

School Improvement and Innovative Assessment Updates

Alaska Department of Education & Early Development

Susan McKenzie, IEE Director

Kelly Manning, IEE Deputy Director

Brittnay Bailey, School Recognition and Support Administrator

Elizabeth Greninger, Assessment Administrator

December 9, 2021



AN EXCELLENT EDUCATION FOR EVERY STUDENT EVERY DAY



Our Mission

An excellent education for every student every day.

Our Vision

All students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.

Alaska Statute 14.03.015

School Improvement

Alaska Department of Education & Early Development

Susan McKenzie, IEE Director

Brittnay Bailey, School Recognition and Support Administrator

December 9, 2021



AN EXCELLENT EDUCATION FOR EVERY STUDENT EVERY DAY



Agenda

- › Updates on:
 - Comprehensive Literacy State Development (CLSD) Grant
 - Successful School Improvement Project



Alaska's Education Challenge

- › DEED Alaska's Education Challenge
 - Support all students to read at grade level by the end of third grade.
 - Increase career, technical and culturally relevant education to meet student and workforce needs.
 - Close the achievement gap by ensuring equitable education, rigor and resources.
 - Prepare, attract and retain effective education professionals.
 - Improve the safety and well-being of students through school partnerships with families, communities and tribes.



Comprehensive Literacy State Development Grant





Comprehensive Literacy State Development Grant

Alaska's Education Challenge: Support all students to read at grade level by the end of third grade.

Grant Recap:

- Third year of five-year grant
- \$21 million awarded to Alaska over 5 years
- 5% reserved for state activities; 95% support subgrantee projects
 - 15% Birth-Age 5
 - 40% Grades K-5
 - 40% Grades 6-12



Alaska CLSD Grant Recipients

Districts / Consortium	# of Schools Involved	Grade levels served
Anchorage	1	9-12
Alaska Gateway	Whole District	6-12
Aleutians East	2	K-12
Bering Strait	Whole District	K-3
Denali	Whole District	K-12
Fairbanks North Star	Whole District	8-12
Juneau	2	K-2
Kodiak Island	5	K-12
Kuspuk	Whole District	K-5

Districts / Consortium	# of Schools Involved	Grade levels served
Lake and Peninsula	Whole District	K-5
Lower Yukon	Whole District	B-5
Matanuska - Susitna	2	K-12
Nenana City	1	K-12
Nome Elementary	1	K-5
*Southeast Island	14	K-12
Yukon Koyukuk	3	K-12

* Consortium (Five Districts)



Common Plans Among Grantees:

Birth-Age 5:

- Create family partnerships within the community
- Provide early literacy materials
- Design engaging programs with literacy support for Birth-Age 5

Grades K-5:

- Professional development on evidence-based instructional strategies
- Professional development for instructional assistants
- Support tiered interventions and high-quality assessments

Grades 6-12:

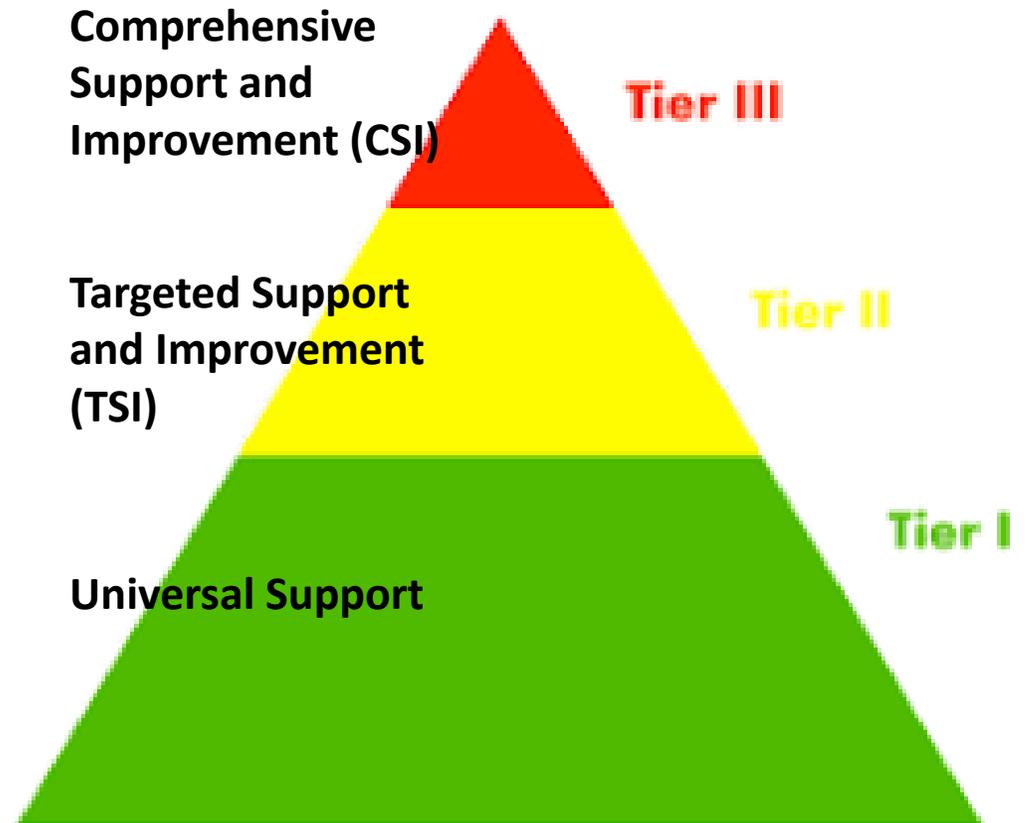
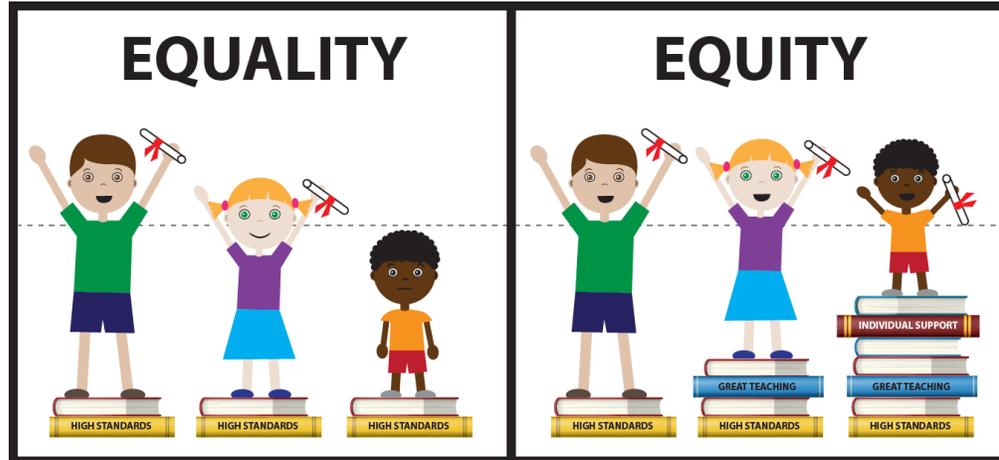
- Support secondary literacy through vocabulary instruction
- Content area literacy
- Increase graduation rates through interdisciplinary connections

Successful School Improvement Project



Successful School Improvement Project

Alaska's Education Challenge: ALL trajectories supported





Tiered Support for Schools

Universal Support

- Support:
 - Professional development
 - Department of Education support as needed

Targeted Support & Improvement

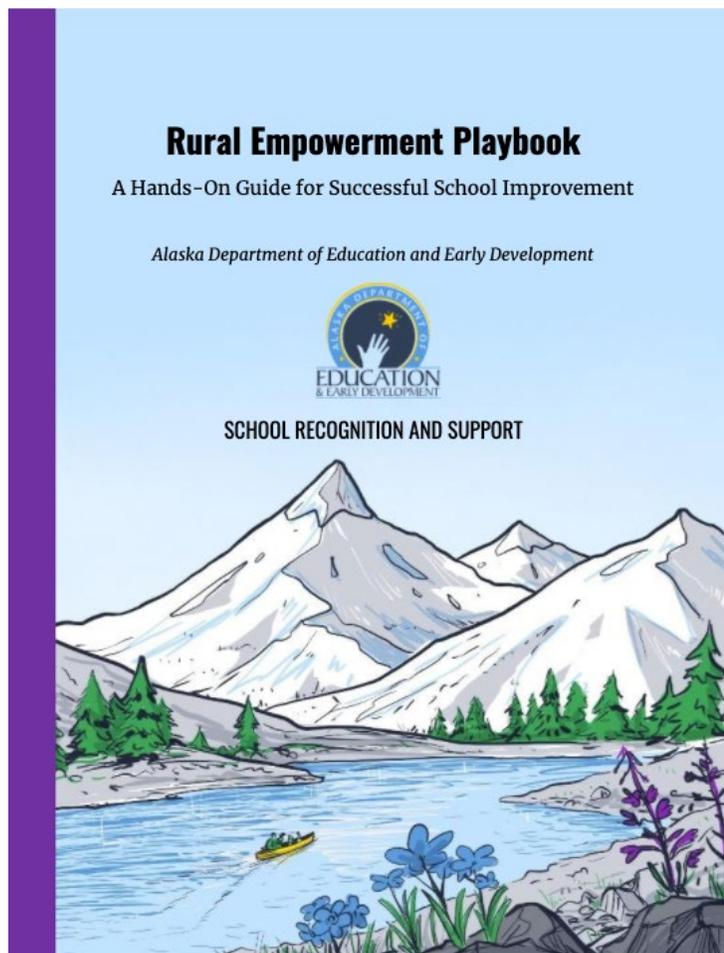
- Support:
 - Professional development
 - Department of Education Support as needed
 - School Improvement Plan
 - Funding for School Improvement Plan

Comprehensive Support & Improvement

- Support:
 - Professional Development
 - Department of Education support as needed
 - School Improvement Plan
 - Funding for School Improvement plan
 - Coach to support school



Rural Empowerment Playbook: Successful School Improvement





Cycle for School Improvement Planning

Module 1: Conducting a Situational Analysis

(Approximate Time: 3 sessions, one to two hours long, or multiple smaller sessions equaling five to six hours)



A Situational Analysis, sometimes referred to as a comprehensive needs assessment, is an extensive review of the school's current situation and the community context in which the school serves.

The **LOOKING WITHIN** is a deep reflection of the school's student performance, implementation of evidence-based practices that improve the quality and results of a school and its students based on research, and the effectiveness of programs or services currently being provided to students. **Looking Beyond** goes beyond the school walls and reflects on the school within the community it serves, examining the external assets and influences that impact the school, student learning, and success. **Bringing It Together** puts together all of the learnings, key points, and priorities identified and draws three to four "big conclusions" to inform the development of the school's actionable plan.

Module 2: Develop Actionable Plan

(Approximate Time: One 3-hour session or multiple smaller sessions equaling 3 hours)



The Team uses the four big conclusions to develop a Rural Empowerment for Successful School Improvement Plan¹², leveraging assets and addressing challenges to increase performance of students and the school with community support. The Rural Empowerment for Successful School Improvement Plan is a three-year plan, with goals, strategies (effective practices), annual milestones (implementation indicators), and actions/tasks (steps to complete the milestones). The Team uses the plan to inform use of federal, state, and local funding to supplement efforts to ensure all work is completed and goals are realized by the end of three years. Annually, the Team reports on progress, uses data to adjust the plan as needed, and submits a budget to support implementation the following year.

Empowerment Plan Components

Goals

Goals are aspirational, yet attainable over the course of several years. "The goal must be nothing short of a breakthrough in performance that guarantees that every dollar produces high achievement for all students" (Boser, 2011, p. 2). The Team should limit the number of



Cycle for School Improvement Planning

Module 3: Implement Actionable Plan (Approximate Time: ongoing)



Fidelity of implementation is critical to the success of any plan. Collaborative teams are needed to accomplish actions, milestones, and strategies, for no one person can do it all! Routines need to be in place to frequently monitor plan implementation. Teams should meet at least monthly to discuss progress, note successes and challenges, identify needed supports, and adjust course as necessary. Continual two-way communication is needed to keep both staff and stakeholders apprised of progress and adjustments.

School and Community Leadership Team should meet quarterly to discuss progress and supports to ensure the plan stays on track. Both implementation (completion of actions and milestones) and results (impact of strategies and progress towards goals) data are collected and reviewed. In addition, annual budget information and plan progress are reported to the district and DEED's School Recognition and Support Team in order to evaluate the effective use of district and state resources and supports.

- Implementation Review Meeting Agenda

At the end of the third year, the School and Community Leadership Team begins the cycle again with a situational analysis and new plan to continue and sustain progress. Appendix D displays a performance cycle for progress monitoring and reporting of the Rural Empowerment for Successful School Improvement process, and Table 10 displays progress reporting.

Table 10. Progress Reporting Example

Module 4: Reflect, Celebrate, and Share (Approximate Time: ongoing)



Reflection, celebration, and sharing are essential to the School Recognition and Support system. Each school and community should recognize small as well as large accomplishments and successes. In addition, districts should provide opportunities for schools to share successes and lessons learned to build empowerment capacity beyond individual schools. DEED's School Recognition and Support Team facilitates regular sharing among schools and districts to contribute to building capacity and progress towards meeting Alaska's Educational Challenge.

Opportunities to Reflect

The School Recognition and Support system provides opportunities for annual reflection on the Empowerment Plan through annual progress reporting. In addition, the School and Community Team should meet and reflect on progress quarterly throughout each year. It is important to take the time to identify what is working well and what is not working to help refine the communication, coordination, and collaboration to effectively accomplish the milestones each year. The School and Community Team can use both formal (e.g., an After |



Further Progress: Successful School Improvement

- Rural Playbook is ready for the pilot
- 5 Schools are committed to participate in the pilot
 - Tetlin (Alaska Gateway School District)
 - Wales (Bering Strait School District)
 - Joseph and Olinga Gregory (Kuspuk School District)
 - Negtemiut (Lower Kuskowkim School District)
 - Davis-Ramoth (Northwest Arctic Borough School District)
- 100+ people applied for Empowerment Coach positions
- DEED, Region 16 Comprehensive Center, and Academic Development Institute will visit each site (November-December)



DEED School Recognition and Support Team

Susan McKenzie

Director of IEE

Susan.McKenzie@alaska.gov

Brittnay Bailey

SRS Administrator

Brittnay.Bailey@alaska.gov

Hollins Emili

CLSD Grant Coordinator

Hollins.Emili@alaska.gov

Sue Forbes

School Improvement Coordinator

Susan.Forbes@alaska.gov

Vacant Position

ELA/Social Students Content Specialist

Joy Abbott

Math/Science Content Specialist

Joy.Abbott@alaska.gov

AK STAR

ALASKA SYSTEM OF ACADEMIC READINESS

Alaska Department of Education & Early Development
Kelly Manning, IEE Deputy Director
Elizabeth Greninger, Assessment Administrator

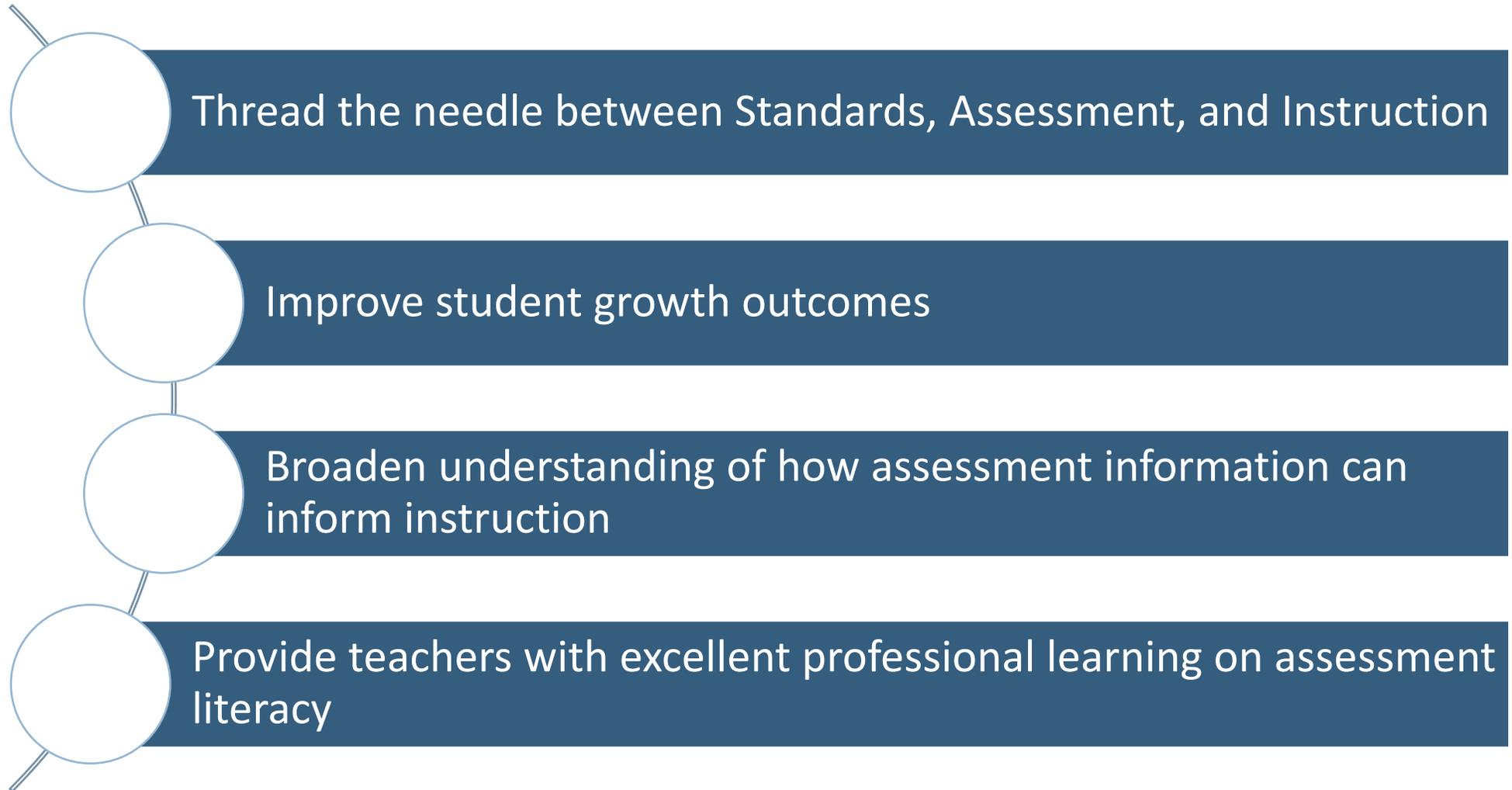
December 9, 2021



AN EXCELLENT EDUCATION FOR EVERY STUDENT EVERY DAY

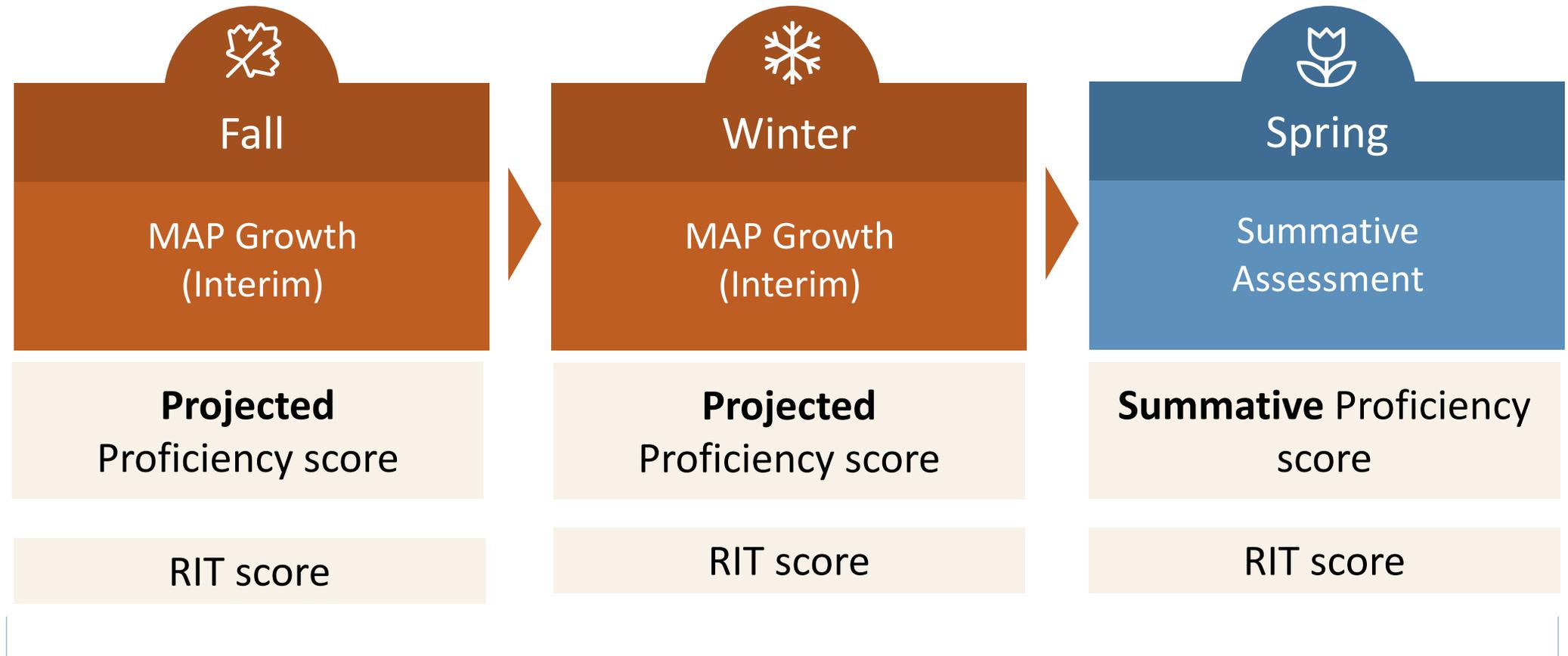


Kicking Off a New Approach to Assessment





Opportunities for students and schools to show growth



Connects district MAP Growth tests to the state summative test



Professional Learning Components

Certified Facilitator Training

- 50 Facilitators Statewide
- In-Depth Professional Learning
- CFs Developed as Training Resource

Live, Remote Training

Self-Directed Online Learning



Assessment Advisory Panel

History

- Previous version of Assessment Advisory Panel was active from 2006-2014
- Previous panel provided insights on state assessment programs, accountability, and support systems
- Members assisted DEED with information distribution and promotion

New Panel Plans

- DEED is developing the charter for an updated Assessment Advisory Panel
- Solicitation for panel members began in November 2021
- The first convening is tentatively scheduled for February 2022



Assessment Advisory Panel

Panel Composition

- DEED will seek 25 educators knowledgeable about Alaska's statewide assessments, accountability, and support systems to serve on the Advisory Panel
- The panel will be comprised of a diverse group of educators representing regions and ethnic groups throughout the state
 - Regional and ethnic diversity will be strongly considered during panel selection
 - The ideal panel will be comprised of members across different education roles
 - It is possible to consider 1-2 parent representatives
 - DEED will seek representation from different student groups (special ed., ELs, tribal groups)
- Panel members will serve a two-year term; terms may be extended by the Assessments Administrator



Technical Advisory Committee

- DEED convened the Technical Advisory Committee (TAC) November 2-5, 2021 (Remote)
- The TAC provides DEED with a deep technical analysis of new and existing Alaska assessments
- The TAC is comprised of national experts in assessment and accountability and serves to increase the capacity of the department



Technical Advisory Committee

AK STAR

- The TAC reviewed the following documents from NWEA and their subcontractor ETS and provided technical analysis, discussion, and recommendations on next steps.
 - Theory of Action
 - Blueprints
 - Item Pool and Forms Construction
 - Standard Setting Plans
 - Alignment Plans
 - Linking Study Plans
- Next Steps
 - The TAC has provided recommendations and guidance to DEED and NWEA for areas of focus in the next steps of the development process
 - DEED and NWEA will revise and refine plans based on the guidance received



Technical Advisory Committee

Alaska Science Assessment

- In Spring 2021, DEED administered the field test for a new science assessment aligned to the new Alaska Science Standards
- The TAC reviewed the following documents from DRC and provided technical analysis, discussion, and recommendations on next steps.
 - Data results from 2021 field test
 - Alignment Study plans
 - Standard Study plans
 - Draft score reports for individual students
- Next Steps
 - DEED will review the study plans and refine based on TAC guidance and recommendations
 - DEED and DRC will revise and refine plans based on TAC guidance



DEED Assessments Team

Kelly Manning

Deputy Director of IEE

Kelly.Manning@alaska.gov

(907) 465-8431

Kari Quinto

Assessment Coordinator

Kari.Quinto@alaska.gov

(907) 465-8436

Elizabeth Greninger

Assessment Administrator

Elizabeth.Greninger@alaska.gov

(907) 465-8728

Rachel Schweissing

DTC Liaison

Rachel.Schweissing@alaska.gov

(907) 465-8433