last year in Math & ELA, but went up in Science
- High variability in the other groups is due to the small sample size- no conclusions can be drawn with this limited data
- We don't know why this is the case, but district and school administration are further breaking down the data to more precisely define the problem and find ways to address it

QUESTIONS?

BREAKING DOWN THE DATA

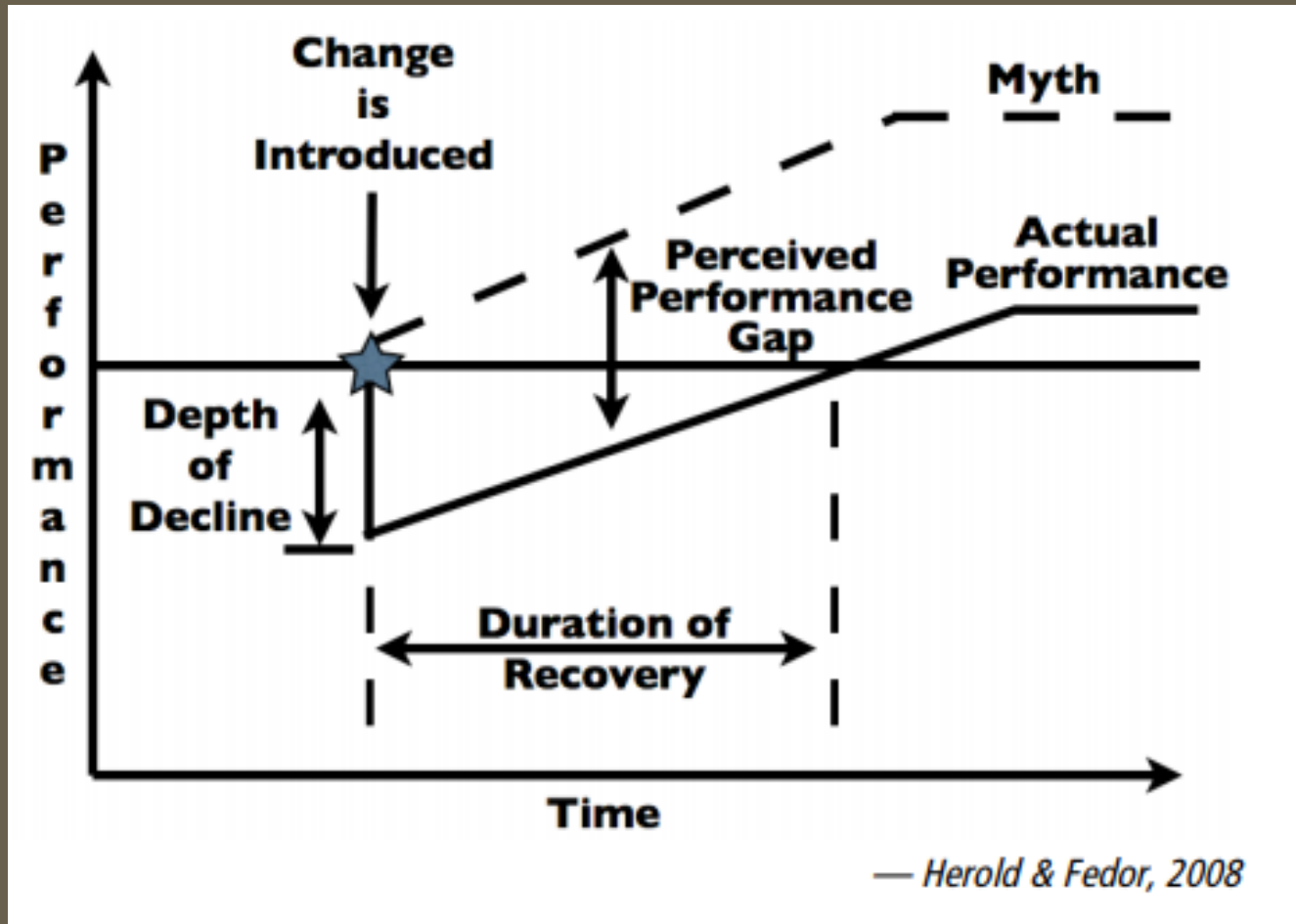
How else do we look at PEAKS/ASA data?

- Grade level cohorts
 - Compare proficiency rates for the same students from 2017 to 2018
 - Identify areas to celebrate and for improvement
- Cohort achievement gaps
 - Student ethnic groups
 - Economic disadvantage
- What have we learned?
 - Achievement gaps are generally smaller at the lower grades
 - Sometimes they increase, sometimes they decrease from year to year
 - As we get more data, we may be able to see more patterns

HOW DOES THIS AFFECT OUR PROGRAMMING?

- We have relatively recently started systematizing work towards providing culturally responsive education and multi-tiered systems of support
- Change takes time
 - We know we have not fully implemented our projects with fidelity yet
 - We are making progress
- We are certainly concerned by the increased achievement gap for Alaska Native students
- Changes like the ones we are implementing now have been shown to improve achievement for diverse groups

IMPLEMENTATION DIP



WHAT DOES THIS TELL US?

We still have work to do on closing the achievement gaps between subgroups.

The largest gaps affecting the highest number of students are between:

- Economically disadvantaged students and those who are not
- Caucasian students and Alaska Native / American Indian students
- Students with and without disabilities

WHAT DOESN'T THIS DATA TELL US?

How are Sitka students doing compared to students across the nation?

What do we need to teach better so they can improve?

How do we need to change our schools to better support students who are in underperforming subgroups?

WHERE TO FIND STATE ASSESSMENT RESULTS

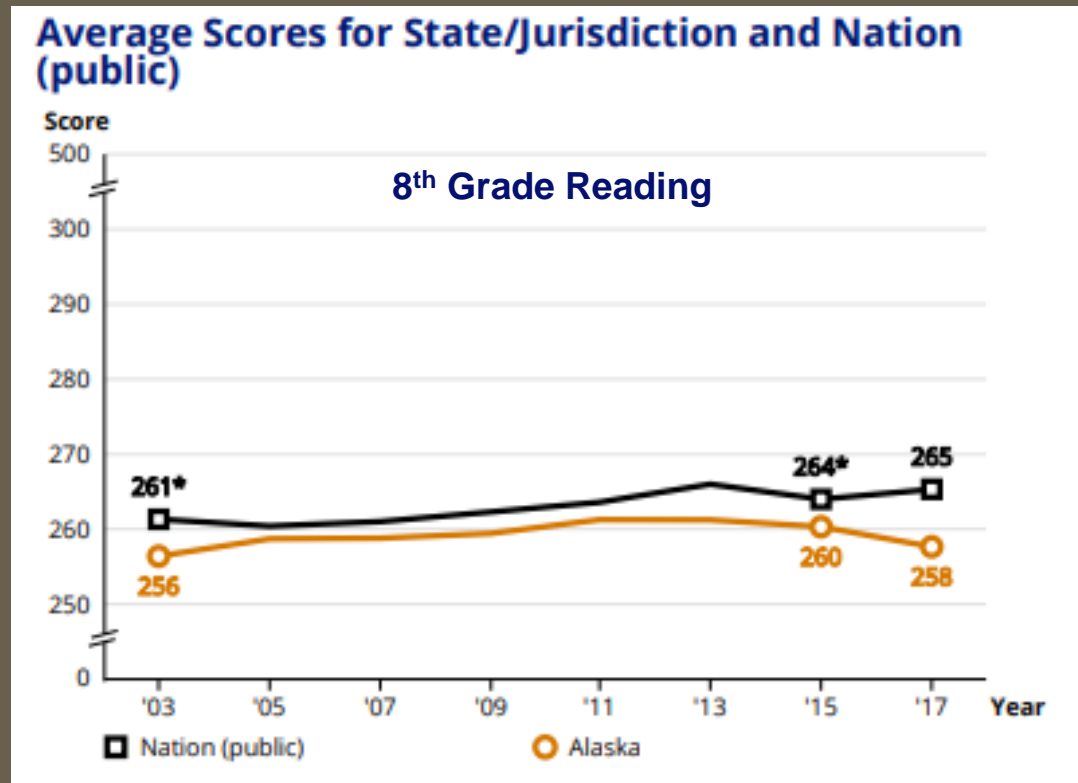
<https://education.alaska.gov/assessments/results>

The screenshot shows the website for the Alaska Department of Education & Early Development. The header includes the state logo and the slogan "Ade' ndadz dengit'a?" (Deg Xinag) "Hello, how are you?". Navigation links include "myAlaska", "Departments", and "State Employees". The main navigation bar features "Alaska Learns" and various service areas like "Arts Council", "Libraries, Archives, & Museums", "Prof. Teaching Practices", "State Board", "Accessibility", and "About". A search bar and radio buttons for "DEED" and "State of Alaska" are also present. The breadcrumb trail reads "Home / Assessments / Assessment Results". The main heading is "Assessment Results", followed by links for "Matched Comparison Analysis - 2009-2010, 2010-2011, 2011-2012 School Years (pdf)", "Reporting Protocol - 2 Levels of Achievement (pdf)", and "Reporting Protocol - 4 Levels of Achievement (pdf)". A table lists years from 2018 to 2013, with 2018 marked as "NEW".

2018 NEW	2012	2006
2017	2011	2005
2016	2010	2004
2015	2009	2003
2014	2008	2002
2013	2007	2001

QUESTIONS?

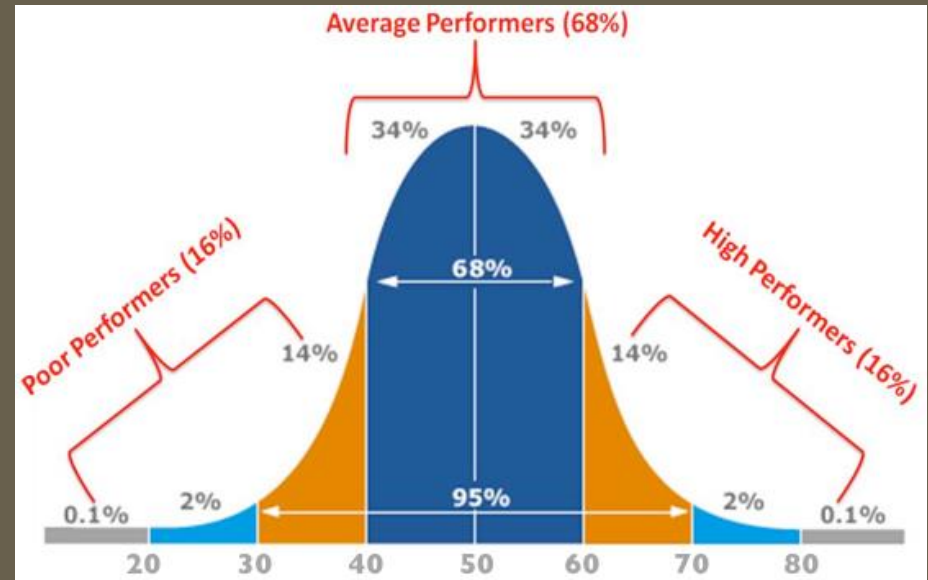
2017 NAEP RESULTS



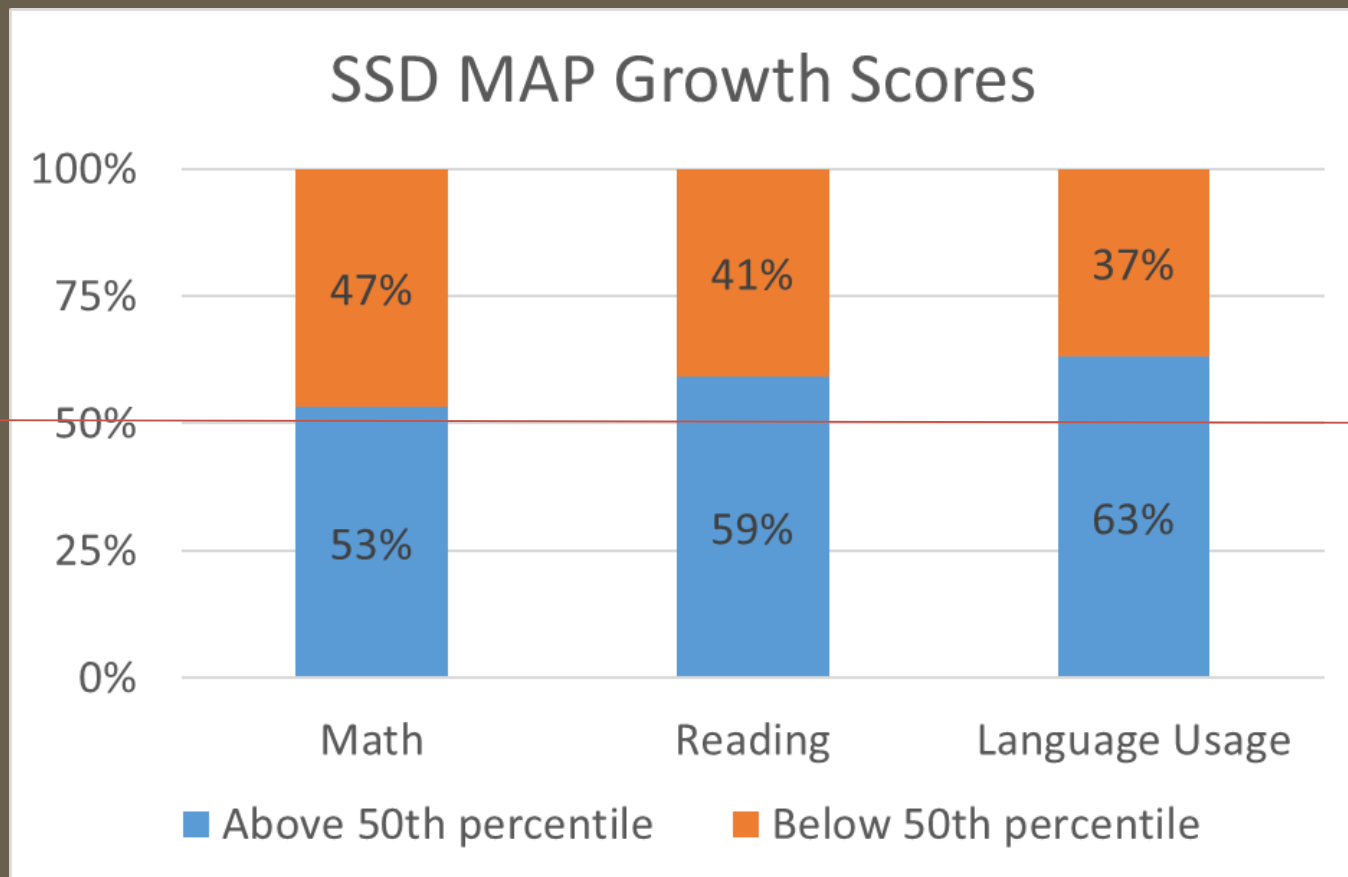
<https://education.alaska.gov/tls/Assessments/naep.html>

MAP GROWTH

- Started in 2016
- Now given grades K-11
- Reading, Math, Language Usage
- Excellent instructional information
- Adaptive
- Continuous scale scores measure growth over time
- Nationally normed



FALL 2018 MAP GROWTH SCORES



QUESTIONS?

ALASKA SYSTEM FOR SCHOOL SUCCESS

School Designations

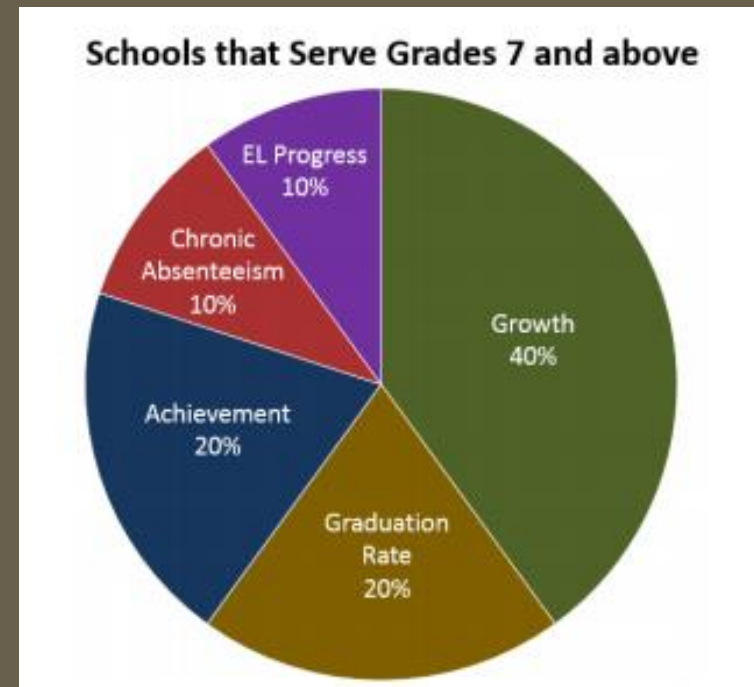
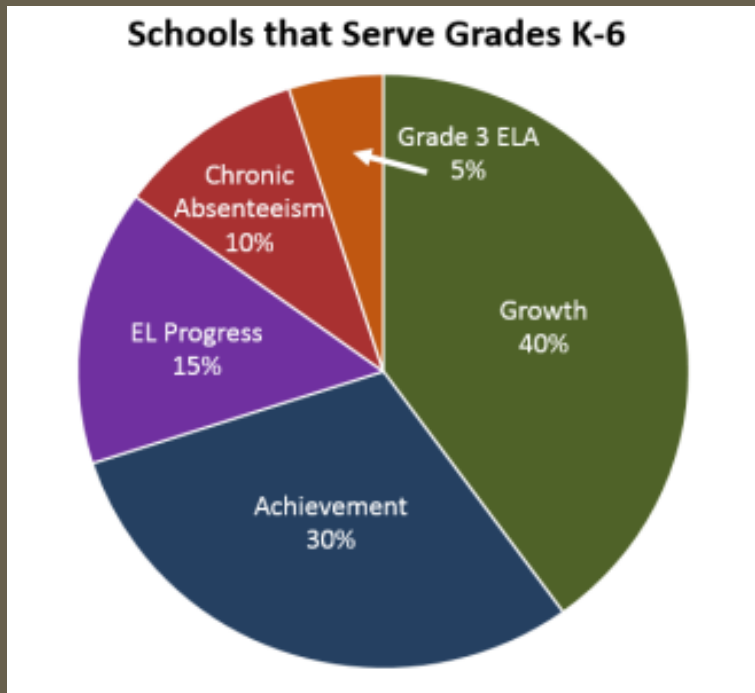
SYSTEM FOR SCHOOL SUCCESS

ESSA required states to come up with a system to meaningfully differentiate public schools based on valid and reliable data.

Alaska's system considers these indicators:

- Academic Growth
- Academic Achievement
- English Learner Progress
- Chronic Absenteeism
- Grade 3 ELA Proficiency
- Graduation Rate

INDICATOR WEIGHTS



Middle schools use a combination of both, weighted by population

SCHOOL DESIGNATIONS

Comprehensive Support

- Lowest 5% of Title I Schools statewide
- Graduation rate below 66.7%
- 3 years as TSI

Targeted Support

- Any student group's index score is lower than the highest of the lowest 5% of Title I Schools

Universal Support

- Neither of the above- most schools

SITKA'S SCORES AND DESIGNATIONS

School	Score	Designation
Baranof Elementary	63.05	Universal Support
Keet Gooshi Heen	63.05	Universal Support
Blatchley Middle School	56.09	Universal Support
Sitka High School	47.96	Universal Support
Pacific High School	19.80	Comprehensive Support
REACH Homeschool	25.91	Universal Support

FOR MORE INFORMATION

and to see the individual school reports, please visit:
<https://education.alaska.gov/akaccountability>

THE GREAT STATE of ALASKA *Ade' ndadz dengit'a?* (Deg X'inag) "Hello, how are you?" myAlaska Departments State Employees

Alaska Department of Education & Early Development

Alaska Learns Arts Council Libraries, Archives, & Museums Prof. Teaching Practices State Board Accessibility About

PARENTS STUDENT LEARNING EDUCATOR & SCHOOL EXCELLENCE FINANCE & SUPPORT SERVICES DATA CENTER

Home / Accountability

System for School Success

A Letter to Alaskans

[View My School's Designation](#)

[Resources](#)

Former Accountability Systems

A Letter to Alaskans

Dear Fellow Alaskans,

As part of the ongoing implementation of [Alaska's Education Challenge](#), the Department of Education and Early Development (DEED) is working with school districts to support success in every school. Utilizing Alaska's plan for the [Every Student Succeeds Act \(ESSA\)](#) as a strategy for closing our achievement gaps, DEED is providing school designations for Alaska's families.

There are three types of school designations: Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Universal Support. The primary purpose of these school designations is to provide information for families, tribes, communities, educators, and policy makers to plan and support an equitable education for each student in Alaska's public school system.

DEED will continue seeking input and recommendations from all Alaskans as we work to improve our system of public education and provide an excellent education for every student every day.

Dr. Michael Johnson
Commissioner

ANY QUESTIONS?