

NWABSD Board Retreat

Friday, October 14, 2022 8:30 AM

District Office Boardroom, 744 Third Ave., Kotzebue, AK 99752

1.	8:30 am Welcome, Introductions, Agenda Overview, and Retreat Norms	Presenter: Margaret Hansen, President
2.	9:00 am School Climate and Connectedness Workshop	Presenter: Kami Moore, SCCS Presenter
3.	10:45 am Strategic Planning Review	Presenter: Jen Jarvis, Jen Jarvis Associates
4.	1:00 pm Student Performance & Assessment	Presenter: Robin Gage, Assessment Coordinator
5.	3:00 pm Board Policy	Presenter: Tiffany Jackson, AASB
6.	4:15 pm Wrap-Up	Presenter: Margaret Hansen, President



NWABSD BOARD UPDATE

Board Retreat
October 14, 2022

“DO THE BEST YOU CAN
UNTIL YOU KNOW BETTER.
THEN WHEN YOU KNOW
BETTER, DO BETTER.”

Maya Angelou

• Board

Priority

• Partnership

Strategy

• Directors

Initiative

The background is a chalkboard filled with various handwritten mathematical equations and diagrams. Visible formulas include $\sqrt{a^2+b^2} = x^2$, $x^2+y^2 = ab+4c$, $c(x,y) \begin{cases} xy=2 \\ cx-cy=25^2 \\ 2\pi=c \end{cases}$, $24 + \frac{x}{y} + \frac{a^2+b^2}{x} + \frac{1}{x} + \frac{1}{y}$, $x=9.22$, $\sum_{x=2}^{n=14} N_{50-x}$, $x \leq 549$, $\frac{1}{2} [984 + x^2 + y^2 + p]$, $\beta = 9 + x^2 + y^2$, and a binary sequence $\begin{bmatrix} 010112 \\ 010002 \\ 011001 \end{bmatrix}$. There are also several geometric diagrams, including a circle with a shaded sector, a bell curve, and various lines and points labeled with letters like A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z.

#1 Product of Boards



Mission

What we do



Vision

Where we are going



Core Values

How we work

All Pieces Needed

Mission + Vision + Core Values

Purpose driven organization in an aligned manner

Vision + Core Values

Team **lacks common purpose** and therefore uninspired

Mission + Core Values

Team **feels uncertainty** about the direction the organization is moving and lack goals

Mission + Vision

Team **experiences conflict** often due to different interpretation of how they should work

MISSION

To provide a learning environment that inspires and challenges students and employees to excel

Board Feedback

- Traditional – culture and language
- Succeed through challenges
- Setting up for success
- We walk along
- Able to plan for their future
- Each has different dreams

VISION

To graduate all students with the knowledge, skills, and attitudes necessary for a successful future

Alignment Questions

- What is a successful future look like for our students?
- What is needed knowledge?
- What are needed skills?
- What attitudes are needed?

Needed Skills

Construction
Mechanics
Teamwork
Cooperation
Basic Work Skills
Communication
Ready to work – Interview
Sled Building

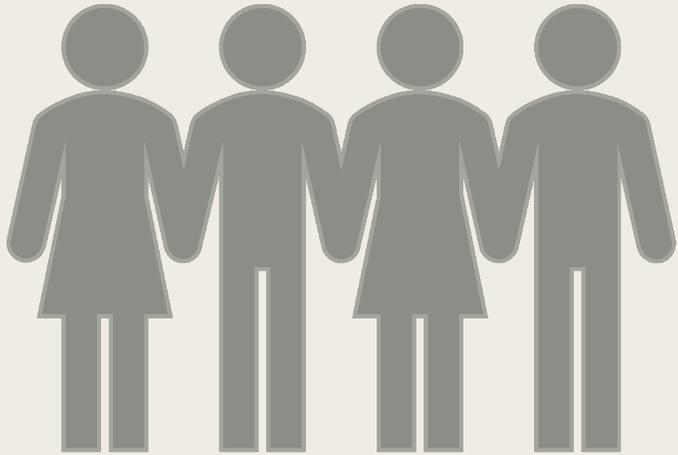
Needed Knowledge

Basic Knowledge
Computers - Technical
Readiness
Knowledge of Careers
Consequences

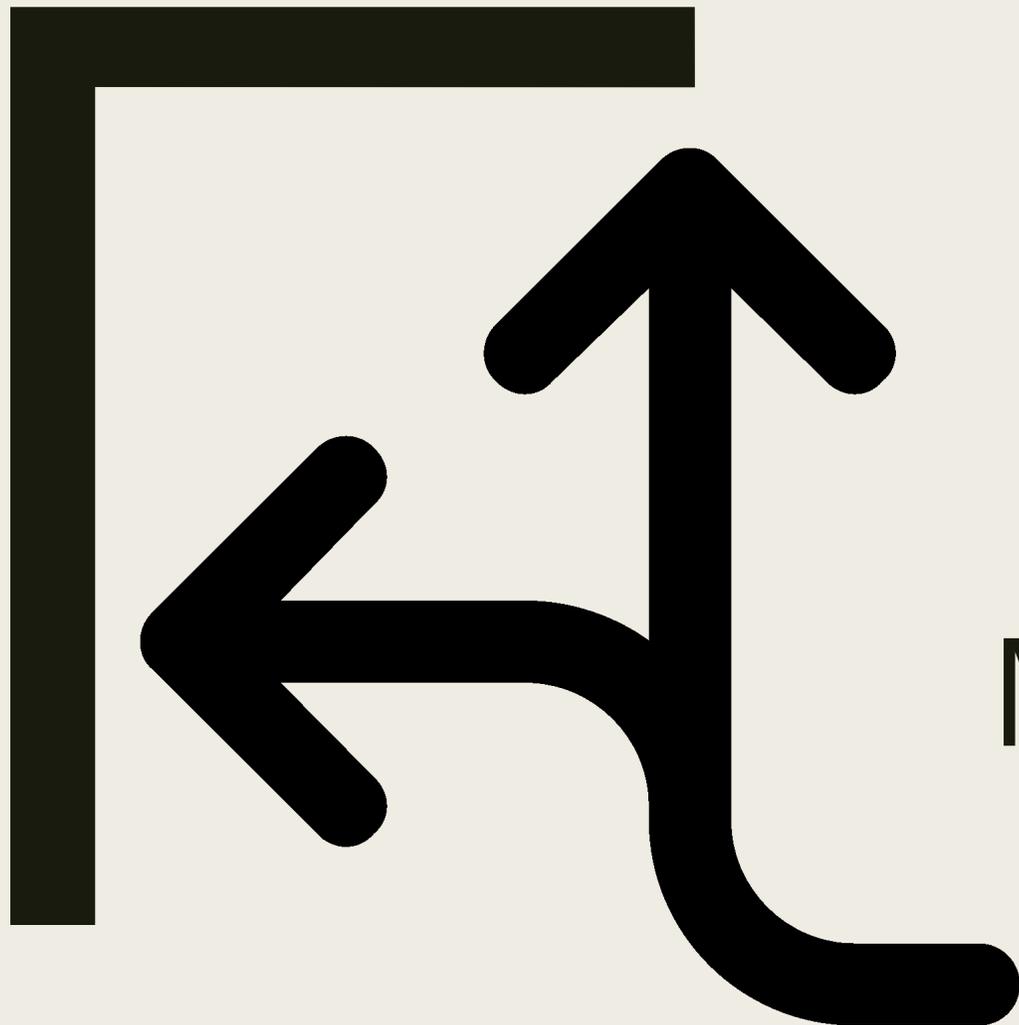
Needed Attitudes

Responsibility for
Communities
Respect for Homelands
Respect for Others
Work Ethic
Accountability
Aspiring

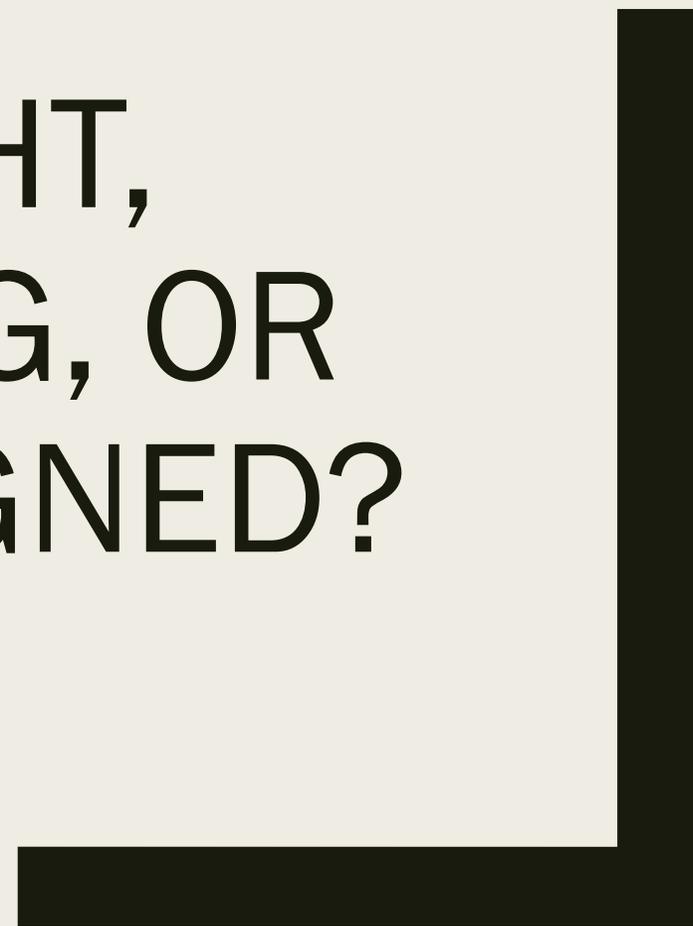
COMMON VALUES CREATE COMMUNITY



- Directors
- Trust – Integrity
- Empathy – Patience - Respect
- Kindness – Optimism
- Problem Solving – Curiosity
- Accountability - Impact
- Team
- Service



RIGHT,
WRONG, OR
MISALIGNED?





FIGURING OUT WHAT
IS MOST IMPORTANT

Who should be held accountable?



Good Input

Good Work

Good Result

Bad Input

Good Work

Bad Result

Good Input

Bad Work

Bad Result

NWABSD

Input	Tasks/Steps	Product/Result
	Teachers Teach	Educated/ Able Students

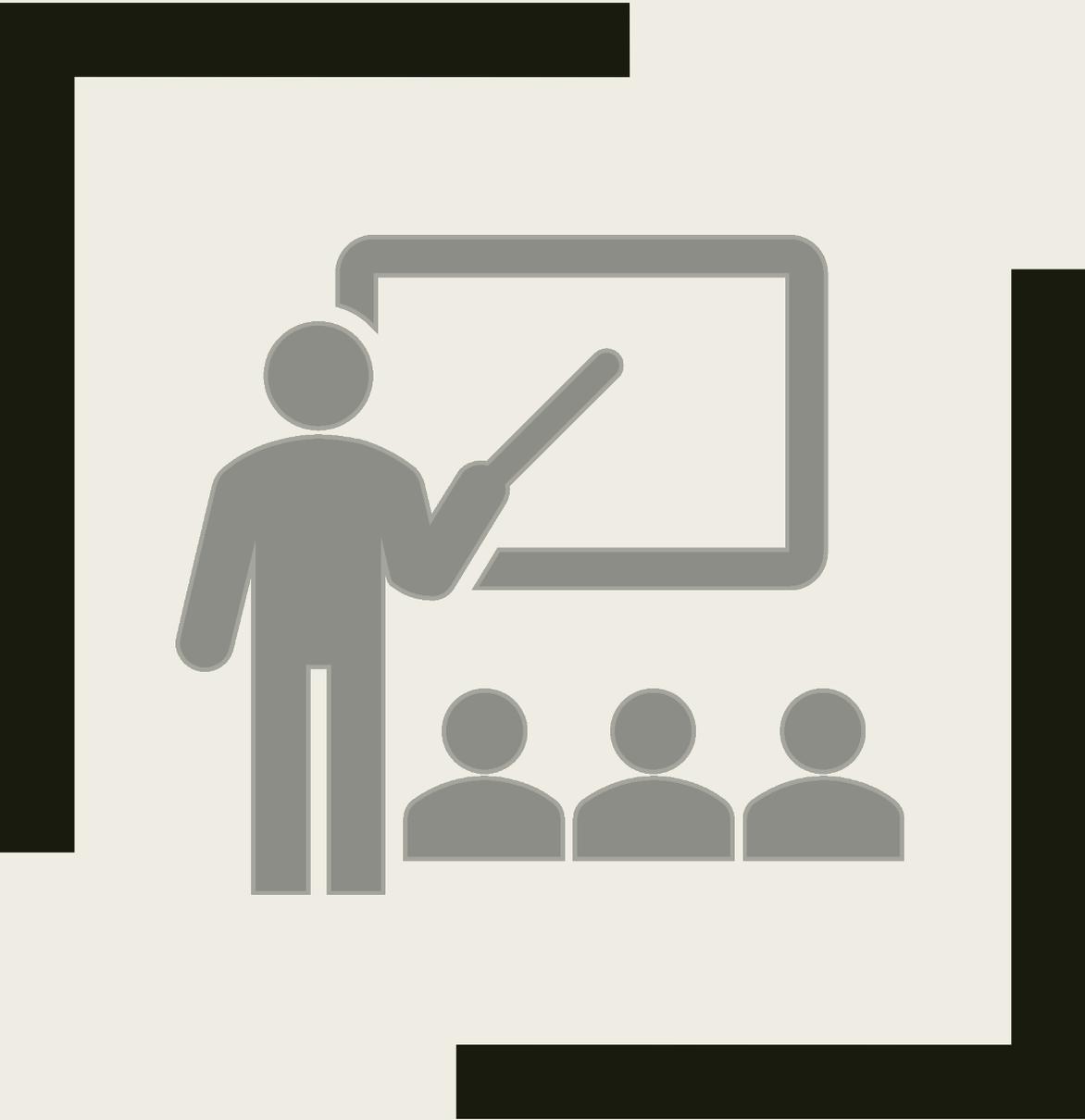
NWABSD Product/Desired Result

Input	Tasks/Steps	Product/Result
	Teachers Teach	Educated/ Able Students

- CULTURAL UNDERSTANDING AND COMMUNITY CONNECTION
- PARENT RELATIONSHIPS
- NEEDED SUPPORT/ PROFESSIONAL DEVELOPMENT
- STUDENT ISSUES
- SCHOOL ATMOSPHERE
- TRAUMA SUPPORT
- HOUSING

TEACHERS

Teachers received the least amount of empathy of any group.



HOW TO BEST WORK WITH TEACHERS?

Trauma-informed Teaching

At a glance

- Trauma-informed teaching considers how trauma impacts learning and behavior.
- Trauma can slow down or completely stop our ability to learn.
- Kids experiencing trauma are more likely to fall behind in class or get in trouble for behavior issues.

Consider behavior a form of communication.

• Board

Priority

• Partnership

Strategy

• Directors

Initiative

Strategy



Priorities

- Board Improvement
- Growing our Own
- Cultural Support – Teacher and School
- SCC Work - Student Wellness

Director Strategy

- ***Comprehensive Planning*** – Safety and Communication Plans
- ***Teacher Development*** – MTSS, Classroom Management and Tools, Trauma Informed Teaching, Onboarding
- ***Operational Improvement*** – Onboarding, Succession Planning, Budgeting Process – 5-year budget forecast capability
- ***Student Wellness*** – Attendance, Student Wellness Policy, Counseling Services
- ***Curriculum*** – Growing Our Own, CTE, Specials

Board Improvement Strategy

- Board orientation and onboarding process
- Evaluation and improvement of meeting materials
- **Definition of roles** (input, task, product/result) of Administration and Board with needed improvements identified
- **Normal course of business**
 - *Meeting evaluation and improvements (including length and frequency)*
- **Other business**
 - *Lobbying, special events*
- Development of communication norms
- **Communication plan**
- **Inventory of needed process/procedure to support board operations and communication** (contract signing, closing loop on issues)

Due Diligence

- Sustainability
 - *Finance*
 - *Time and staffing*
- Stability – staff, finance, environment
- Time and staffing – lift
- Compliance
- Student Learning
 - *Literacy*
 - *Wellness*
 - *Soft skills*
- Staff Learning
- Board priority
- Culture
- Safe place
- Basic Needs
- Readiness
- Partner Opportunities
- Change Management
- Ripple effects
- Cumbersome Processes

Next Steps

Nov

- Strategic Development
- Due Diligence

Dec

- Review Director Recommendations
- Board Approve Strategy

Dec

- Director Project Planning
- Accountability System Designed

Jan

- Board Final Approval
- All - Launch - Stakeholder

Dear Parents,

re: bad grades

When Jennifer was growing up, if she brought a test home that she failed, she was held responsible for the bad grade. She never had the luxury of blaming the teacher. Thus, the concept of blaming her for her students bad grades is foreign to her. You can not blame her. That was the way I raised her.

Sincerely,
JoEllen Quick
Mother



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re: bad grades

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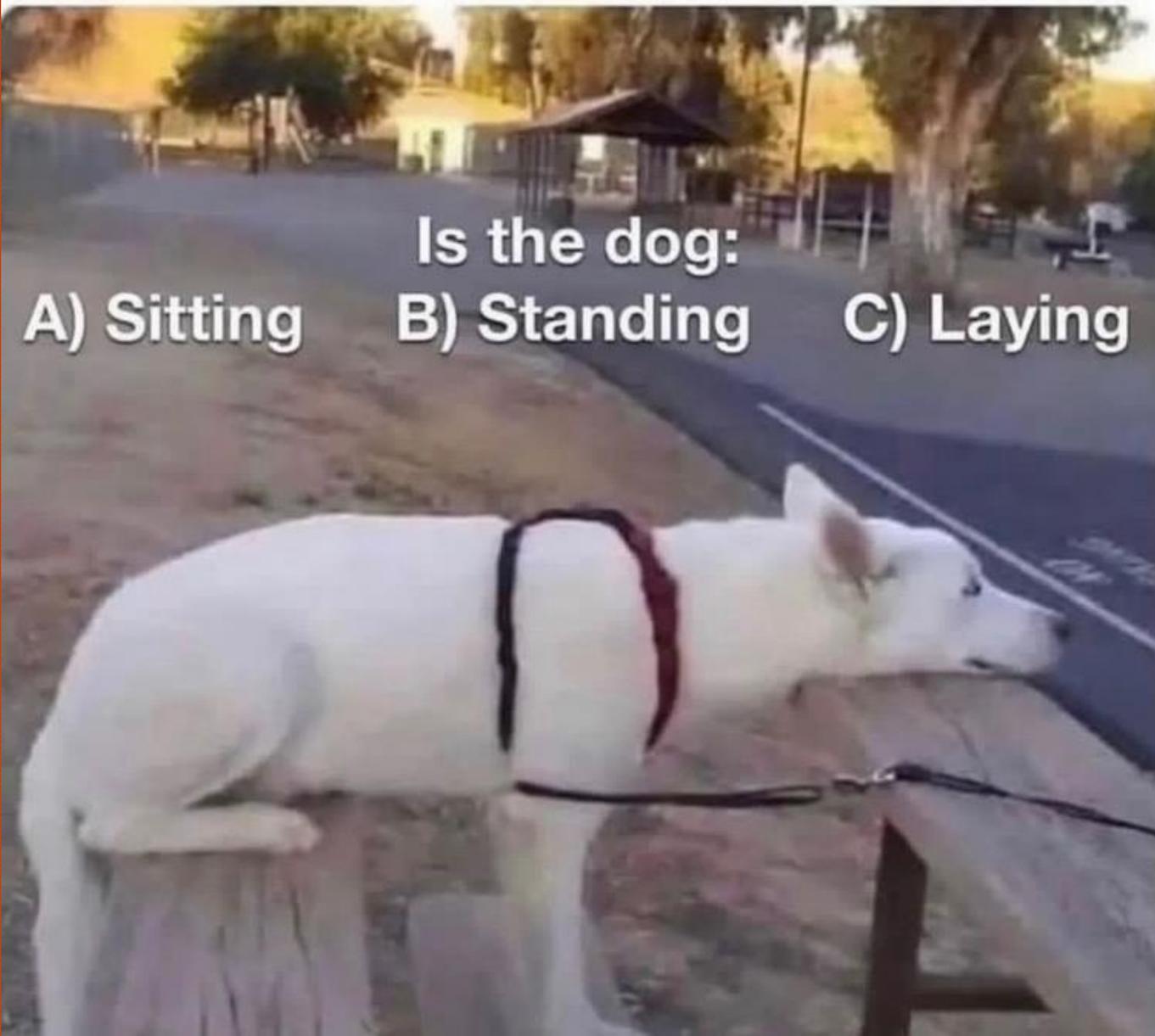
2022-2023 NWABSD Assessment Overview

Robin Gage

District Test Coordinator/PowerSchool Admin



Teacher: The test isn't very hard.
The test:



Is the dog:
A) Sitting B) Standing C) Laying



Agenda

- Goals
- Overview of NWABSD assessments
- Review student scores (MAP and PEAKS)
- Looking ahead; Spring 2023

Goals

- To become familiar with state and district assessments
- Understand how and when tests are given
- Review our most recent MAP test scores
- Review our last state test scores, spring 2021
- Introduction to AK STAR and how it fits in with our MAP tests

Assessment Calendar

Assessment	Dates	Grades
Fall MAP	August 30 - September 16, 2022	3 - 10
Kindergarten Developmental Profile	Data collected first 4 weeks of school. Submit to DEED by October 21, 2022	Kindergarten
WorkKeys	November 14 - December 2, 2022	11 - 12
Winter MAP	November 28 - December 16, 2022	3 - 10
English Language Proficiency WIDA ACCESS for ELLs	February 1 - March 10, 2023	KG-12 (Identified English learners)
Alaska Alternate Assessment	March 20 - May 5, 2023	Math & ELA: 3 - 9 Science: 5, 8, 10
AK STAR & AK Science (No Spring MAP)	March 27 - April 28, 2023	Math & ELA: 3 - 9 Science: 5, 8, 10
WorkKeys	April 10 - April 28, 2023	11 - 12

Kindergarten Developmental Profile



- Kindergarten students and any students in 1st grade that did not attend KG (~150 students)
- Given at the start of school over the next 4+ weeks
- Based on teacher observations, does not require a test to be given

Kindergarten Developmental Profile



Approaches to Learning	2 Consistently Demonstrates	1 Progressing	0 Does Not Demonstrate
<p><i>Shows curiosity and interest in learning new things and having new experiences</i></p> <ul style="list-style-type: none"> Engages in discussions and asks questions about new events and occurrences (e.g. “Why did this happen?”) Looks for new information and wants know more about personal interests Uses familiar materials in new ways (e.g. materials from nature in an art projects or for imaginative play) 			
<p><i>Sustains attention to tasks and persists when facing challenges</i></p> <ul style="list-style-type: none"> Remains engaged while peers and/or adults are the focus of attention (e.g. pays attention during storytelling or “show and tell”) Works on a task over a period of time, leaving and returning to it (e.g. block structure) Shifts attention back to activity at hand after being distracted Accepts age-appropriate challenges and continues through frustration 			

Measures of Academic Progress (MAP)



- Grades 3-10 (~1,100 students)
- Given three times/year
 - September (Fall)
 - December (Winter)
 - April (Spring), will now be part of the state AK STAR test
- Computer-based (laptops or iPads)
- Math, Reading, Language (~1hr each)
- Given by classroom teachers, special ed. teachers, and classified staff

Measures of Academic Progress (MAP)



- Uses Rasch Unit (RIT) scores
 - Equal across all grades
 - Higher score, higher difficulty
 - ~Range between 100-300
 - A 4th grade and 8th grade student may both score 200
- Adaptive test
 - Questions get harder with right answers
 - Questions get easier with wrong answers
- Immediate results and reports available to teachers/principals
- District test, may be required by the state in the future

Measures of Academic Progress (MAP)



100%

Use the information to answer the question.

The area of the triangle shown is 40.0 cm^2 .

12.5 cm

* not drawn to scale

What is the height of the triangle?

- A. 3.20 cm
- B. 6.40 cm
- C. 13.8 cm
- D. 27.5 cm

Measures of Academic Progress (MAP)



Read the passage. There are several questions about this passage.

Beautiful Invader

- 1 Imagine yourself taking a walk on a summer day—somewhere in a lazy meadow, near a stream. All along the stream banks and up through the grasses in the meadow, a flowering plant grows from three to ten feet tall. You admire the tiny flowers and their stunning rosy-purple color. You whip out your cell phone and are about to capture a photo when you hear a scolding voice in your head ask: "Why are you about to take a picture of purple loosestrife? It's not something to celebrate. It's an invasive species!"



Purple loosestrife (*Lythrum salicaria*)

The author presents the argument that purple loosestrife is harmful.

Which two details support this argument?

- 1. "All along the stream banks and up through the grasses in the meadow, a flowering plant grows from three to ten feet tall." (Paragraph 1)
- 2. "Furthermore, wildlife that depends on native plants for food and shelter suffer when purple loosestrife moves in." (Paragraph 2)
- 3. "Today, purple loosestrife grows in almost every U.S. state." (Paragraph 4)
- 4. "Its seeds are small and lightweight." (Paragraph 5)
- 5. "A breeze or the gentle current of a stream is enough to carry purple loosestrife seeds to new territory where it can vanquish native vegetation." (Paragraph 5)

English Language Learners (ELLs) *aka LEP



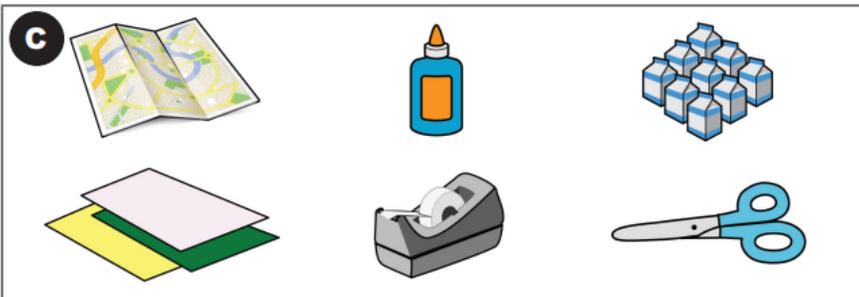
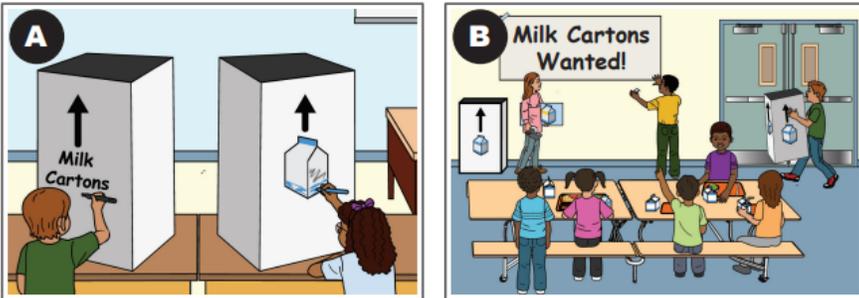
- Given to students identified as English Language Learners in any grade (~30 students)
- Will be given February 1 - March 31
- Computer-based
- Four tests (~1hr each)
- Given by trained staff @ each school

English Language Learners (ELLs)



Our Town

These students used milk cartons to build a model of their town. The pictures show how they collected all the milk cartons and made their model.



Name: _____

Now it's your turn to write!

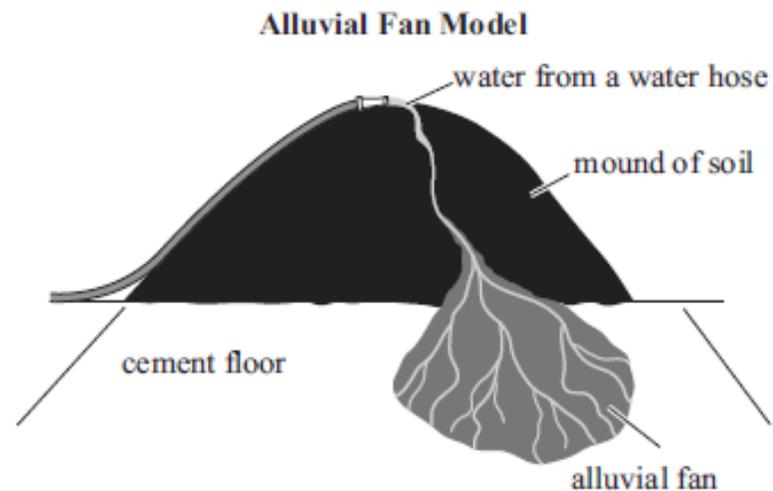
Write a report about how the class built a model of their town. In your report, explain each step the students took. Write about how each step helped the students reach their goal.

AK Science



- Given to students in grades 5, 8, 10 (~450 students)
- Will be given March 27 - April 28
- Computer-based
- Estimated test time 1.5 hours
- Given by trained staff; classroom teachers, special ed. teachers, and classified

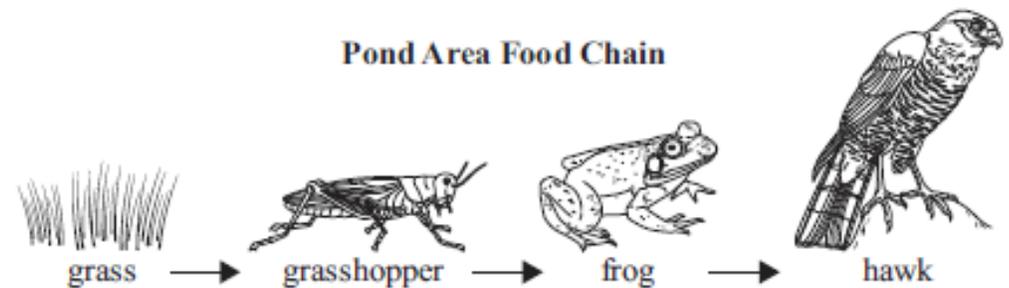
9. The model below shows how an alluvial fan can form.



Alluvial fans are common in Alaska. They can form when streams transporting loose material, from a mountain, flow onto a valley floor. Which two processes *most likely* caused the alluvial fan to form on the cement floor?

- Ⓐ erosion and deposition
- Ⓑ heating and compaction
- Ⓒ dissolving and compaction
- Ⓓ evaporation and deposition

3. A pond area food chain is shown.



The pond area experiences a drought. There is less water in the pond where the frogs live. What will **most likely** happen first if the water level in the pond continues to decrease?

- Ⓐ There will be more frogs.
- Ⓑ There will be fewer hawks.
- Ⓒ There will be taller grasses.
- Ⓓ There will be smaller grasshoppers.

AK STAR (Alaska System of Academic Readiness)



- Created by NWEA
- Works with the MAP Growth tests we already give
- Given to students in grades 3-9 (~1,100 students)
- Will be given March 27 - April 28
- Computer-based
- Subjects; Math & English Language Arts (ELA) (~2 hours)
- Given by trained staff; classroom teachers, special ed. teachers, and classified



In **A** **ALASKA** **A**

has **access** to an

AK STAR & MAP Growth



AK STAR

SUMMATIVE ASSESSMENT

AK STAR is administered each spring and is designed to measure how well students are meeting Alaska's academic standards and where students may need support.

map[®]

GROWTH™

INTERIM ASSESSMENT

MAP Growth is administered multiple times throughout a school year and is designed to measure student achievement in the moment and growth over time.

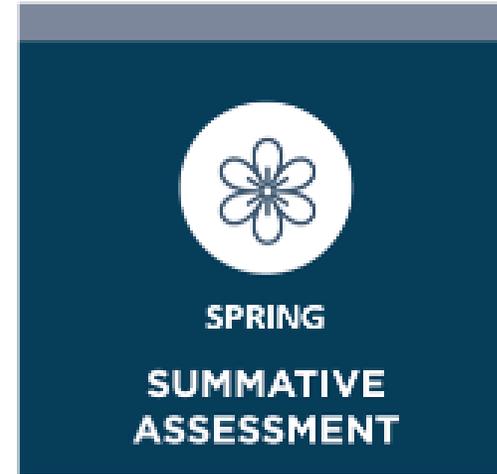
Fall & Winter: MAP Growth Spring: AK STAR



— Projected proficiency —



— Projected proficiency —



— Summative proficiency —

Information related to grade-level expectations

— RIT —

— RIT —

— RIT —

Grade-independent information and normative growth measure

— Professional learning supporting formative instructional practice —

AK STAR (Alaska System of Academic Readiness)



Describe how the numbers $-7\frac{1}{2}$ and -7 would be positioned relative to each other on a horizontal number line.

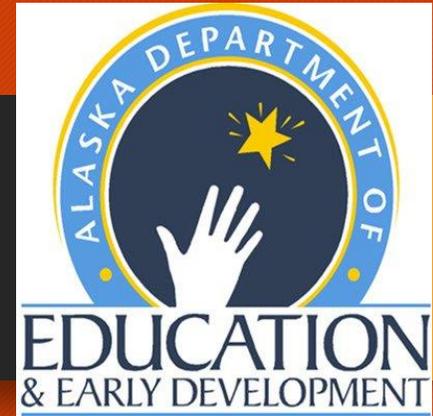
Select from the lists of choices to complete the statement.

The number $-7\frac{1}{2}$ would be to the of -7 on a horizontal number line because .

Read the following sentences from paragraph 4. From the four underlined phrases, select the phrase that **best** helps the reader understand the meaning of the word **profits**.

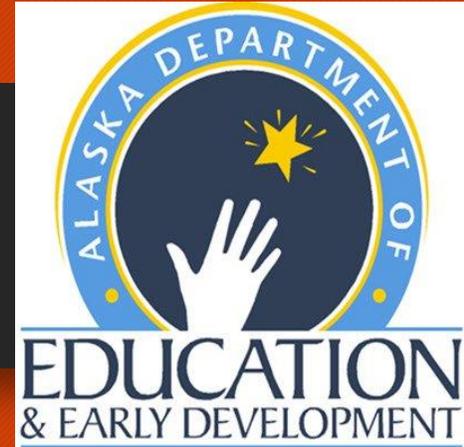
Iris grinned. "I hope they'll help you sell lots of paintings so I can buy that kaleidoscope." Mom had promised to share the profits with Iris if she helped out—five cents for every dollar's worth of sales.

Alaska Alternate Assessment (Dynamic Learning Maps)



- Given to students with significant disabilities instead of AK STAR/AK Science (less than 10 students)
- Will be given March 20 - May 5
- Computer-based
- Subjects; Math, English Language Arts, Science (6-9 short tests)
- Given by special ed. teachers

Alaska Assessment Accountability



- Assessment observations are required by the State
- Principals are trained & observe the assessment
- Documentation must be available for review by AK Dept. of Ed.
- Completed for all state assessments; ELL, AK STAR, AK Science, and Alternate Assessment



Assessment Observation Form Spring 2022

School Information:

District		School:	
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Assessment Information:

Date and Time:		Grade Level(s):	
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Assessment and Content Area Being Assessed:

AK STAR

- ELA
- Math

Alaska Science

- Assessment
- Science

DLM

- ELA
- Math
- Science

ACCESS for ELLs

- Reading
- Listening
- Writing
- Speaking

Alternate ACCESS for ELLs

- Reading
- Listening
- Writing
- Speaking

Computer- or Paper-Based Assessment:	<input type="checkbox"/> Computer <input type="checkbox"/> Paper
Number of Students Being Assessed in the room:	

Staff:

Building Test Coordinator:	
Test Administrator:	
Are there additional staff in the room?	<input type="checkbox"/> No <input type="checkbox"/> Yes, please list name and role below:

Preparing The Environment	Yes	No	NA
The test administrator is a school district employee trained to administer the assessment.			
The test administrator is prepared for the session with all of the necessary materials.			
All classroom materials that may assist students in taking the test are covered or concealed.			
"TESTING: DO NOT DISTURB" and "NO ELECTRONIC DEVICES" signs are posted in an appropriate location.			
The space used for testing has adequate lighting, adequate heating, and a quiet atmosphere for students.			
Students are provided pencils, erasers, and scratch paper.			
Students are provided enough space to prevent answer sharing and an adequate writing surface to use scratch paper.			

Preparing The Environment	Yes	No	NA
**Students are provided the required universal tools (calculators on allowable grade levels and parts of the assessment, highlighters, noise blocking headphones if requested, etc.).			

During/After Assessment	Yes	No	NA
The test administrator follows established procedures for eliminating the use of personal electronic devices during the assessment session.			
The test administrator does not play music or soundscapes during the assessment.			
The test administrator reads the script exactly as it is written.			
The test administrator actively monitors students testing by circulating the room.			
Restroom trips and breaks are adequately supervised.			
Students were not left unattended at any time, for any reason, during testing			
During assessment, only trained staff involved in assessment administration are present in the assessment environment.			
**The test administrator allows handheld calculators on allowed parts <u>only</u> , according to the calculator policy.			
Students were provided access to ONLY resources permitted for each specific assessment.			
The test administrator ensured standardized conditions with no coaching or prompting.			
The test administrator was aware of which students had accommodations and administered accommodations appropriately.			
The test administrator documented and reported any unexpected challenges that arose during testing.			
*The test administrator assists students with using technology to answer test questions without providing any unscripted assistance.			
As students complete the assessment, the test administrator follows local procedures for maintaining a quiet environment and for dismissal.			
After testing, test administrator inventories all secure materials and returns them to Building Test Coordinator immediately after testing has completed.			

Questions?

- Developmental Profile
- MAP
- English Language Learners (ELL's)
- AK Science
- AK STAR
- Alternate Assessment

Test Scores



Student Scores; what they are



- A snapshot of where our students are at the time the test was taken
- A way to compare students across the state and nation
- MAP scores can be used to predict how well students will do on the AK STAR test
- Information for teachers to use to determine what a student knows and is ready to learn

Student Scores; what they are not



- A complete picture of a student's knowledge and skills
- A predictor of future success for a student
- A reflection of the ways our schools serve students
- A measure of the effort a student
- A measure of the effort of a teacher

Projected Growth - MAP



- Our MAP scores are compared to other students across the nation
- A ‘growth projection’ is made for each student based on their grade level and test score
- Growth targets to not equal ‘at grade level’
- Growth is relative to where students start
- Younger students typically show more growth each year than older students



Fall 2021 to Spring 2022



- Shows growth during last school year
- Grades KG-10th (~1,200 students)
- 2,714 Language tests
- 2,936 Math tests
- 2,882 Reading tests

Fall 2021-Spring 2022 Projected Growth - Reading

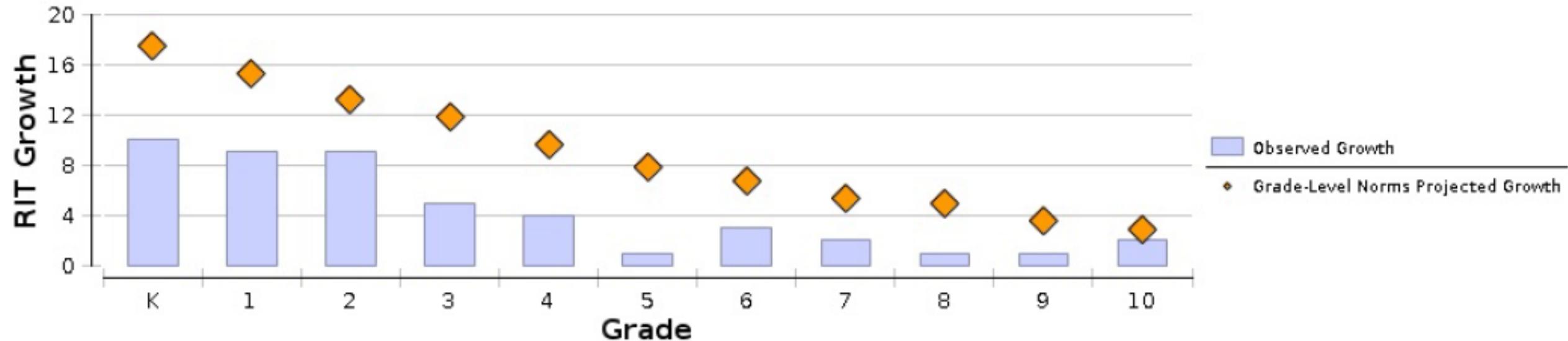


- Based on students scores in Fall 2021 and Spring 2022
- KG was projected to grow 17.4, actual 10
- 3rd grade was projected to grow 11.8, actual 5
- 5th grade was projected to grow 7.8, actual 1
- 8th grade was projected to grow 4.9, actual 1
- 10th grade was projected to grow 2.8, actual 2



Fall 2021-Spring 2022 Projected Growth - Reading

Language Arts: Reading



Language Arts: Reading

Grade (Spring 2022)	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection
K	82	14	17
1	111	20	18
2	118	20	17
3	125	20	16
4	126	28	22
5	117	28	24
6	125	34	27
7	109	30	28
8	95	29	31
9	98	40	41
10	71	31	44

Fall 2021-Spring 2022 Projected Growth - Reading Review



- On average, no grade level met their growth target
- Grades K-3 had the lowest % of students meet their growth targets (between 16-18%)
- Grades 9 & 10 had the highest % of students meet their growth targets (41% & 44%)



Fall 2021-Spring 2022 Projected Growth - Math



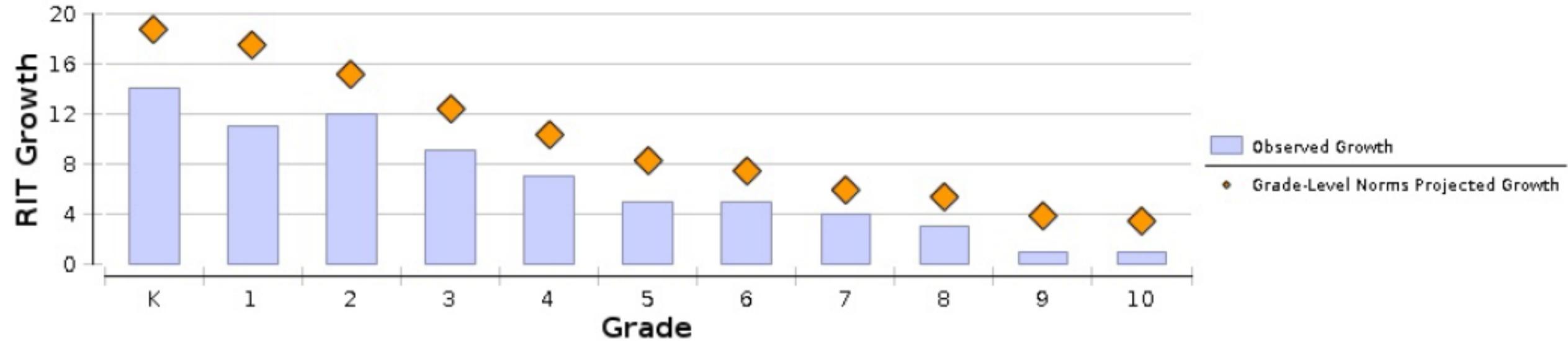
- Based on students scores in Fall 2021 and Spring 2022
- KG was projected to grow 18.7, actual 14
- 3rd grade was projected to grow 12.3, actual 9
- 5th grade was projected to grow 8.2, actual 5
- 8th grade was projected to grow 5.4, actual 3
- 10th grade was projected to grow 3.4, actual 1



Fall 2021-Spring 2022 Projected Growth - Math



Math: Math K-12



Math: Math K-12

Grade (Spring 2022)	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection
K	82	27	33
1	107	19	18
2	116	32	28
3	128	30	23
4	127	28	22
5	117	26	22
6	125	32	26
7	117	33	28
8	95	37	39
9	107	34	32
10	74	31	42



Fall 2021-Spring 2022 Projected Growth - Math Review



- On average, no grade level met their growth target
- Grade 1 had the lowest % of students meet their growth targets (18%)
- Grade 10 had the highest % of students meet their growth targets (42%)



Fall 2021 to Fall 2022



- Shows growth from last fall to this fall
- Grades 3-10th
- 1,085 Reading tests
- 1,112 Math tests



Fall 2021-Fall 2022 Projected Growth - Reading



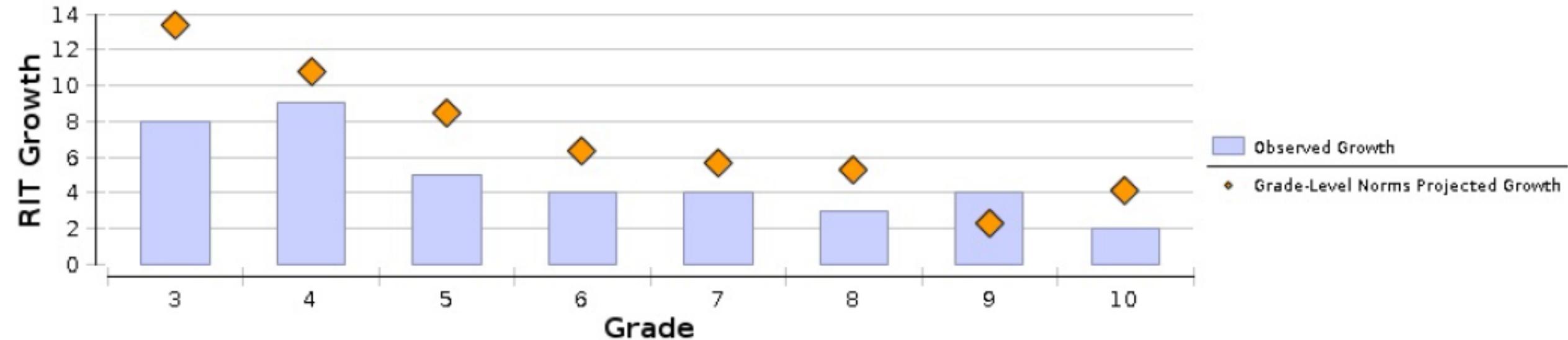
- Based on students scores in Fall 2021 to Fall 2022
- 3rd grade was projected to grow 13.4, actual 8
- 5th grade was projected to grow 8.5, actual 5
- 8th grade was projected to grow 5.3, actual 3
- 10th grade was projected to grow 4.1, actual 2



Fall 2021-Fall 2022 Projected Growth - Reading



Language Arts: Reading



Language Arts: Reading

Grade (Fall 2022)	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection
3	122	40	33
4	130	52	40
5	134	45	34
6	112	42	38
7	136	50	37
8	115	47	41
9	95	55	58
10	83	41	49



Fall 2021-Fall 2022 Projected Growth - Reading Review



- On average, grade 9 met their growth target
- Grade 3 had the lowest % of students meet their growth targets (33%)
- Grade 9 had the highest % of students meet their growth targets (58%)



Fall 2021-Fall 2022 Projected Growth - Math



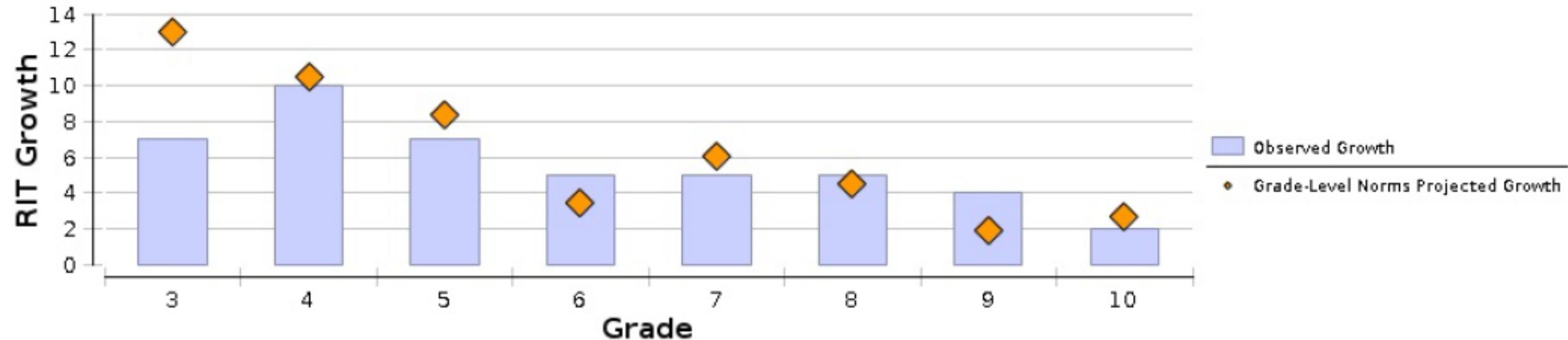
- Based on students scores in Fall 2021 to Fall 2022
- 3rd grade was projected to grow 13, actual 7
- 5th grade was projected to grow 8.3, actual 7
- 8th grade was projected to grow 4.5, actual 5
- 10th grade was projected to grow 2.7, actual 2



Fall 2021-Fall 2022 Projected Growth - Math



Math: Math K-12



Math: Math K-12

Grade (Fall 2022)	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection
3	118	30	25
4	133	56	42
5	137	55	40
6	116	67	58
7	134	51	38
8	114	56	49
9	100	61	61
10	95	45	47



Fall 2021-Fall 2022 Projected Growth - Math Review



- On average, grades 6, 8, & 9 met their growth targets
- Grade 3 had the lowest % of students meet their growth targets (25%)
- Grade 9 had the highest % of students meet their growth targets (61%)



Student Scores - PEAKS 2021



- Summative assessment, end of year snapshot
- Proficient or not
- Based on Alaska's standards
- Same test given to all students in a grade
- ELA = English Language Arts
- Will be replaced by AK STAR scores in the coming months

Achievement Categories



Old

Advanced
Proficient

Below Proficient

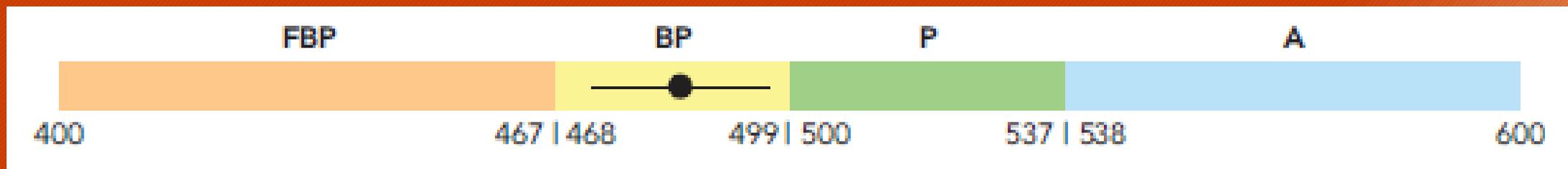
Far Below Proficient

New

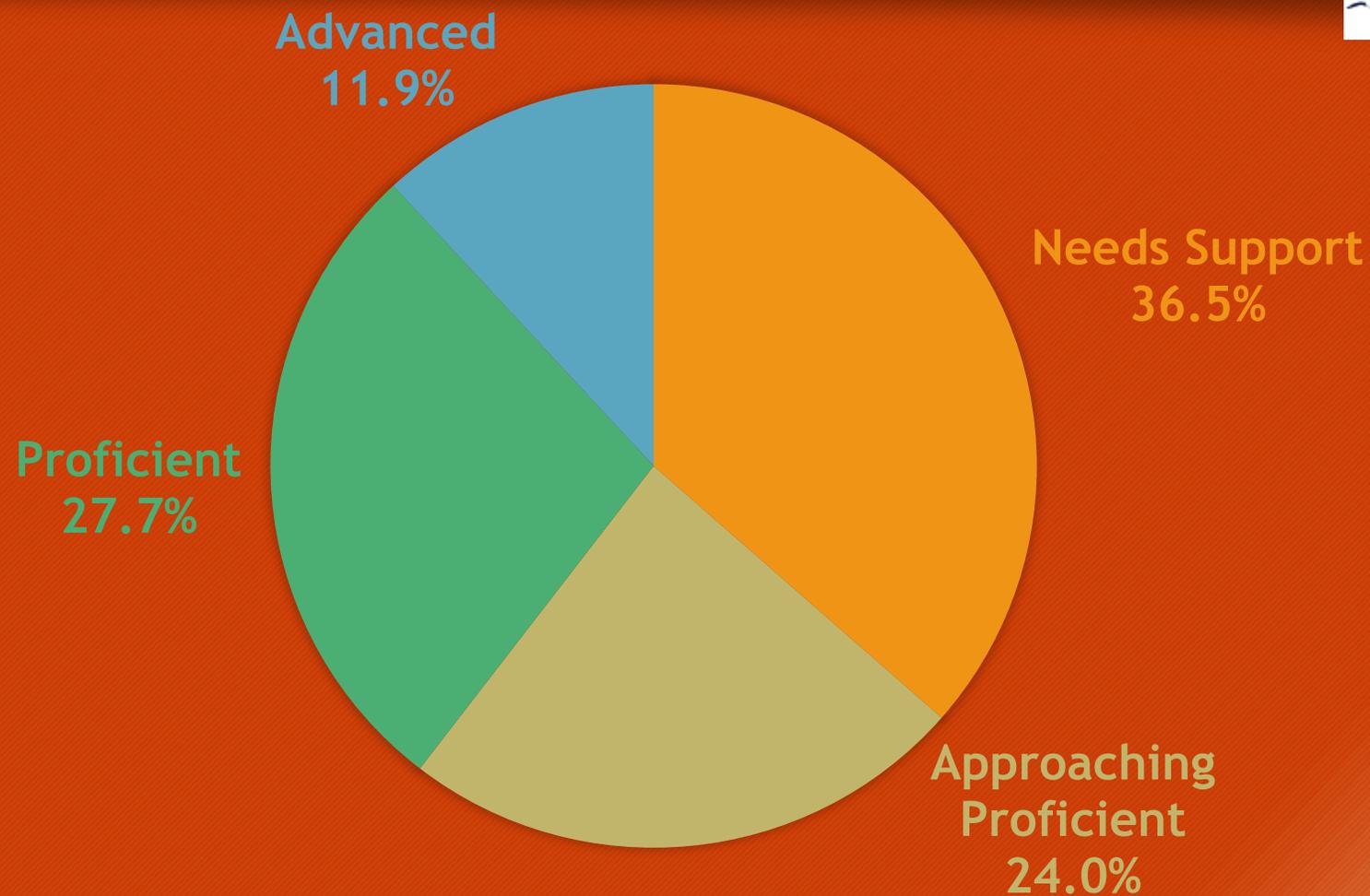
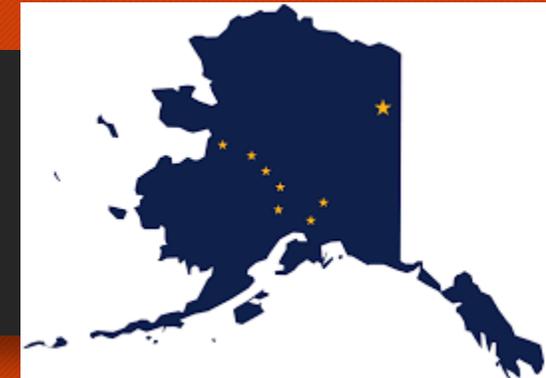
Advanced
Proficient

Approaching Proficient

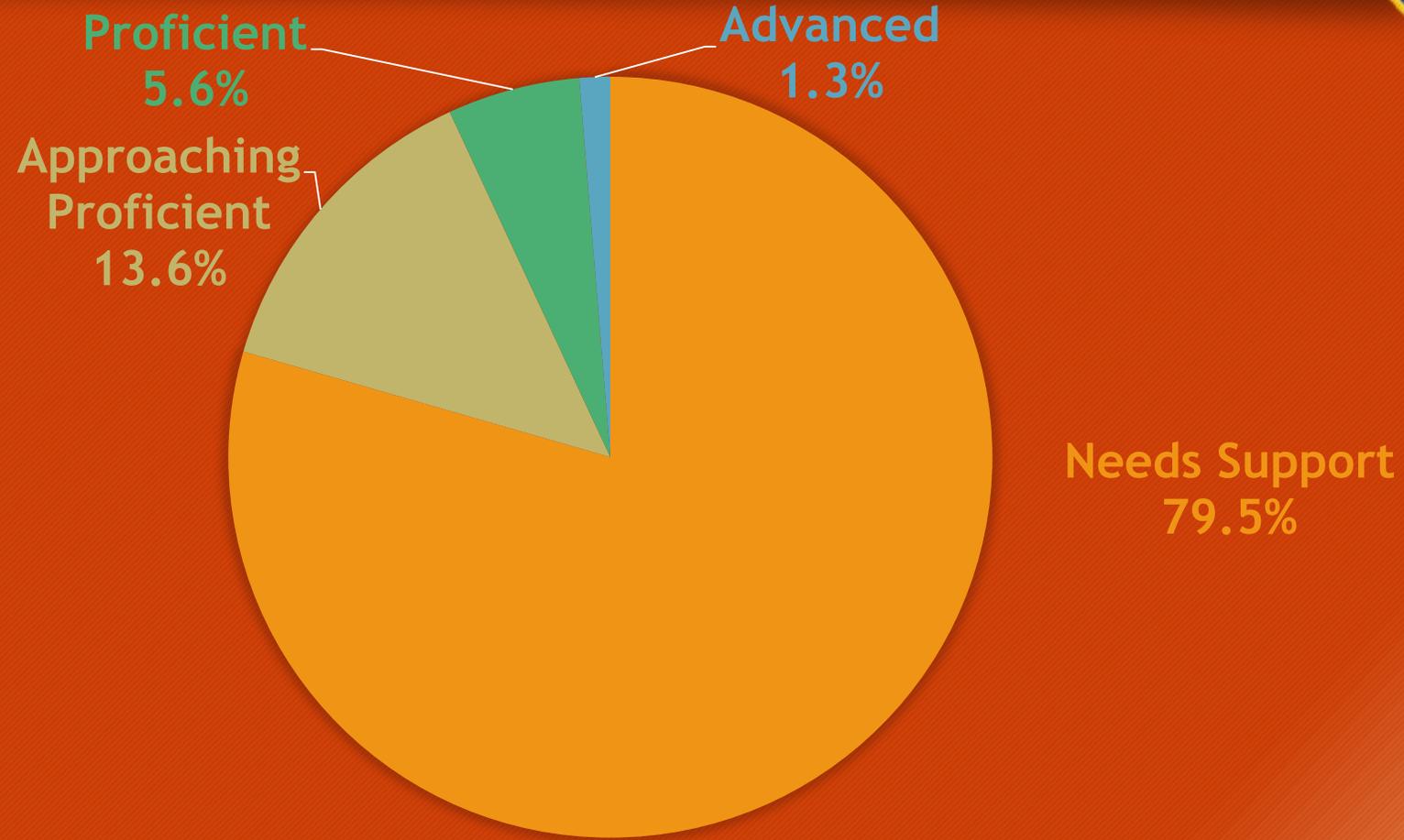
Needs Support



2021 State ELA proficiency



2021 District ELA proficiency



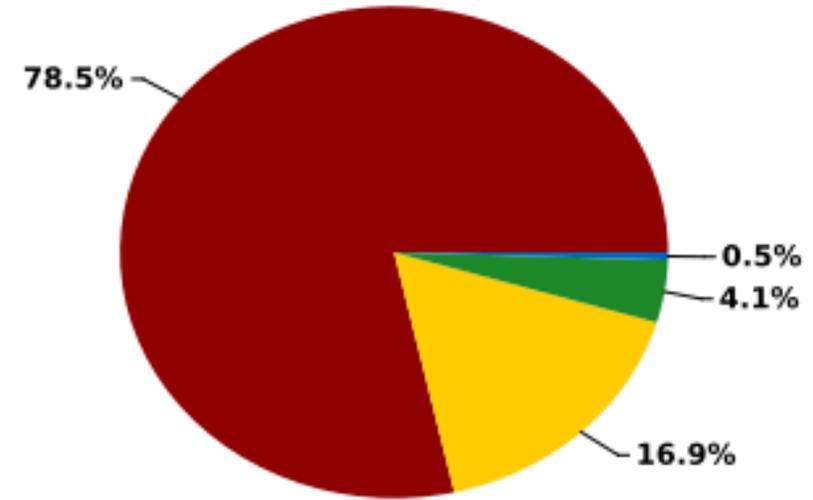
Projected Proficiency, ELA Spring 2023

Projected to: **Alaska System of Academic Readiness (AK STAR)** taken in **spring**.

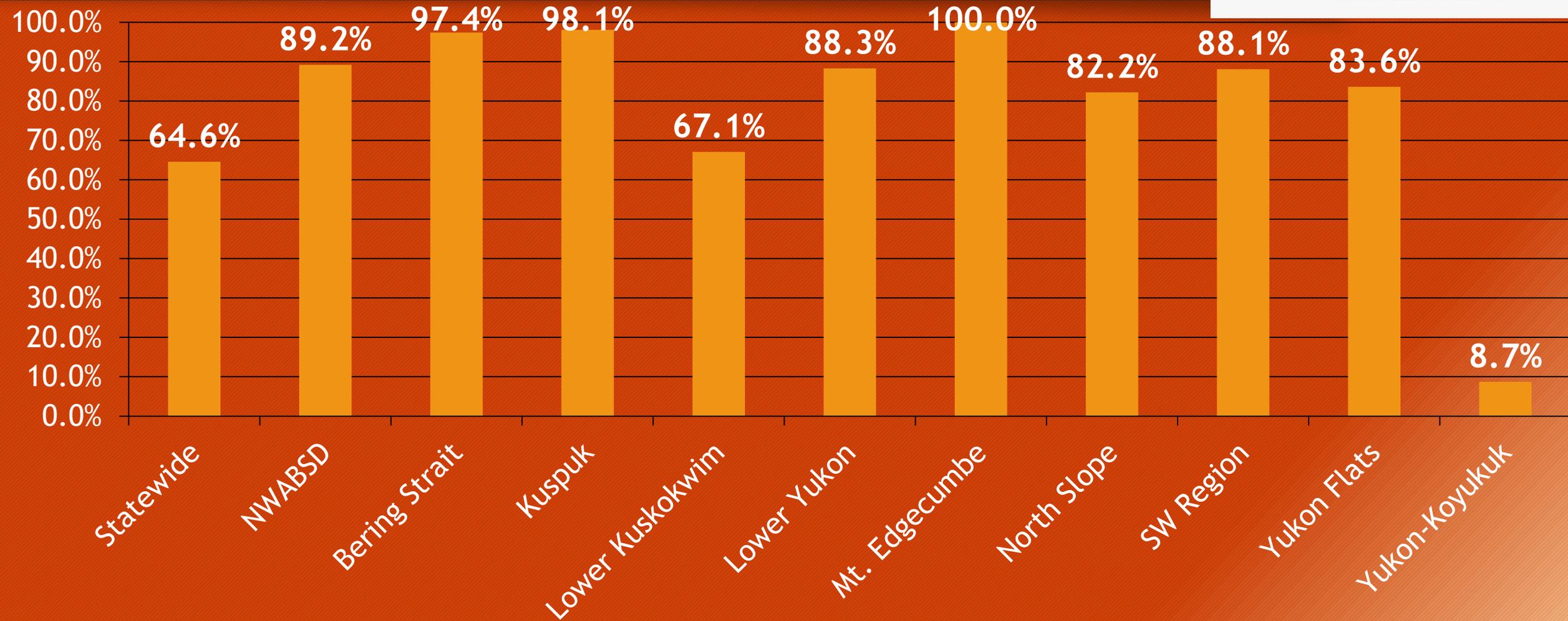
View Linking Study: <https://www.nwea.org/news-center/resources/alaska-linking-study/>

Grade	Student Count	Level 1: Needs Support		Level 2: Approaching		Level 3: Proficient		Level 4: Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	142	114	80.3%	26	18.3%	1	0.7%	1	0.7%
4	148	122	82.4%	23	15.5%	2	1.4%	1	0.7%
5	155	107	69.0%	33	21.3%	14	9.0%	1	0.6%
6	129	81	62.8%	41	31.8%	6	4.7%	1	0.8%
7	154	137	89.0%	13	8.4%	4	2.6%	0	0.0%
8	136	122	89.7%	10	7.4%	3	2.2%	1	0.7%
9	114	85	74.6%	19	16.7%	10	8.8%	0	0.0%
Total	978	768	78.5%	165	16.9%	40	4.1%	5	0.5%

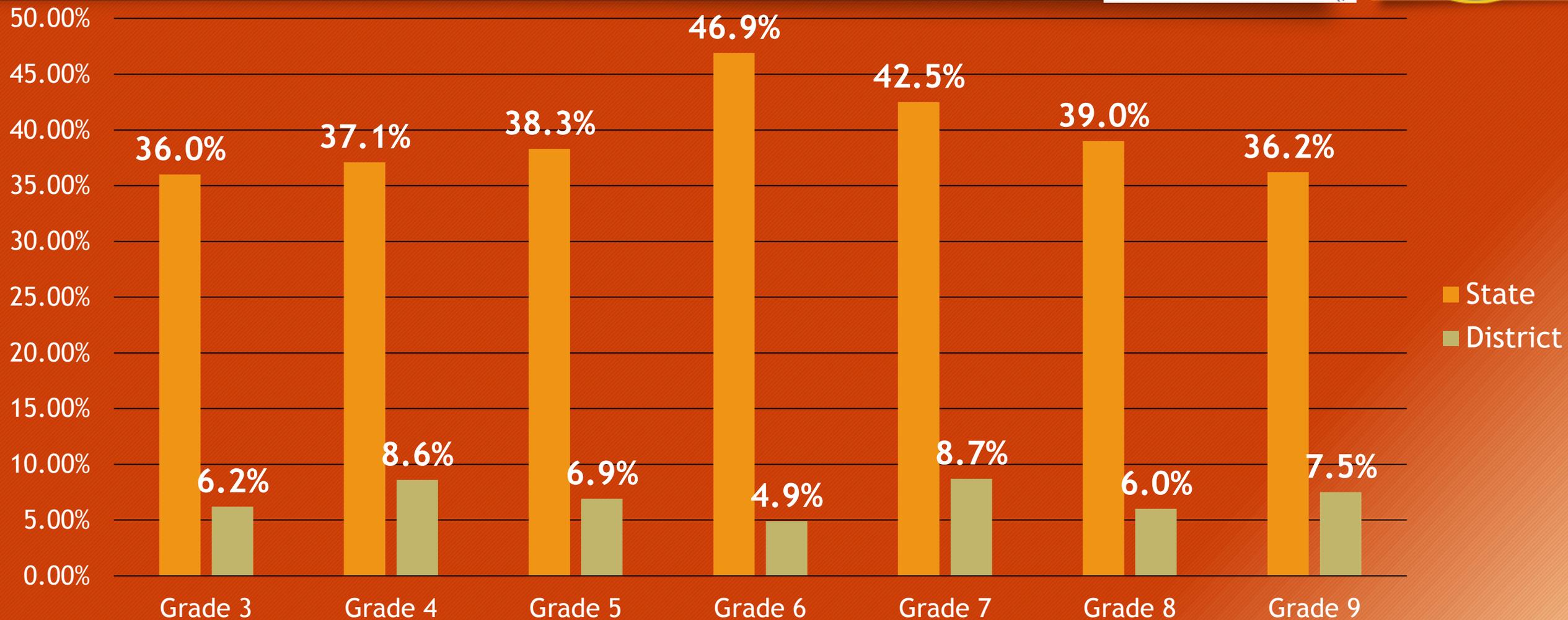
ELA



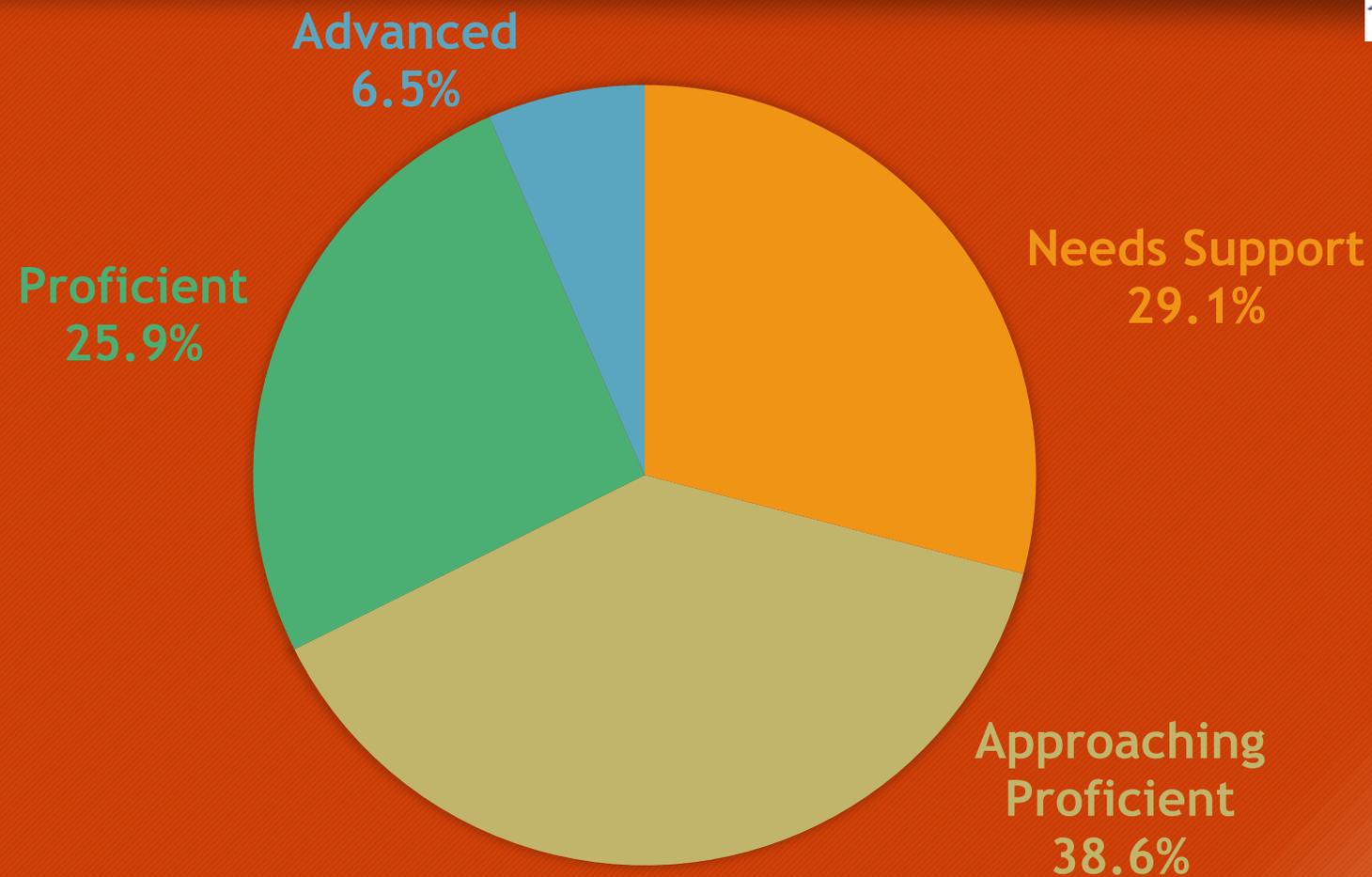
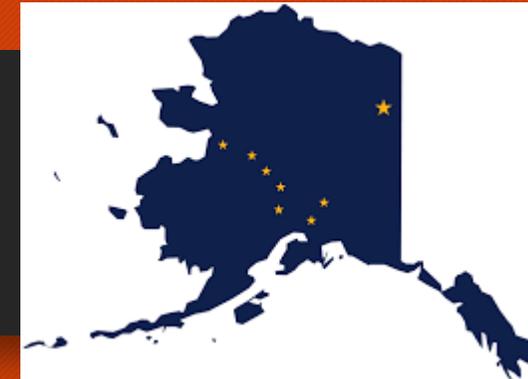
2021 ELA Participation by District



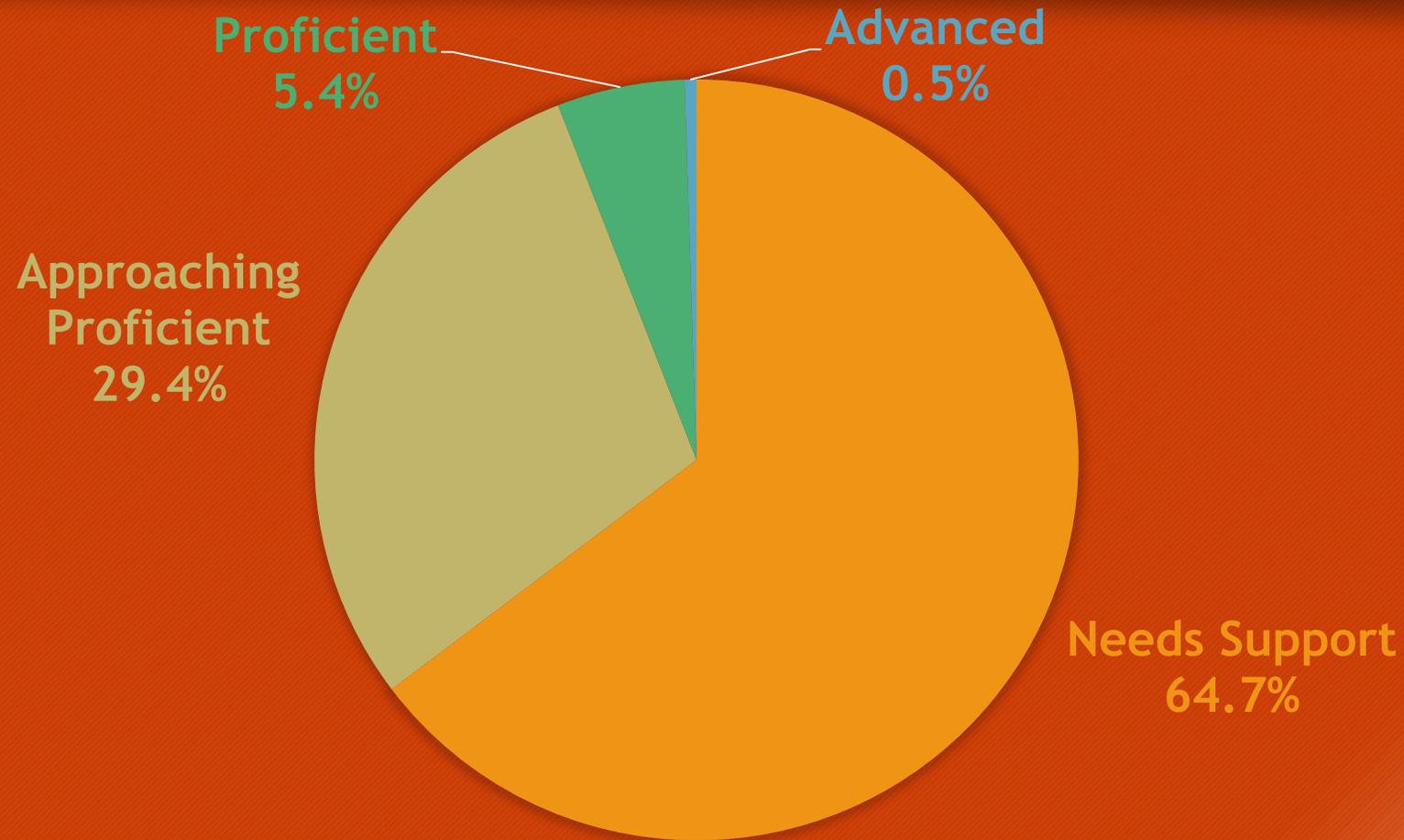
2021 ELA Proficiency by Grade



2021 State Math proficiency



2021 District Math proficiency



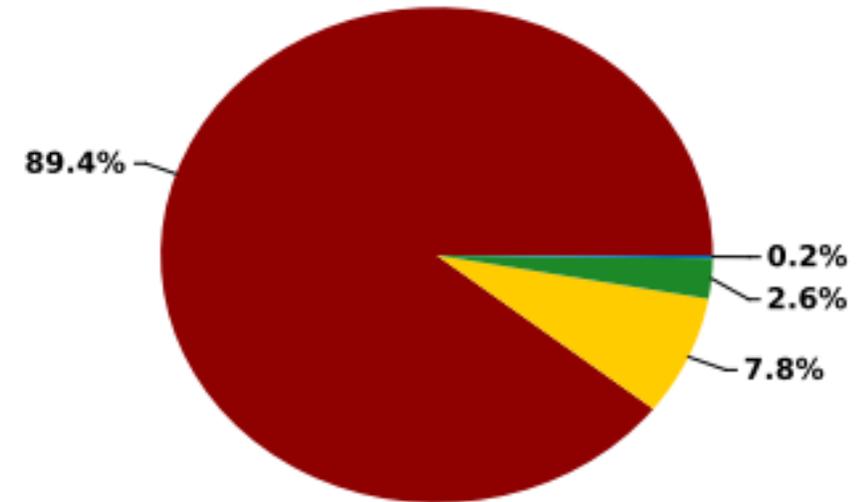
Projected Proficiency, Math Spring 2023

Projected to: Alaska System of Academic Readiness (AK STAR) taken in spring.

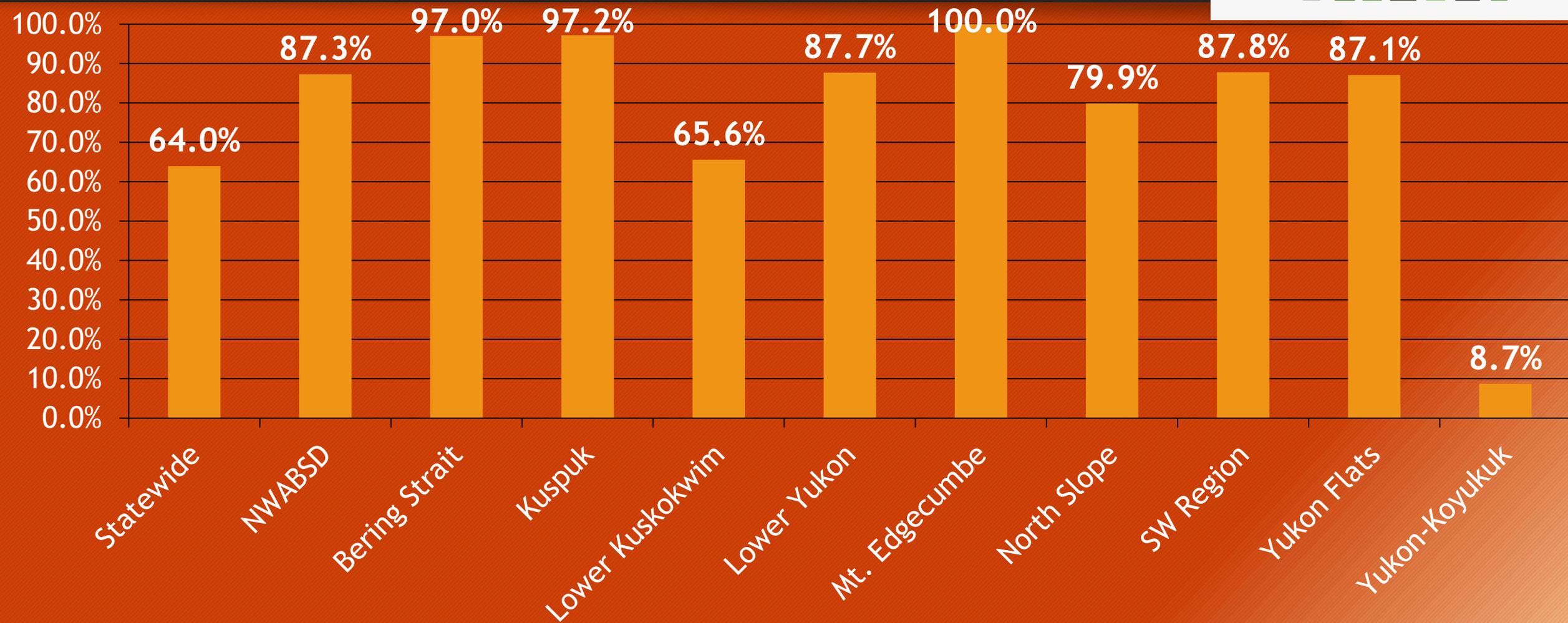
View Linking Study: <https://www.nwea.org/news-center/resources/alaska-linking-study/>

Grade	Student Count	Level 1: Needs Support		Level 2: Approaching		Level 3: Proficient		Level 4: Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	141	117	83.0%	22	15.6%	2	1.4%	0	0.0%
4	149	131	87.9%	12	8.1%	5	3.4%	1	0.7%
5	159	139	87.4%	10	6.3%	9	5.7%	1	0.6%
6	133	118	88.7%	12	9.0%	3	2.3%	0	0.0%
7	157	139	88.5%	15	9.6%	3	1.9%	0	0.0%
8	139	137	98.6%	1	0.7%	1	0.7%	0	0.0%
9	118	109	92.4%	6	5.1%	3	2.5%	0	0.0%
Total	996	890	89.4%	78	7.8%	26	2.6%	2	0.2%

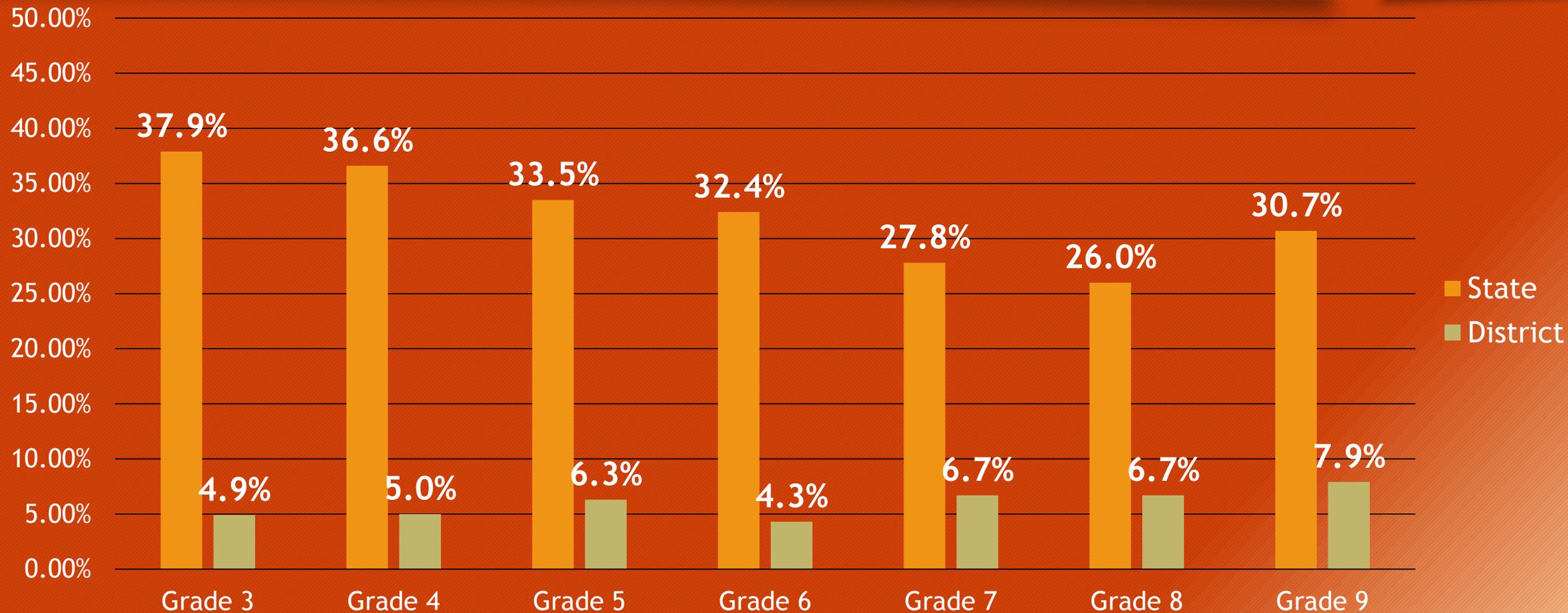
MATH



2021 Math Participation by District



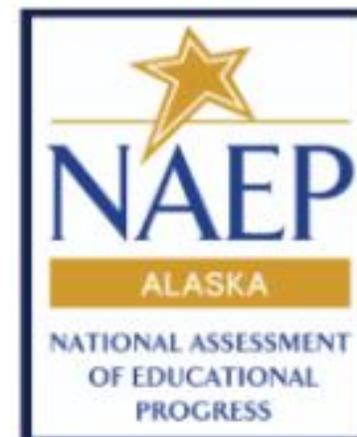
2021 Math Proficiency by Grade



Looking ahead AK STAR results



**ALASKA'S
2022 RESULTS
COMING
SOON!**



AK STAR Test Results

- September 7, state board approved cut scores
- October 24, results available to districts
- October 25, superintendent/DTC webinar with DEED to provide information about test results
- November 10, public release of test results
- December 9, deadline for districts to distribute to parents

Looking ahead Spring 2023

- Winter MAP, late November-December
- Practice tests, available in January
- Teacher training, late February
- Testing begins, late March
- AK STAR will provide our Spring MAP scores
- Testing ends, late April
- End of year MAP reports, May



Goals

- To become familiar with state and district assessments
- Understand how and when tests are given
- Review our most recent MAP test scores
- Review our last state test scores, spring 2021
- Introduction to AK STAR and how it fits in with our MAP tests





Student Growth Summary Report

Aggregate by District

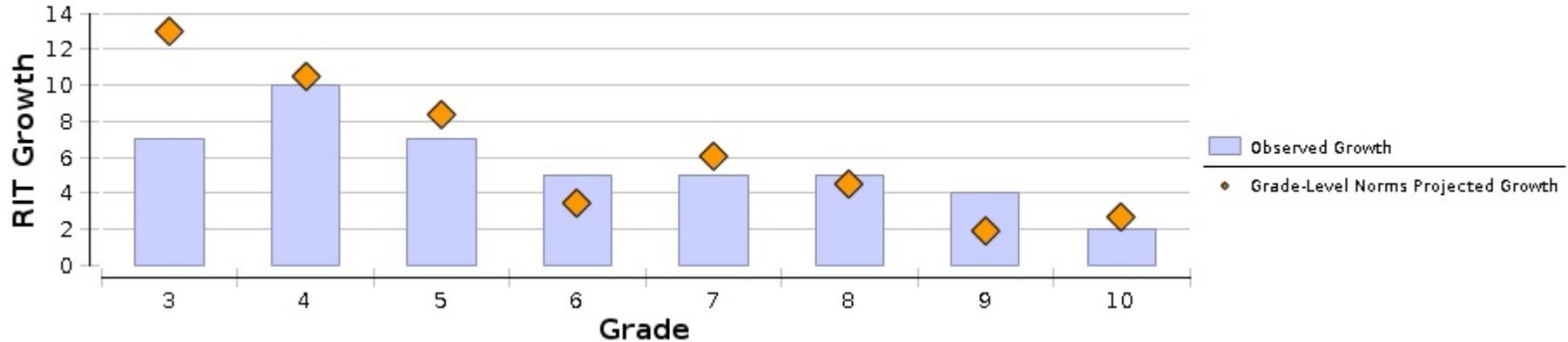
Term: Fall 2022-2023
District: NWABSD

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2021 - Fall 2022
Weeks of Instruction: Start - 4 (Fall 2021) ^
End - 4 (Fall 2022) ^
Grouping: None
Small Group Display: No

Math: Math K-12

Grade (Fall 2022)	Total Number of Growth Events ‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Fall 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
3	118	160.4	12.4	1	167.8	14.3	1	7	0.7	13.0	-3.24	1	118	30	25	13
4	133	167.2	14.4	1	177.1	15.4	1	10	0.6	10.5	-0.36	36	133	56	42	39
5	137	178.7	15.0	1	185.9	15.1	1	7	0.5	8.3	-0.86	20	137	55	40	33
6	116	186.9	13.6	1	192.3	12.8	1	5	0.7	3.4	1.16	88	116	67	58	52
7	134	192.2	14.5	1	196.8	14.1	1	5	0.6	6.1	-0.84	20	134	51	38	37
8	114	196.8	13.7	1	201.3	15.1	1	5	0.8	4.5	-0.01	50	114	56	49	44
9	100	204.5	16.3	2	208.5	17.5	4	4	0.6	1.9	1.16	88	100	61	61	60
10	95	210.5	15.5	5	212.7	16.5	6	2	0.8	2.7	-0.29	39	95	45	47	43

Math: Math K-12



Explanatory Notes

^ These values for weeks of instruction are the median across your schools and are used in all calculations except the Student Norms section, which uses the values from each student's school of record.
‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by District

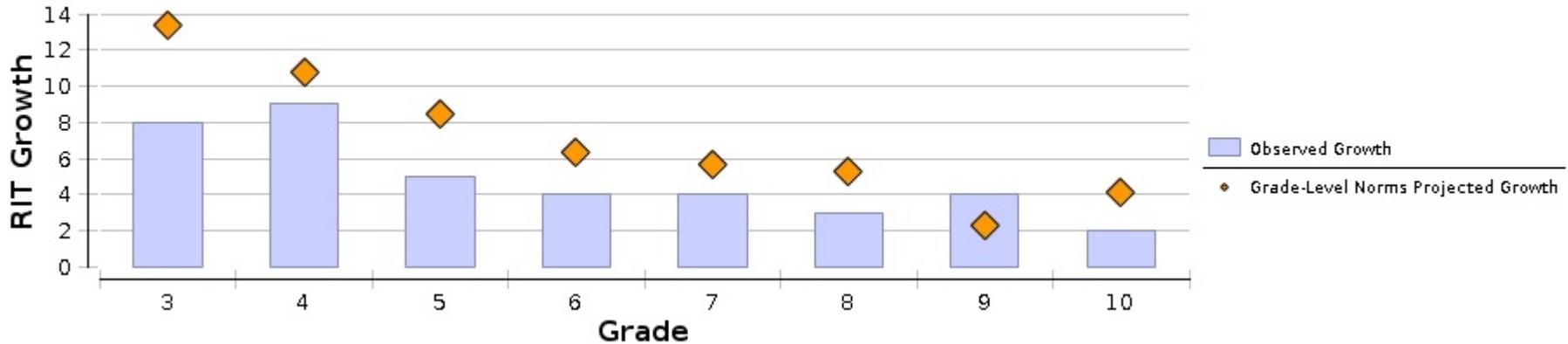
Term: Fall 2022-2023
District: NWABSD

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2021 - Fall 2022
Weeks of Instruction: Start - 4 (Fall 2021) ^
End - 4 (Fall 2022) ^
Grouping: None
Small Group Display: No

Language Arts:
Reading

Grade (Fall 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Fall 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
3	122	153.3	12.1	1	161.6	15.6	1	8	0.9	13.4	-2.35	1	122	40	33	29
4	130	165.0	14.7	1	174.0	15.2	1	9	0.8	10.8	-0.95	17	130	52	40	35
5	134	175.7	16.0	1	180.8	17.2	1	5	0.8	8.5	-2.43	1	134	45	34	31
6	112	183.2	15.4	1	187.1	14.4	1	4	0.8	6.3	-1.48	7	112	42	38	34
7	136	186.6	15.9	1	190.1	14.7	1	4	0.8	5.6	-1.34	9	136	50	37	35
8	115	189.8	15.7	1	192.8	14.7	1	3	0.9	5.3	-1.70	4	115	47	41	32
9	95	197.9	17.7	1	202.0	16.4	4	4	1.1	2.3	-1.12	87	95	55	58	57
10	83	201.1	17.4	3	203.1	17.4	2	2	1.1	4.1	-1.42	8	83	41	49	49

Language Arts: Reading



Explanatory Notes

^ These values for weeks of instruction are the median across your schools and are used in all calculations except the Student Norms section, which uses the values from each student's school of record.
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Student Growth Summary Report

Aggregate by District

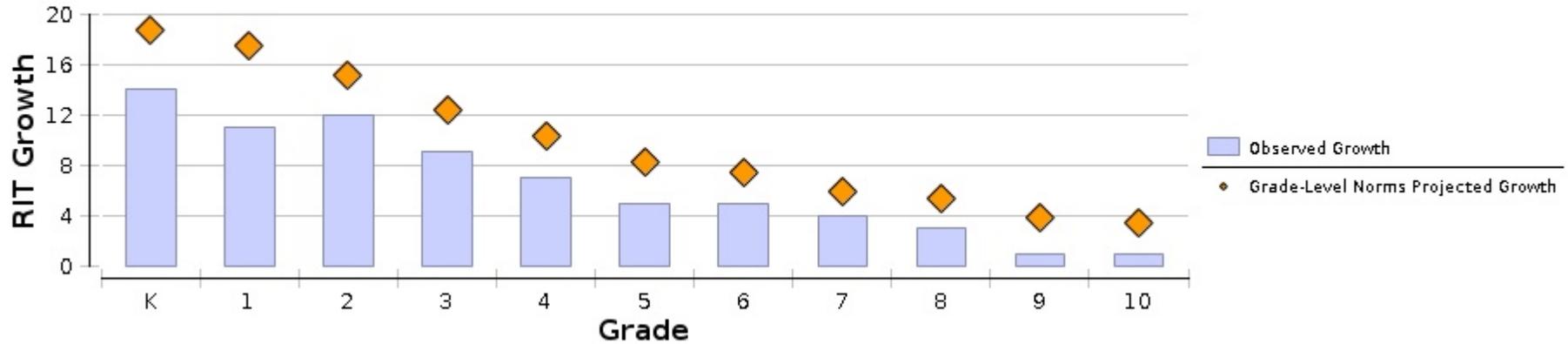
Term: Spring 2021-2022
District: NWABSD

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 4 (Fall 2021) ^
End - 34 (Spring 2022) ^
Grouping: None
Small Group Display: No

Math: Math K-12

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	82	139.5	11.5	50	153.7	13.8	19	14	1.0	18.7	-1.86	3	82	27	33	24
1	107	151.7	10.3	8	162.5	13.3	1	11	0.9	17.5	-2.49	1	107	19	18	14
2	116	161.0	12.5	1	172.6	14.6	1	12	0.7	15.1	-1.43	8	116	32	28	29
3	128	168.2	14.3	1	176.8	15.2	1	9	0.7	12.3	-1.66	5	128	30	23	17
4	127	178.9	14.9	1	185.5	17.0	1	7	0.6	10.3	-1.73	4	127	28	22	22
5	117	188.2	14.1	1	193.5	15.1	1	5	0.5	8.2	-1.15	12	117	26	22	24
6	125	193.1	14.9	1	197.6	14.9	1	5	0.5	7.3	-1.21	11	125	32	26	28
7	117	198.0	15.5	1	201.7	15.5	1	4	0.6	5.9	-1.02	15	117	33	28	28
8	95	205.0	16.3	2	207.8	17.1	1	3	0.7	5.4	-1.00	16	95	37	39	35
9	107	210.0	16.1	5	210.6	16.4	3	1	0.6	3.8	-1.55	6	107	34	32	33
10	74	215.4	17.3	9	216.6	18.0	7	1	0.7	3.4	-1.00	16	74	31	42	41

Math: Math K-12



Explanatory Notes

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 ** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 ‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by District

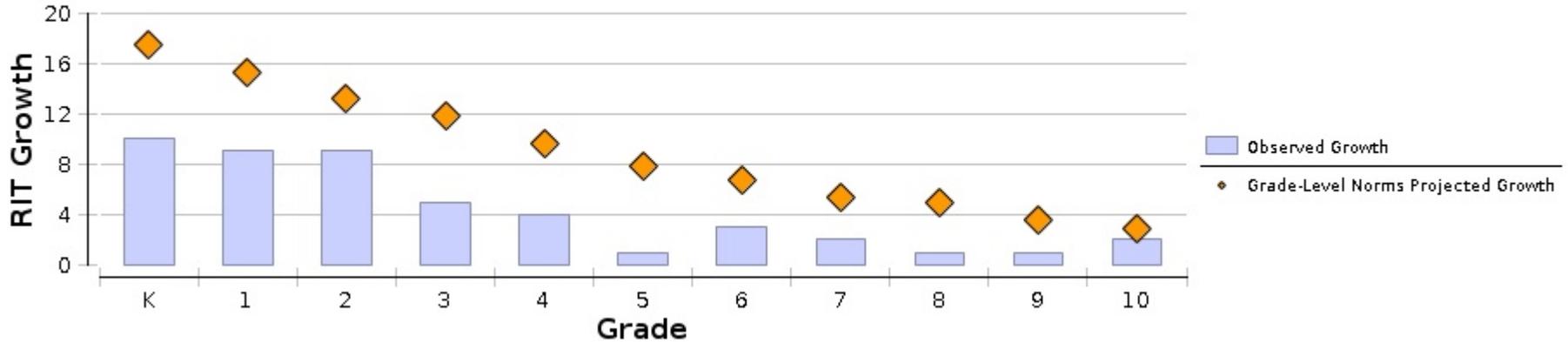
Term: Spring 2021-2022
 District: NWABSD

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2021 - Spring 2022
 Weeks of Instruction: Start - 4 (Fall 2021) ^
 End - 34 (Spring 2022) ^
 Grouping: None
 Small Group Display: No

Language Arts:
 Reading

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	82	137.6	9.3	57	147.2	12.3	10	10	0.8	17.4	-3.01	1	82	14	17	16
1	111	146.0	9.8	3	154.9	13.2	1	9	0.8	15.3	-2.36	1	111	20	18	17
2	118	153.6	12.4	1	162.5	14.3	1	9	0.7	13.2	-1.58	6	118	20	17	20
3	125	166.0	15.4	1	171.0	15.3	1	5	0.8	11.8	-3.00	1	125	20	16	12
4	126	176.3	16.0	1	180.1	17.0	1	4	0.7	9.6	-2.62	1	126	28	22	15
5	117	184.4	15.8	1	185.1	17.5	1	1	0.8	7.8	-3.35	1	117	28	24	10
6	125	188.0	16.3	1	190.9	14.7	1	3	0.7	6.8	-2.07	2	125	34	27	23
7	109	191.4	16.6	1	193.0	17.4	1	2	0.9	5.4	-2.01	2	109	30	28	24
8	95	197.3	18.0	1	198.1	18.0	1	1	1.0	4.9	-1.89	3	95	29	31	31
9	98	200.7	18.1	3	201.9	17.0	2	1	1.0	3.6	-1.11	13	98	40	41	38
10	71	204.8	18.6	3	206.7	16.5	2	2	1.2	2.8	-0.52	30	71	31	44	38

Language Arts: Reading



Explanatory Notes

^ These values for weeks of instruction are the median across your schools and are used in all calculations except the Student Norms section, which uses the values from each student's school of record.
 ** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 ‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by District

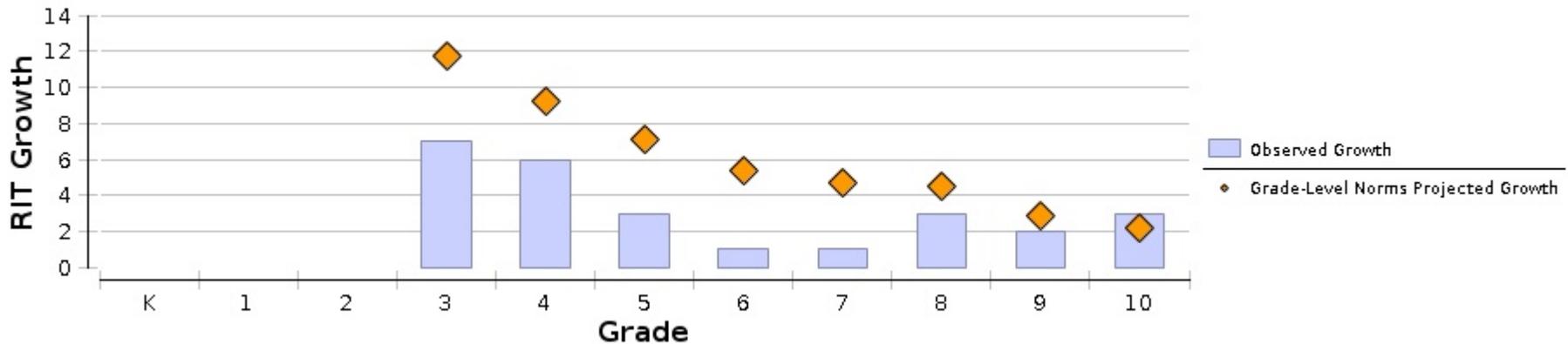
Term: Spring 2021-2022
 District: NWABSD

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2021 - Spring 2022
 Weeks of Instruction: Start - 4 (Fall 2021) ^
 End - 34 (Spring 2022) ^
 Grouping: None
 Small Group Display: No

Language Arts:
 Language Usage

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	116	167.1	14.0	1	173.7	14.0	1	7	0.6	11.7	-2.45	1	116	17	15	14
4	117	176.9	16.5	1	182.7	16.6	1	6	0.7	9.3	-1.89	3	117	32	27	22
5	103	185.8	16.2	1	188.8	16.6	1	3	0.8	7.1	-2.42	1	103	26	25	21
6	101	190.1	17.3	1	191.1	17.1	1	1	0.8	5.4	-2.92	1	101	21	21	21
7	103	194.0	17.7	1	195.1	18.2	1	1	0.8	4.7	-2.51	1	103	28	27	23
8	52	190.5	14.9	1	193.5	14.2	1	3	1.1	4.5	-0.95	17	52	19	37	37
9	82	203.7	16.9	4	205.5	15.2	3	2	1.0	2.9	-0.71	24	82	28	34	38
10	55	207.2	17.5	4	210.2	16.5	6	3	1.1	2.2	0.51	70	55	24	44	43

Language Arts: Language Usage



Explanatory Notes

^ These values for weeks of instruction are the median across your schools and are used in all calculations except the Student Norms section, which uses the values from each student's school of record.
 ** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 ‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.