

Kenai Peninsula Borough School District

Student Assessments /Graduation Results

2018-2019 School Year

Public Copy



John OBrien
Superintendent
January 13, 2020

2018 - 2019

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Clayton Holland, Director of Pupil Services

John Pothast, Director of Elementary & Secondary Education & Student Activities

Tim Vlasak, Director, K-12 Schools, Federal Programs, Assessments

2018 - 2019

District wide Assessment Program – FY19 School Year

Each year, the Kenai Peninsula Borough School District assesses student achievement using a variety of measures. The Kenai Peninsula Borough School District will administer the following assessments during the 2019/2020 school year:

2019-2020 Assessment Calendar											
	Assessment	August	September	October	November	December	January	February	March	April	May
FEDERAL	ACCESS 2.0 English Language Proficiency Assessment	W-APT Screener; Screen Kindergarten students Listening & Speaking only *	W-APT Screener; Screen Kindergarten students Listening & Speaking only *	W-APT Screener; Screen Kindergarten students Listening & Speaking only *	W-APT Screener; Screen Kindergarten students Listening & Speaking only *	W-APT Screener; Screen Kindergarten students Listening & Speaking only *		Feb. 3 - Mar. 6 Grades K - 12		Screen Kindergarten students; Reading & Writing	Screen Kindergarten students; Reading & Writing
	NAEP Grade 4 & 8 Reading & Mathematics						NOT a NAEP year Grades 4 & 8 at selected schools				
DISTRICT	AIMSWEPLUS	Aug 26 - Sept 13 Grades K - 5				Dec 9 - Jan 14 Grades K - 5				Apr 27 - May 15 Grades K - 5	
	Measures of Academic Progress (MAP)	Aug. 26 - Sept 13 Grades 3-10				Dec. 9 - Jan 14 Grades 3-10				Apr 27 - May 15 Grades 3 - 10	
	Common Quarterly Assessments (CQA)			ELA K-12		ELA K-12			ELA K-12		
STATE	Kindergarten Development Profile	Aug. 21 - Sept. 18 Kindergarten (4 week Observation window)		Sept 17 - Oct 25 KDP data entry window							
	Performance Evaluation For Alaska's Schools (PEAKS) ELA/Math								Mar 30 - April 17 Grade 3 - 9		
	Performance Evaluation For Alaska's Schools (PEAKS) Science								Mar 30 - Apr 17 Grades 4, 8 & 10		
	Alternate Assessment Dynamic Learning Maps (DLM)								Mar 30 - May 1 ELA & Math Grades 3 - 9 Science - Grades 4, 8 & 10		

*ELP - Identified EL students only
NAEP - Contact the Assessment Department for a list of Selected Schools

2018 - 2019

Performance Evaluation of Alaska's Schools (PEAKS) ELA & Math and Alaska Science

In FY2019 the PEAKS assessment was administered for the third time. The PEAKS assessments are intended to measure the skills and concepts in the Alaska English Language Arts and Mathematics Standards adopted in 2012.

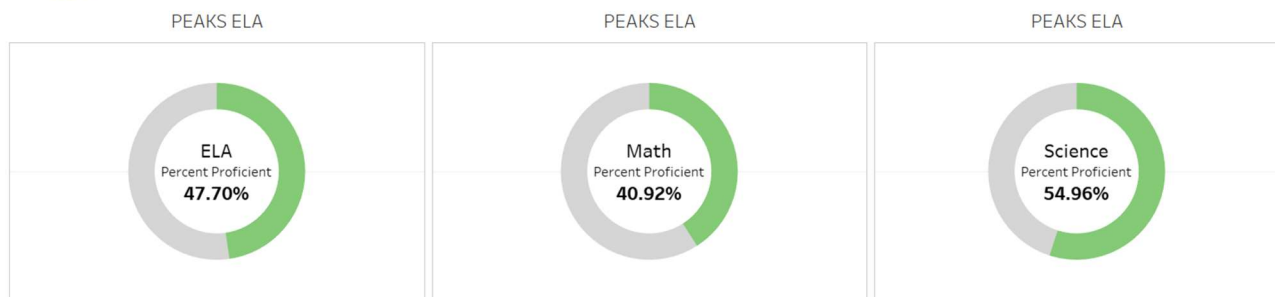
The Alaska Science Assessment was administered to students in grades 4, 8 and 10. It provided students the opportunity to show their understanding of Alaska's science standards, which were adopted in 2006.



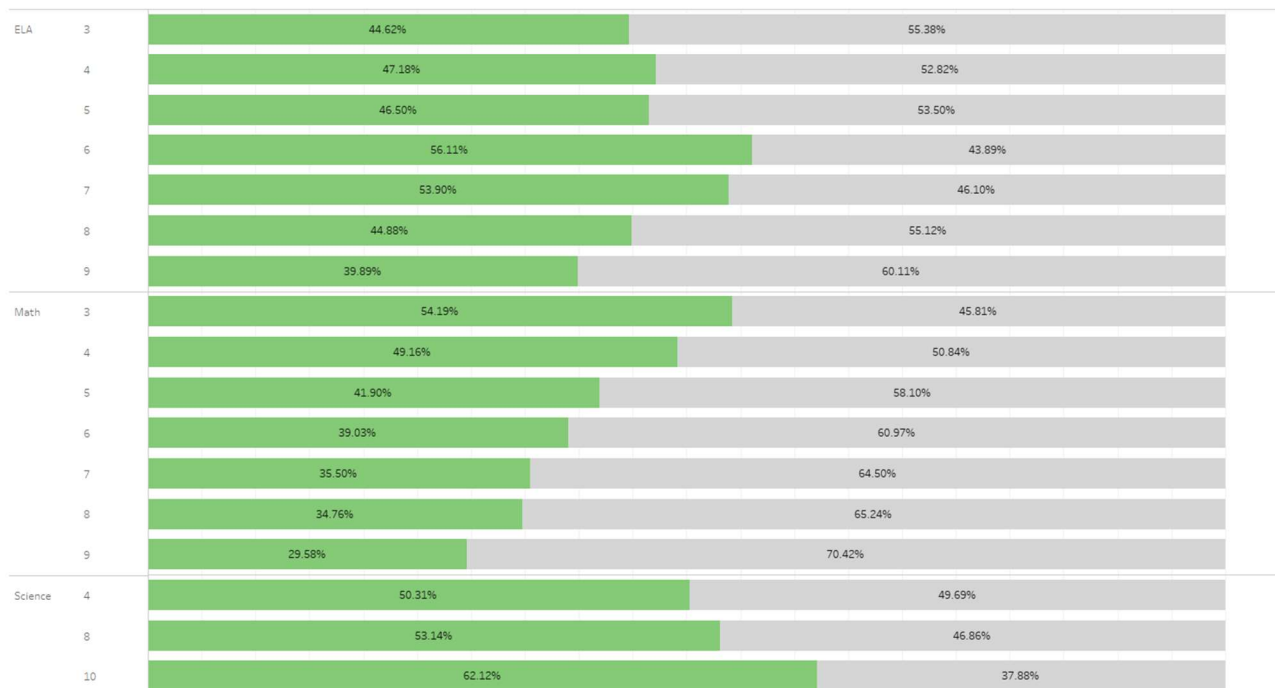
Performance Evaluations of Alaska's Schools (PEAKS) & Alaska Science Assessment

Year

School



District Level - Percent Proficient by Grade



2018 - 2019

Performance Evaluation of Alaska's Schools (PEAKS) ELA & Math - Disaggregated

ELA

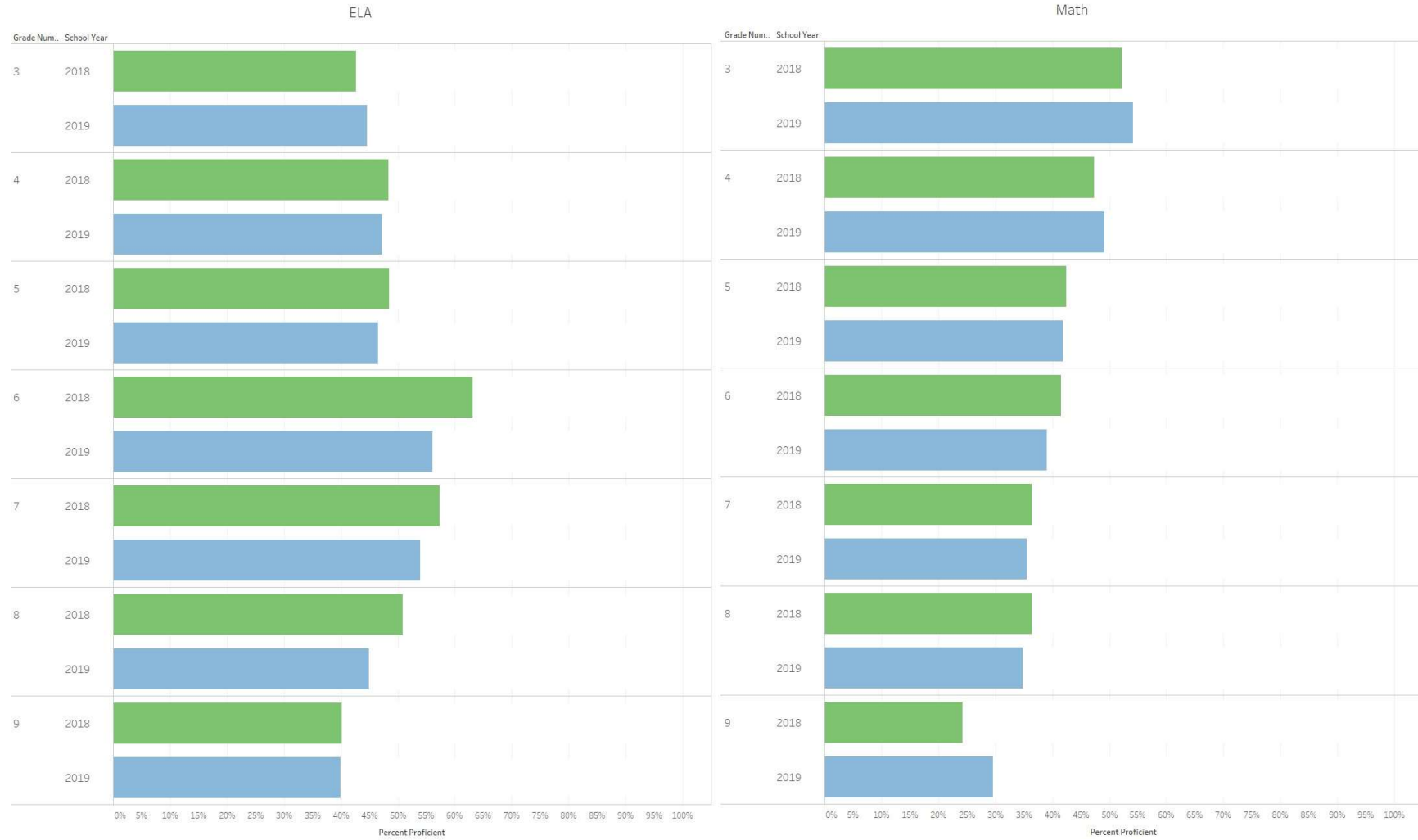
Group	Participation Rate %	Proficient	Standard Exceeded
All Students	92.71%	47.68%	52.32%
Female	92.35%	55.69%	44.31%
Male	93.05%	40.20%	59.80%
African American	100.00%	36.84%	63.16%
Alaska Native/American I..	95.90%	25.64%	74.36%
Asian/Pacific Islander	92.73%	31.37%	68.63%
Caucasian	92.18%	51.87%	48.13%
Hispanic	92.63%	31.19%	68.81%
Two or More Races	93.54%	45.96%	54.04%
Economically Disadvantaged	95.59%	36.18%	63.82%
Not Economically Disadvantaged	90.86%	55.45%	44.55%
Students With Disabilities	93.80%	16.52%	83.48%
Students Without Disabilities	92.46%	54.88%	45.12%
Limited English Proficient	94.74%	11.73%	88.27%
Not Limited English Proficient	92.63%	49.07%	50.93%
Migrant Students	96.54%	37.67%	62.33%
Not Migrant Students	92.51%	48.22%	51.78%
Active Duty Parent/Guardian	100.00%	56.92%	43.08%
Not Active Duty Parent/Guardian	92.61%	47.54%	52.46%
Homeless	100.00%	35.29%	64.71%
Not Homeless	92.60%	47.88%	52.12%
Foster Care	100.00%	19.44%	80.56%
Not Foster Care	92.65%	47.91%	52.09%

MATH

Group	Participation Rate %	Proficient	Standard Exceeded
All Students	92.65%	40.93%	59.07%
Female	92.08%	41.67%	58.33%
Male	93.18%	40.24%	59.76%
African American	100.00%	26.32%	73.68%
Alaska Native/American I..	96.17%	23.86%	76.14%
Asian/Pacific Islander	92.73%	31.37%	68.63%
Caucasian	92.09%	44.28%	55.72%
Hispanic	92.17%	29.35%	70.65%
Two or More Races	93.54%	38.55%	61.45%
Economically Disadvantaged	95.53%	29.76%	70.24%
Not Economically Disadvantaged	90.79%	48.48%	51.52%
Students With Disabilities	93.92%	14.06%	85.94%
Students Without Disabilities	92.36%	47.15%	52.85%
Limited English Proficient	94.74%	12.35%	87.65%
Not Limited English Proficient	92.57%	42.03%	57.97%
Migrant Students	96.10%	31.08%	68.92%
Not Migrant Students	92.47%	41.46%	58.54%
Active Duty Parent/Guardian	100.00%	49.23%	50.77%
Not Active Duty Parent/Guardian	92.54%	40.80%	59.20%
Homeless	100.00%	16.18%	83.82%
Not Homeless	92.54%	41.32%	58.68%
Foster Care	100.00%	19.44%	80.56%
Not Foster Care	92.59%	41.11%	58.89%

2018 - 2019

Performance Evaluation of Alaska's Schools (PEAKS) ELA & Math – Two Year Comparison



2018 - 2019

Alaska Science Assessment – Two Year Comparison



2018 - 2019

English Language Learners – ACCESS/WIDA Assessment

English Language Proficiency Assessment

In early 2011, the Alaska Department of Education & Early Development signed a memorandum of understanding with the University of Wisconsin-Madison's Center for Educational Research to obtain a new English language proficiency assessment. The test, *Assessing Comprehension and Communication in English State-to-State for English Language Learners* (ACCESS for ELs) is a product of the World-Class Instructional Design and Assessment Consortium (WIDA).

The English Language Proficiency Assessment (ELPA) is used in determining when English Learners (ELs) have attained full language proficiency in the areas of reading, writing, listening and speaking. All students identified as a Limited English Proficiency (LEP) in grades K-12 are required to take the ELPA. The ELPA is administered in the spring using the ACCESS for ELLs 2.0 Assessment.

In 2015-2016, the WIDA Consortium began administration of the new summative assessment. The online assessment replaced the earlier paper-based assessment, ACCESS for ELLs.

In 2016-2017, to meet language demands of college and career readiness standards, the WIDA consortium upped the bar through a process of standard setting. As a result, ELs are required to demonstrate higher language skills to achieve the same proficiency levels. Speaking expectations increased the most, followed by Reading and Writing. The entire state saw a dip in overall proficiencies on the ACCESS test administered in February 2017. The following graphics display how students have performed over the past four years.

2018 - 2019

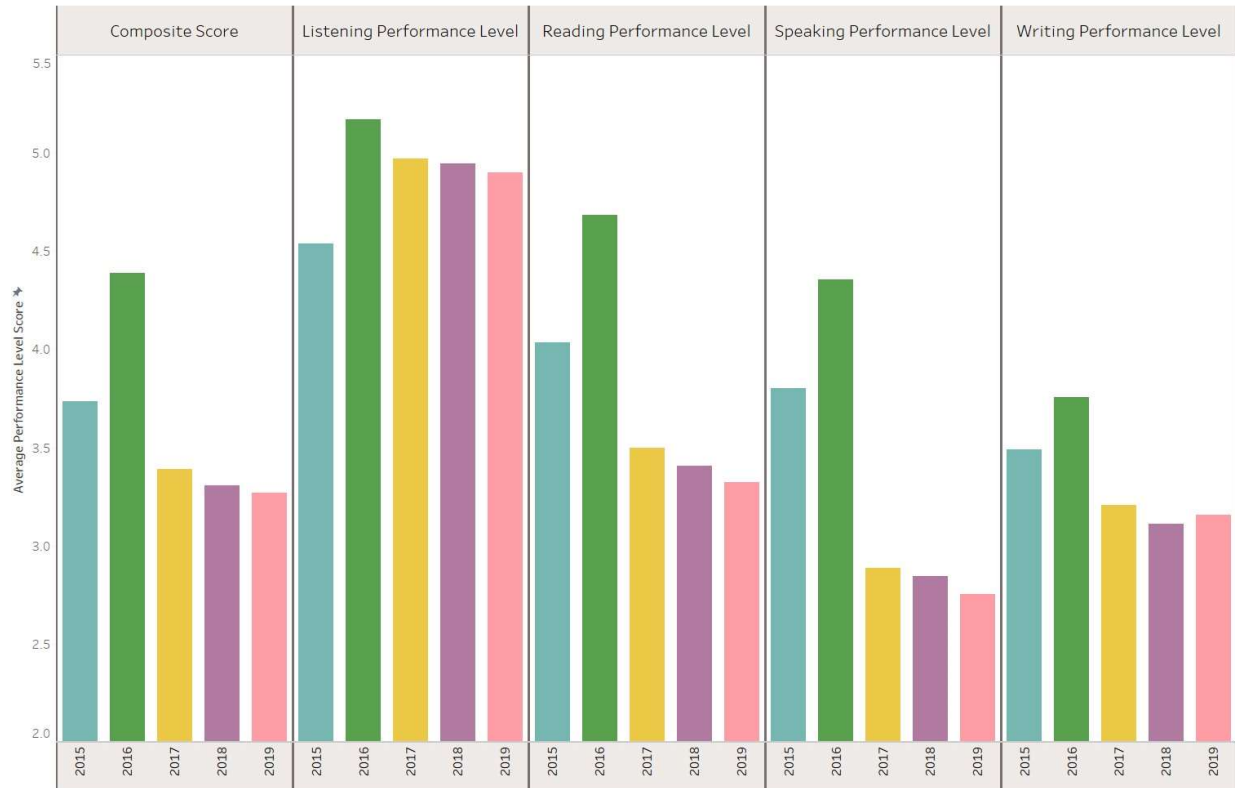
English Language Learners – ACCESS/WIDA Assessment



English Language (EL) Assessment Data & Number Tested

Year
 2015
 2016
 2017
 2018
 2019

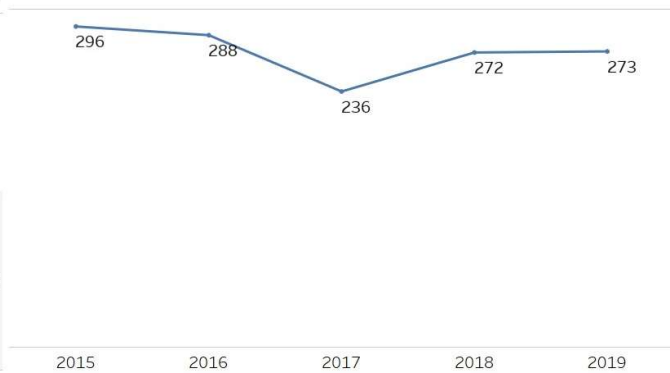
English Language Proficiency Achievement Levels
 Four Domains - Comparison over time



ELL Proficient/Not Proficient

OUTCOME	2015	2016	2017	2018	2019
# Proficient	14	67	2	7	
# Not Proficient	282	221	236	266	298

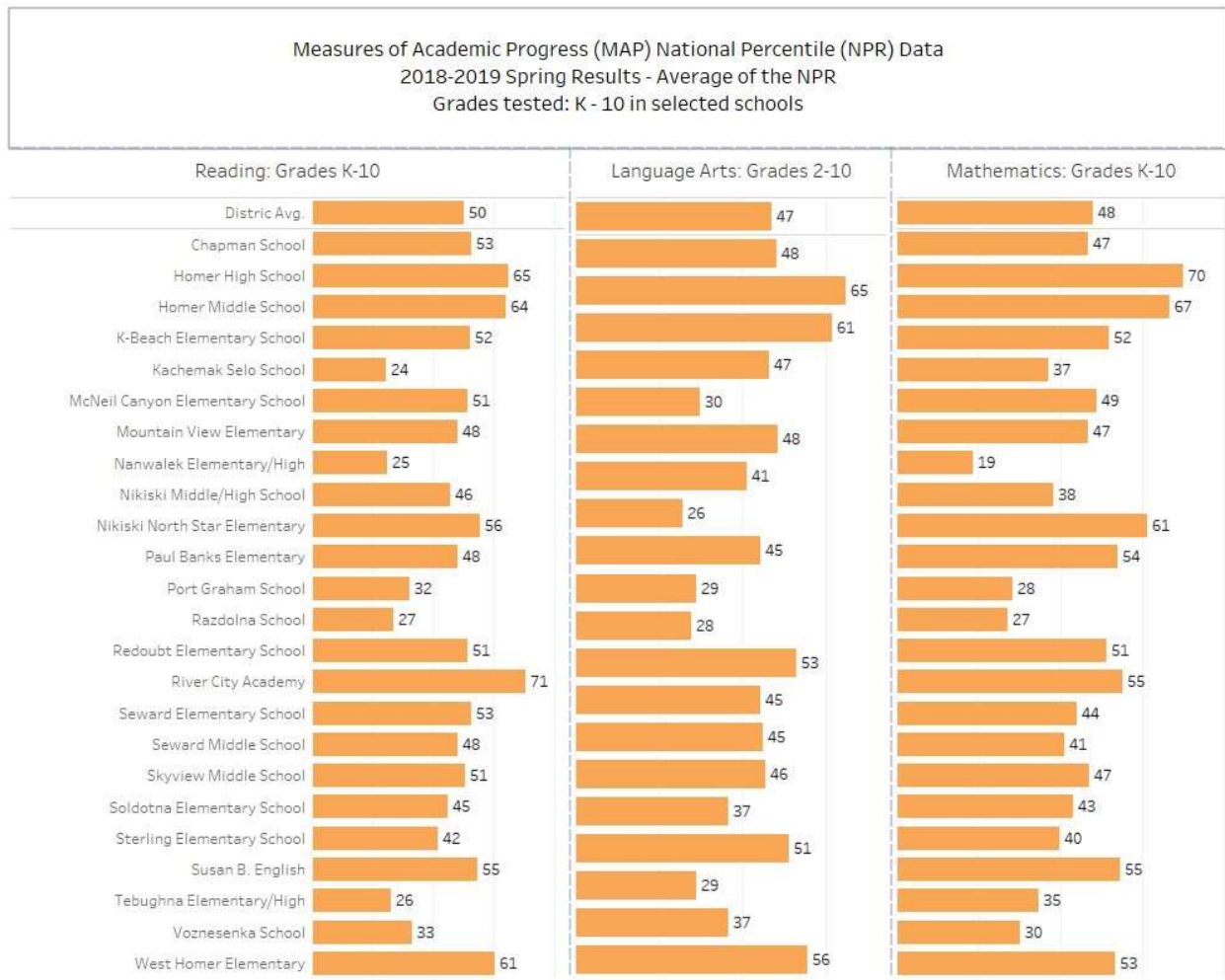
of English Language Learners (ELL) Students Tested FY15 - FY19



2018 - 2019

District Assessment: MAPS

MAPs is a nationally normed online computer-adaptive diagnostic assessment. Grades 3-10 are assessed three times a year in Reading, Mathematics, and Language Arts. The table below indicates grades k-10 as special circumstances needed additional grade level students accessed. The assessment provides for more accurate student placement, diagnosis of instructional needs and measurement of student gains across reporting periods (Fall, Winter, Spring).



2018 - 2019

District Assessment: Aimsweb

Aimsweb is a form of curriculum-based measurement (CBM), used for universal screening three times a year and progress monitoring when needed in grades K-12. This form of brief assessment measures overall performance of key foundational skills at each grade level to provide accurate prediction of reading and math achievement. KPBSD assesses early literacy and math skills (TEL and TEN), reading fluency (R-CBM) and basic math computation (M-COMP) and math concepts and applications (M-CAP). Assessments are given in Fall, Winter & Spring. As a district assessment, students in Grades K – 5 are required to test.

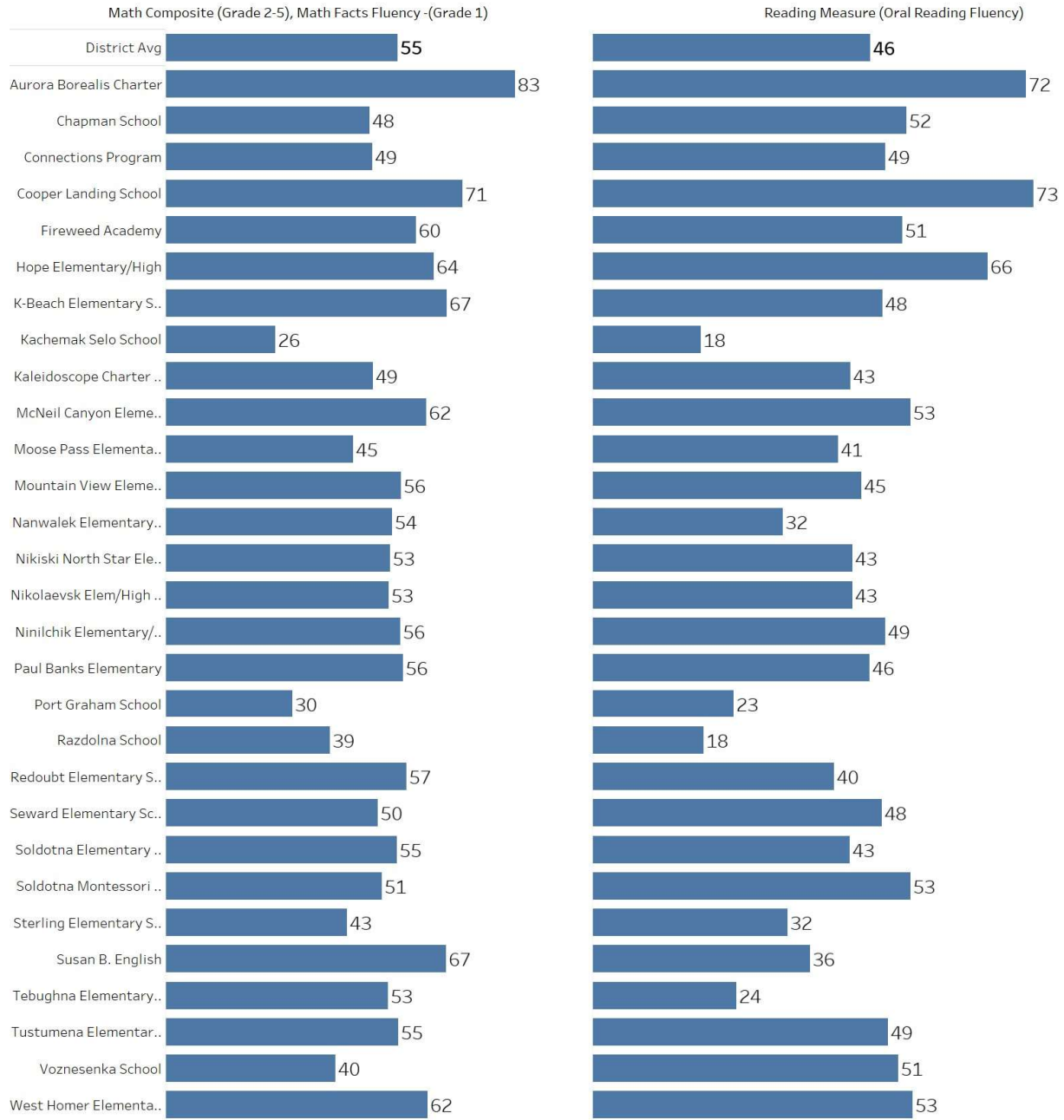
The following pages contains a bar graph at the District and School level. This data set is the average of the National Percentage Rank (NPR) of the Spring Assessment (May 2019) in the areas of Reading Measure (R-CBM), Math Computation (M-Comp) and at the Kindergarten level: Letter Sound Fluency (LFS) and Numeration Identification Math (NIM).

2018 - 2019

District Assessment: Aimsweb (Grades 1-5)



Aimsweb Plus National Percentile (NPR) Data
2018 - 2019 Spring Results - Average of the NPR
Tested Grades: 1st - 5th

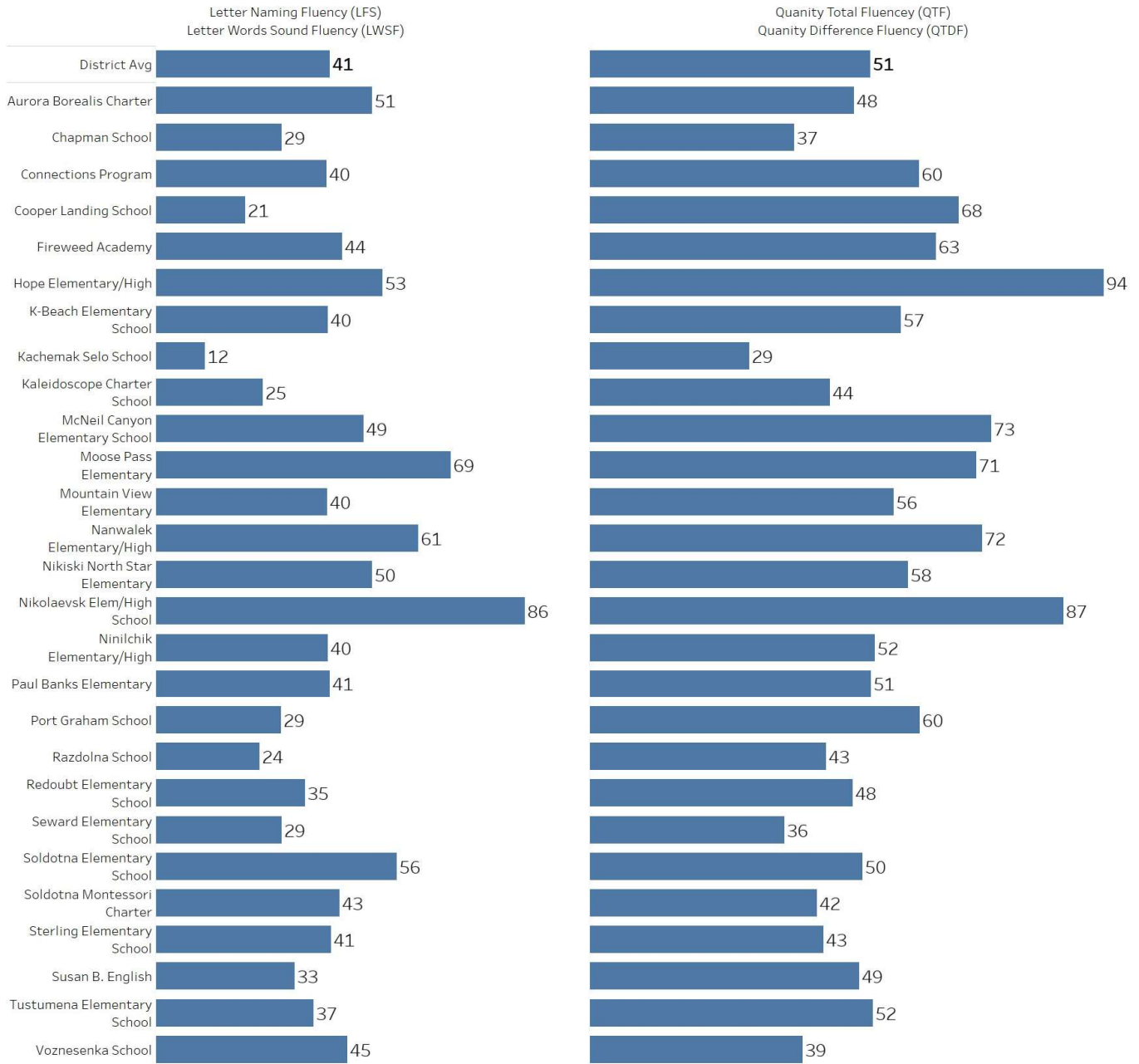


2018 - 2019

District Assessment: Aimsweb (Kindergarten)

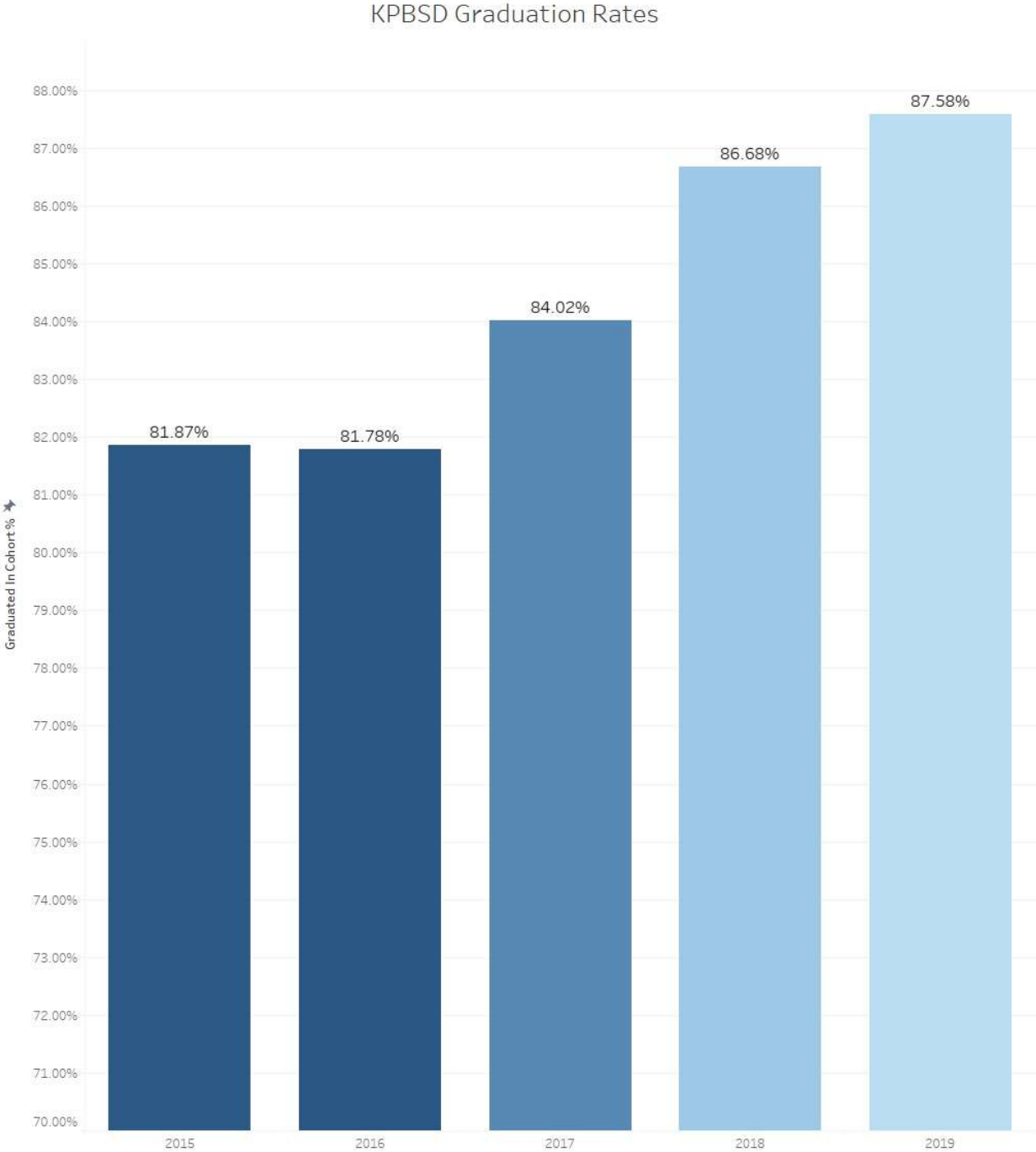


Aimsweb National Percentile (NPR) Data
2018 - 2019 Spring Results - Average of the NPR
Tested Grade: Kindergarten



2018 – 2019

KPBSD Graduation Rate – Five Year Trend



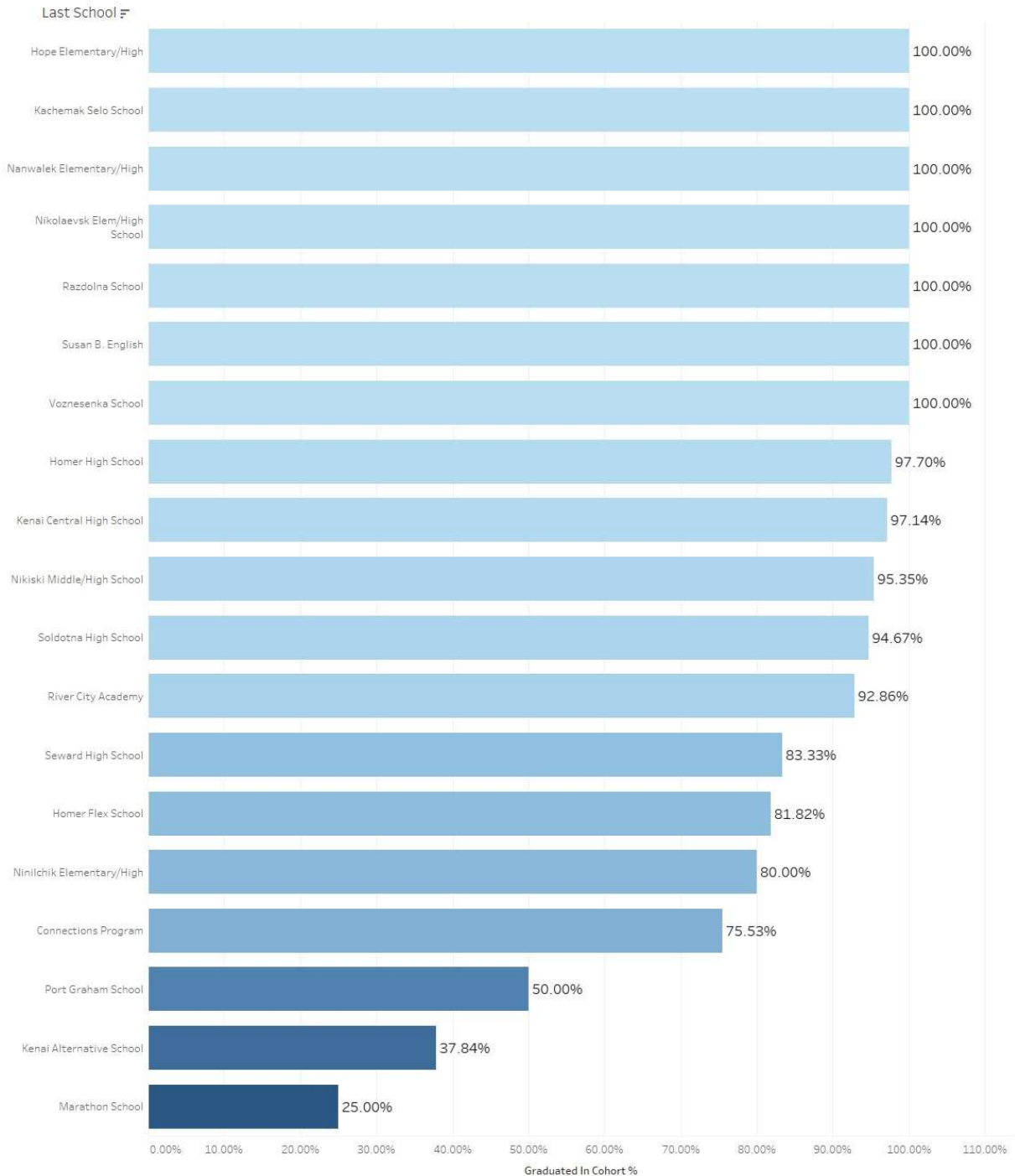
2018 – 2019

KPBSD Graduation Rate by School

State Cohort Year

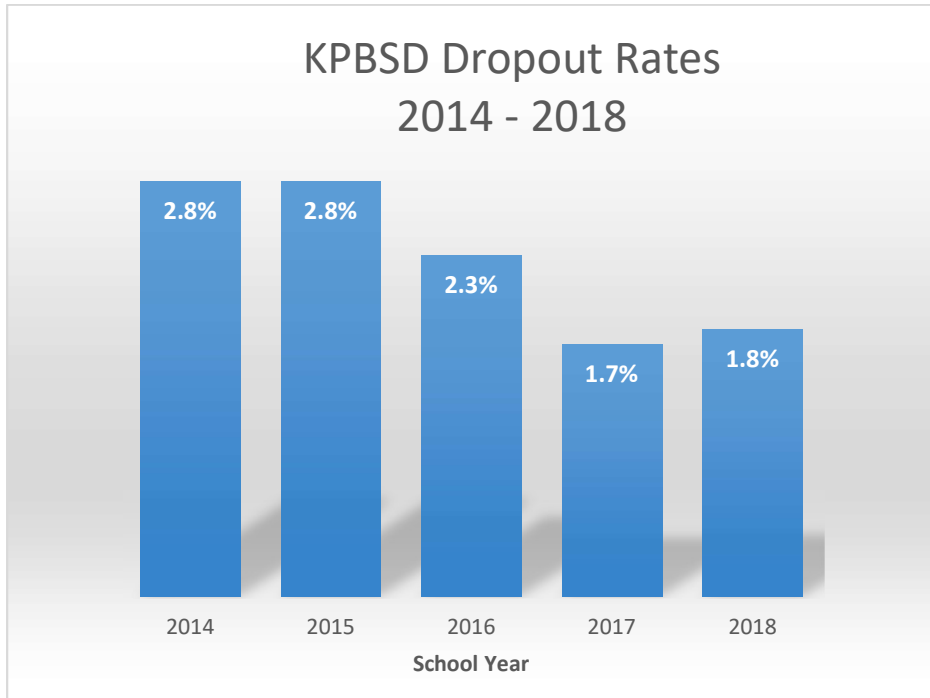
2019

KPBSD Graduation Rates by School



2018 – 2019

KPBSD Dropout Rates - Five Year Trend (2014-2018)



*State data was unavailable for 2019 at time of report development. Graphic will be updated to 2015-2019 trend once data is made available

2018-2019

KPBSD Transient Rates



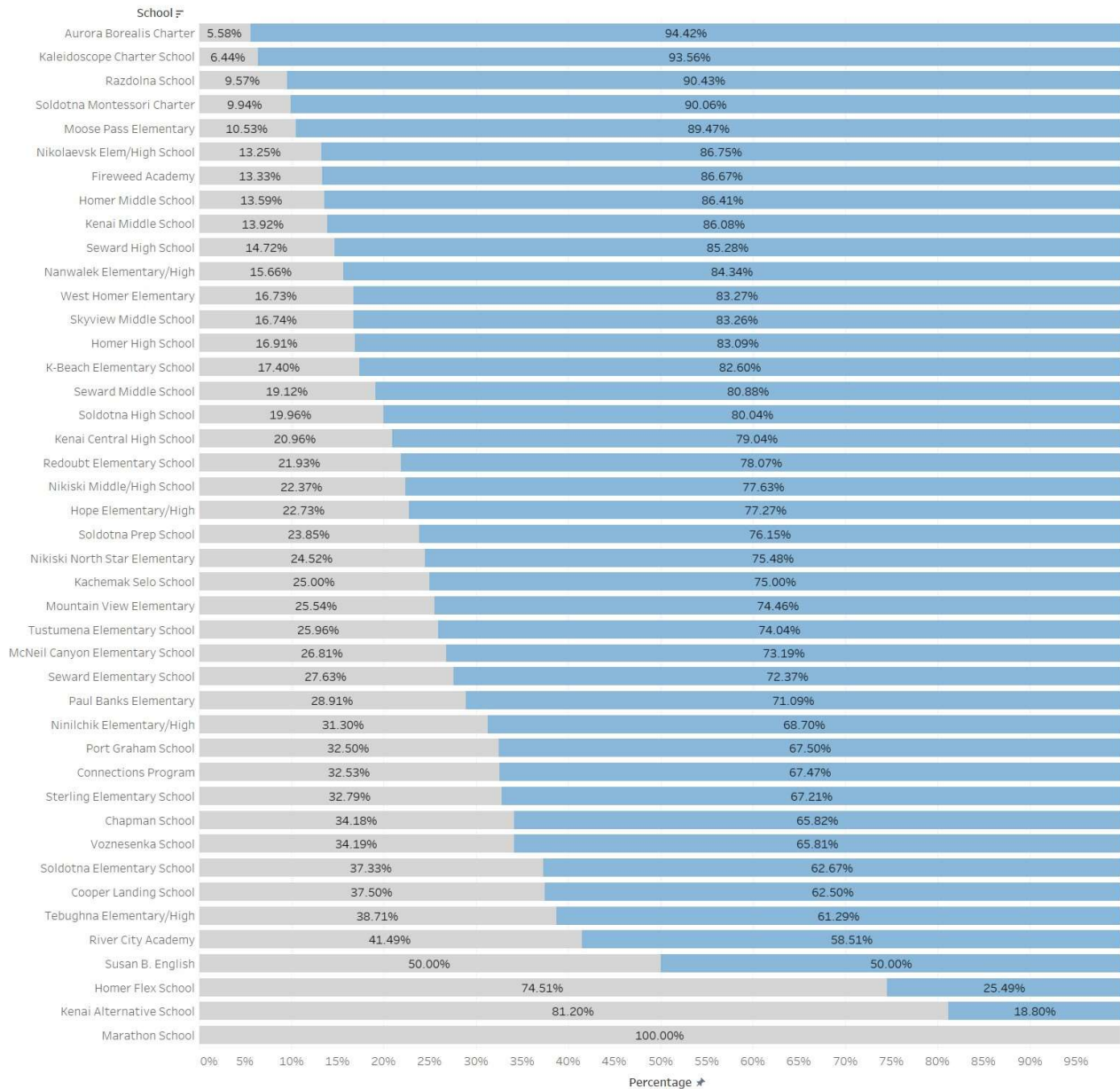
KPBSD Transient Rates

Oasis Year Transient
 N
 Y

Percent Transient by District



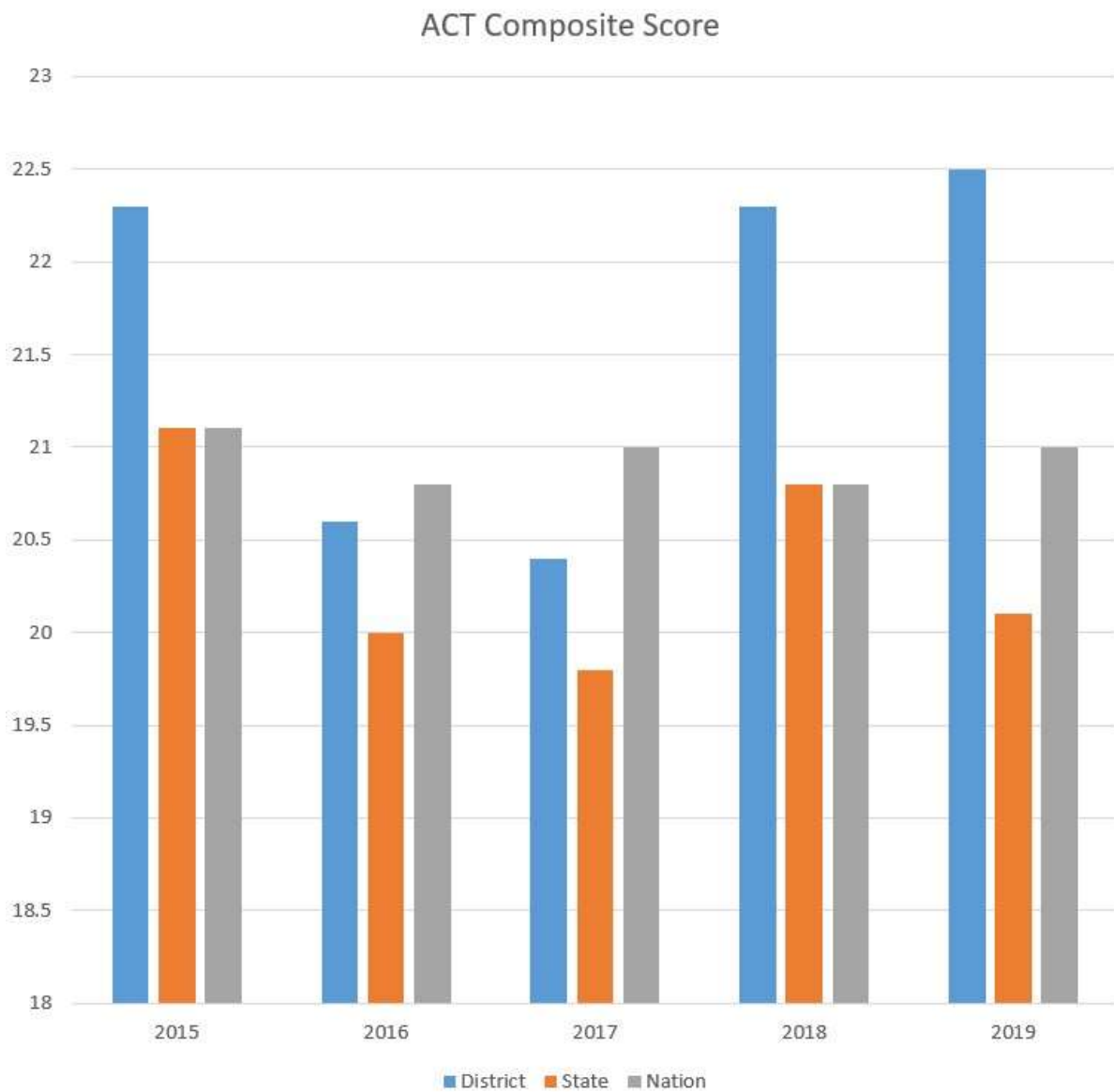
Percent Transient by School



2018 – 2019

ACT [2015 – 2019 Five Year Trend]

The ACT® test measures high school students' general educational development and predicts their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The writing test, which is optional, measures skill in planning and writing a short essay.

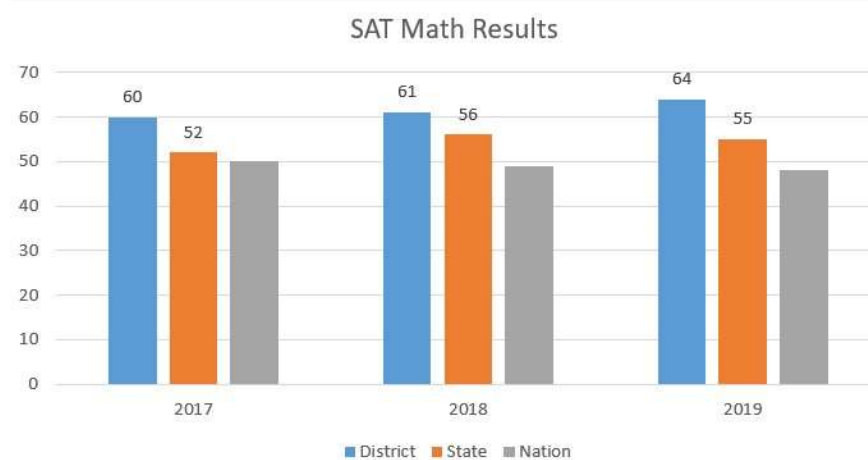
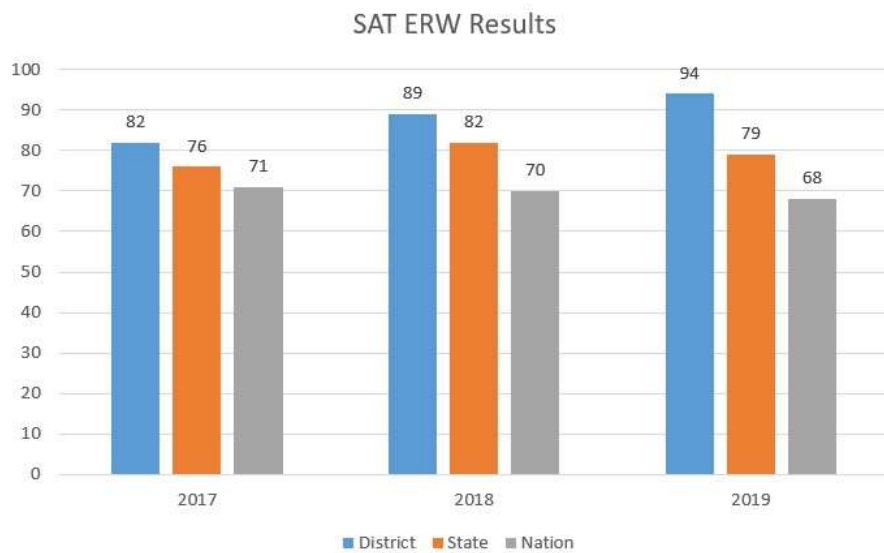


2018 – 2019

SAT – [2017-2019]

In March of 2016, the new SAT was released. The redesigned SAT provides more robust data and uses a two section score (Evidenced based Reading & Writing [ERW] and Math) and one composite score. As a result, 2017 was the benchmark year for new SAT and reporting.

The data below does not include State or National data as it was unavailable at the time of this report. The two charts below represent the percentage of tested district students who met or exceeded the SAT Benchmark in the Evidenced based reading & writing (ERW) or SAT Mathematics.



2018 – 2019

Alaska Performance Scholarship (APS)

The Alaska Performance Scholarship provides an opportunity for Alaska high school students to earn a scholarship to help cover the cost of an Alaska postsecondary education. The first graduating class to be eligible for the APS was in summer of 2011. Course requirements then continued to step up through the 2015 school year at which time they “topped” out.

In June of 2016 State law that had required graduates to take an ACT, SAT or WorkKeys assessment expired. Therefore, students no longer needed to take this assessment and the department of education no longer paid for the assessment. Completing one of these assessments and meeting the target is a requirement of the APS. As a result, there was a drop in the number of students completing the required assessment and a drop in number of graduates eligible for the award.

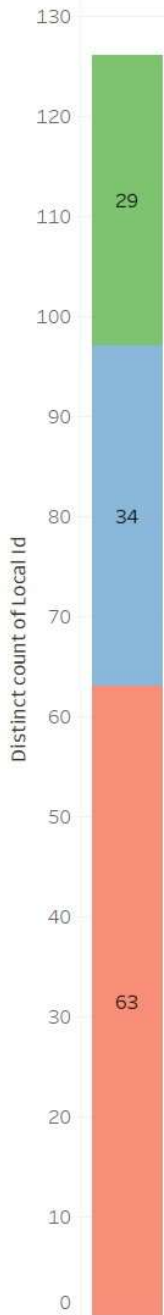


KPBSD APS Eligibility

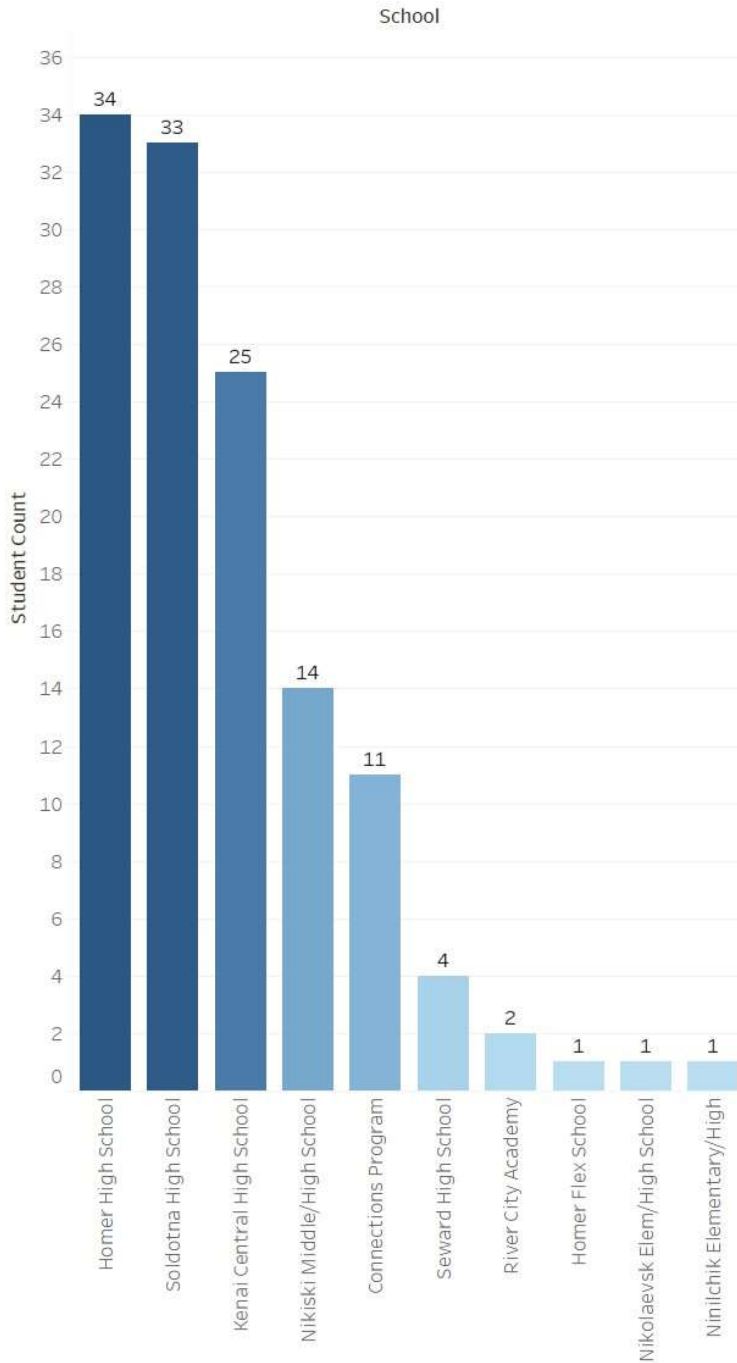
Oasis Year APS Eligibili..

- 3
- 2
- 1

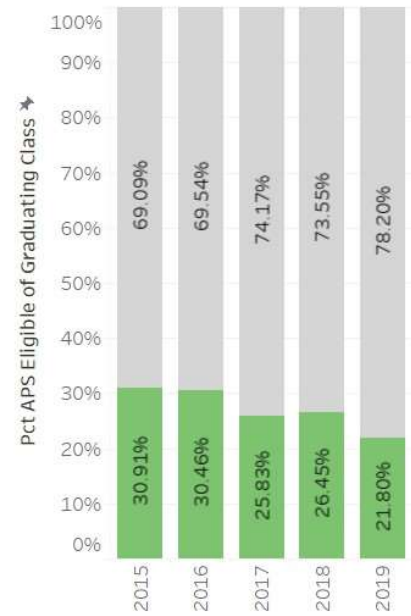
Eligibility Count by District



Eligibility Count by School



APS Eligible Students as Percent of Graduating Class



APS Eligible Student Counts

