

NWABSD Board Retreat

Wednesday, October 29, 2025 8:00 AM

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

1.	8:00 AM OPENING AND BOARD COMMENTS	Presenter: Margaret Hansen, Board President
2.	8:15 AM CHILD CARE CENTER UPDATE	Presenter: Charlie Nelson & Rita Short
3.	8:45 AM LEGISLATIVE UPDATE & PRIORITIES	Presenter: Reggie, Christine Hess, & John Walsh, Lobbyists
4.	9:45 AM BREAK	Presenter: 15 minutes
5.	10:00 AM GRANTS OVERVIEW	Presenter: Joy Cogburn-Smith
6.	11:00 AM STAFFING UPDATE	Presenter: James Stewart
7.	12:00 PM LUNCH	Presenter: on your own
8.	1:00 PM TECK DISCUSSION	Presenter: Margaret Hansen, Board President
9.	1:30 PM AK STAR DATA/DIBELS	Presenter: Tracy Bell
10.	2:30 PM BOARD COMMENTS & CLOSING	Presenter: Margaret Hansen, Board President

Ililgaat Munaqsriyat

“A children’s place to be cared for.”



Seeking Non-Profit Status
Founding Board Members

Tracey Schaeffer, President & Treasurer
Madeline Gallahorn, Vice President
Madison Schaeffer, Secretary

Child Care: The Foundation of Economic Development

- Workforce Stability & Productivity
 - Quality child care supports local economic development by enabling more community members to join and remain in the workforce.
- Early Childhood Development
 - Investing in child care strengthens the foundation for children's lifelong learning, social-emotional skills, and future success in school and work.
- Community Well-Being
 - A trusted child care center builds stronger, healthier communities by supporting families, reducing stress, and providing safe, nurturing environments for children.
- Shared Responsibility & Reputation
 - Businesses and community partners who support child care demonstrate social responsibility, enhance their reputation, and strengthen partnerships with families and local stakeholders.



Iliigaat Munaqsri viat Overview

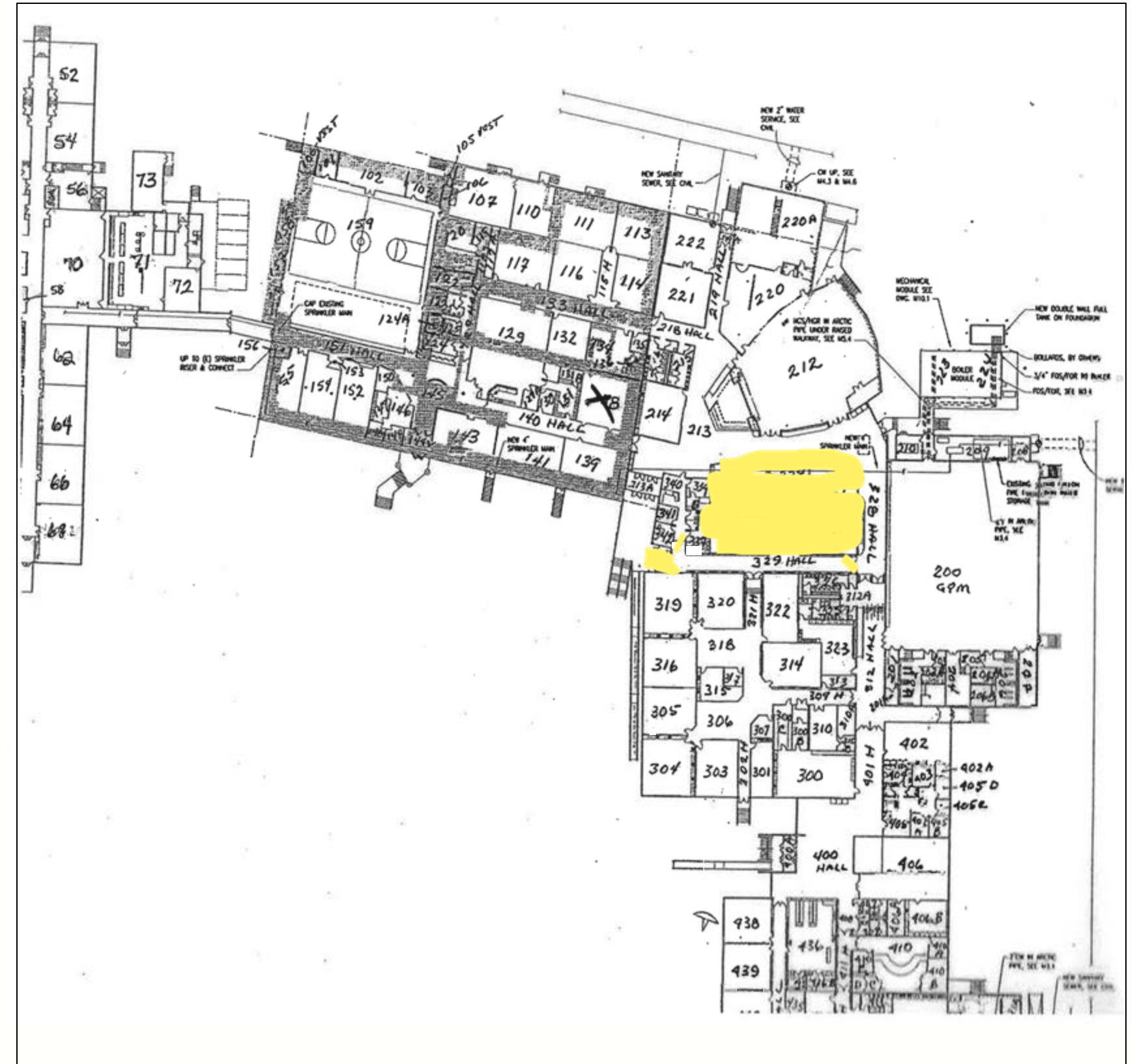
- **Mission Statement:**

To serve our community through sustainable and quality childcare programming that upholds our Inupiaq Iitqusiat and strengthens our future generations.

- **Ages Served** 6 months - 5 years,
Primary focus on 6 months to 4 years
- **Capacity** 42 children in approximately 3 classrooms
- **Hours of Operation** 7:30 am - 5:30 pm
- **Year Round or School Year Programming** To be decided based on partnership with School District
- **Tuition Fee Range** - \$1,200 - \$1,500 monthly
Accept both State & Tribal Child Care Assistance
- **Pursue Language Nest Model**
- **Incorporate Apprenticeship Opportunities**

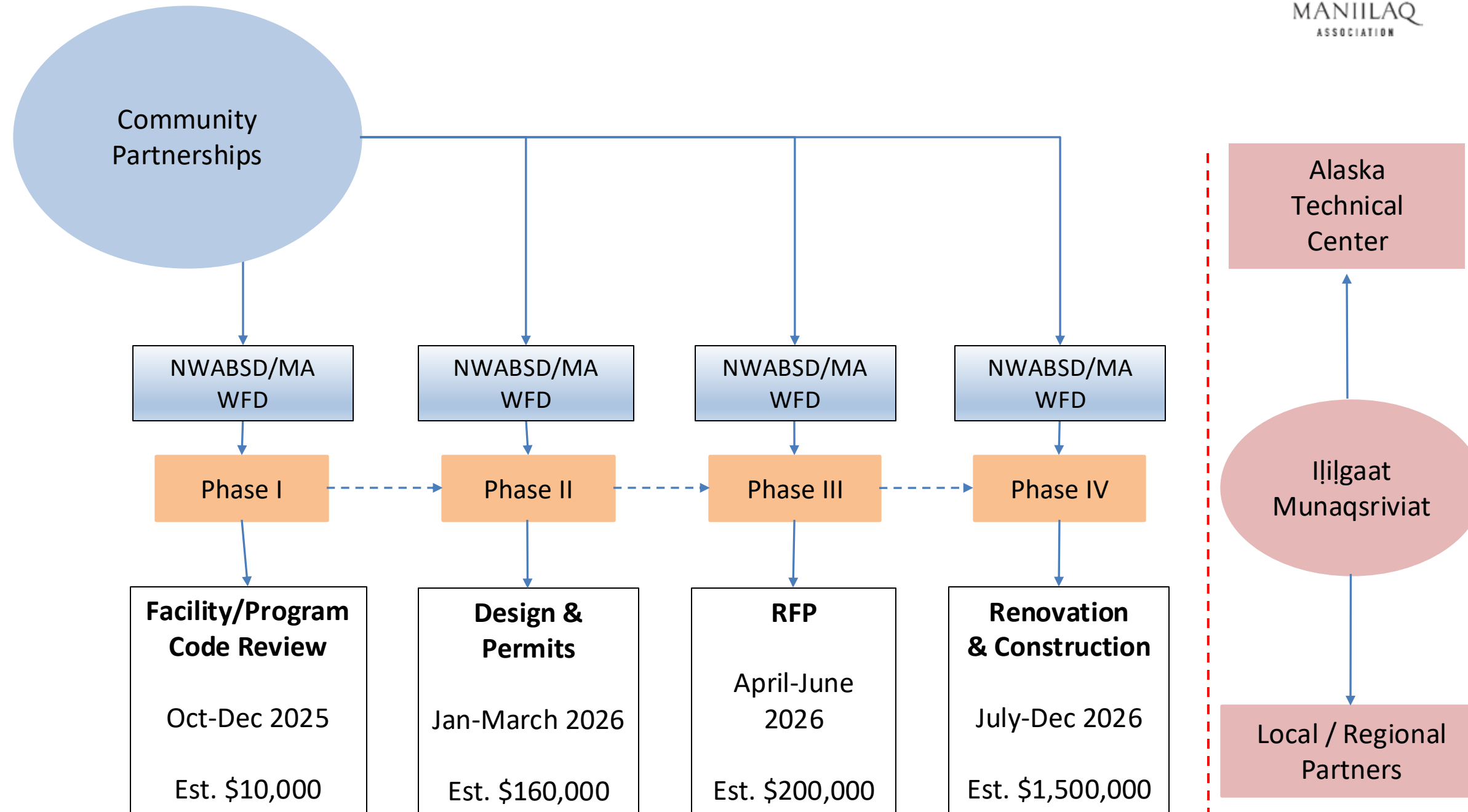


Iliigaat Munaqsriyat Potential Location



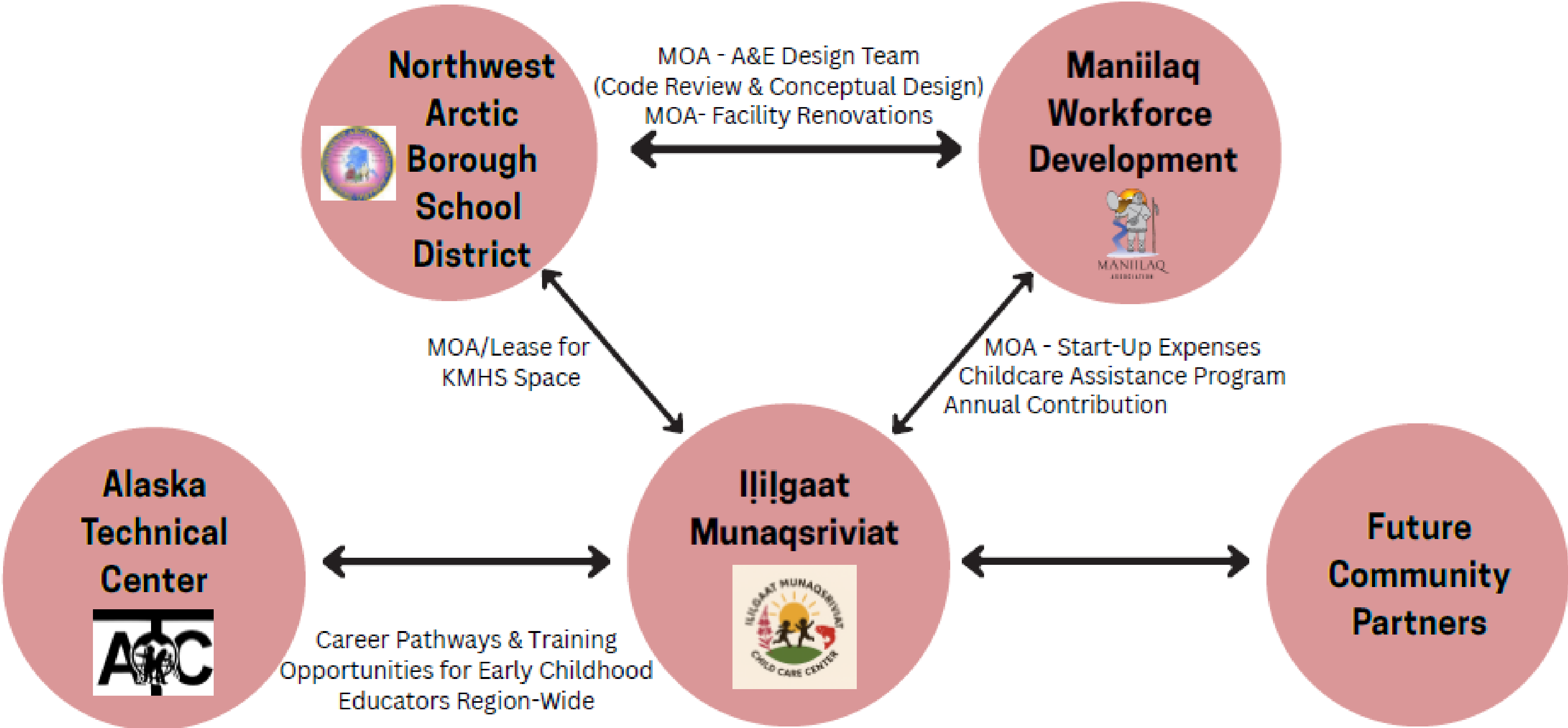
Current proposed space to include four classrooms, one office, including the hallway with dedicated entry, exits and playground space.

Iḷiḷgaat Munaqsriyat Community Childcare Center KHMS Pod Space Option



Note:
MA WFD to reimburse via separate individual MOA's

Outline of Cooperative Efforts



Estimated True Cost of Care By Region

TABLE 9. CENTER-BASED OPERATING COSTS PER CHILD, BASE CASE SCENARIO BY PUBLIC HEALTH REGION

Public Health Region	MONTHLY COST PER CHILD			
	Infants (0-12 months)	Toddlers (13-18 months)	Toddlers (19- 35 months)	Preschoolers (36-59 months)
Anchorage	\$2,105	\$1,781	\$1,565	\$1,186
Gulf Coast	\$1,759	\$1,759	\$1,551	\$1,385
Interior	\$1,882	\$1,882	\$1,667	\$1,319
Mat-Su	\$1,738	\$1,738	\$1,522	\$1,143
Northern	\$2,123	\$2,123	\$1,915	\$1,749
Southeast	\$1,780	\$1,780	\$1,571	\$1,406
Southwest	\$2,115	\$2,115	\$1,907	\$1,741
Statewide	\$1,785	\$1,785	\$1,571	\$1,250

From the Childcare In Alaska: The True Cost Of Care report created by the McKinley Research Group for the State of Alaska Department of Health

Iliilgaat Munaqsriyat Financial Overview

Budget Overview - School Location	
Estimated Expenditures	
Salaries and wages	\$ 638,360.11
Supplies, rent, utilities, insurance, contractual, etc.	\$ 201,550.00
TOTAL	\$ 839,910.11
Estimated Revenue	
Tuition and fees	\$ 657,300.00
SOA Childcare Grant	\$ 10,000.00
NWABSD Contribution	TBD
Maniilaq WFD Annual Support	TBD
TOTAL	\$ 667,300.00
NET PROFIT/LOSS	\$ (172,610.11)



Sustainability & Community Support for Childcare

- **Childcare is Not Profitable**

The business of childcare rarely generates surplus revenue. Tuition must remain affordable, yet the true costs staffing, facilities, and quality programming far exceed what families can pay.

- **A Community Service, Not a Business**

Childcare is best understood as essential infrastructure—like schools, roads, or healthcare—not as a profit-making venture. It provides stability and long-term benefits for families and the wider community.

- **Economic Development Driver**

Reliable childcare enables parents to work, helps employers recruit and retain staff, and strengthens the local economy. Communities without childcare experience workforce shortages and lost productivity.

- **Need for Community Support & Innovation**

For sustainability, the center requires ongoing support from local entities—businesses, nonprofits, and governments. Grants alone cannot cover the persistent funding gap. We are committed to thinking outside the box to develop innovative funding models, which may include universal childcare initiatives or leveraging public tax funds.

- **Building Local Engagement First**

Our first priority is to seek investments, partnerships, and engagement from the community before pursuing larger grant funding. Local ownership builds commitment and long-term stability.





Next Steps

NWABSD Consideration of In-Kind Contribution level

SEEK Additional Local & Regional Partners

PURSUE State of Alaska Licensing

QUESTIONS



Rita Short

Maniilaq Workforce Development
Child Care Liaison Manager

Phone: 442-7876

Email: rita.short@maniilaq.org
kotzebuechildcare@gmail.com



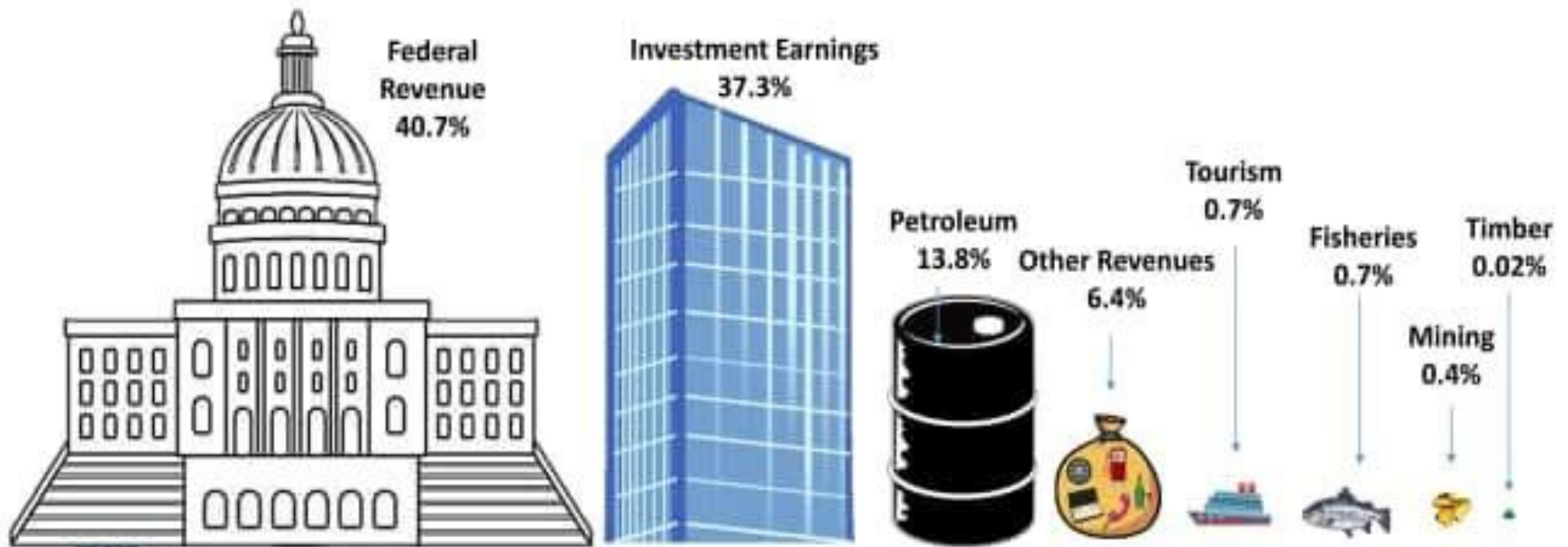
**J&H Consulting
and JM Walsh and
Co.**

**Legislative Update
for NWABSD
October 2025**

Revenue:

Relative Contributions to Total State Revenue: FY 2025

Total State Revenue: \$16.8 Billion



Disclaimer: Numbers may not add to 100% due to rounding. Examples may not be to scale.

Source: DOR Fall 2024 Revenue Forecast

OPERATING AND CAPITAL BUDGETS:

- **HB 57**, legislation which increases the **Base Student Allocation** by \$700 (estimated cost of \$172.2 million) passed -- vetoed and then restored by override, restoring the BSA to \$6,660.00 per student.

- Pupil Transportation formula by 10% (estimated cost of \$6.8 million).

- **Child Care Grant Program:** \$7.7 million to support the Child Care Grant Program in the Department of Health, an increase above a one-time item of \$7.5 million for the same purpose in the FY25 budget. Vetoed \$1.9 million.

- \$38.1 million for the School Major Maintenance Grant Fund, which funded the top nine projects on the list but \$25 million vetoed.

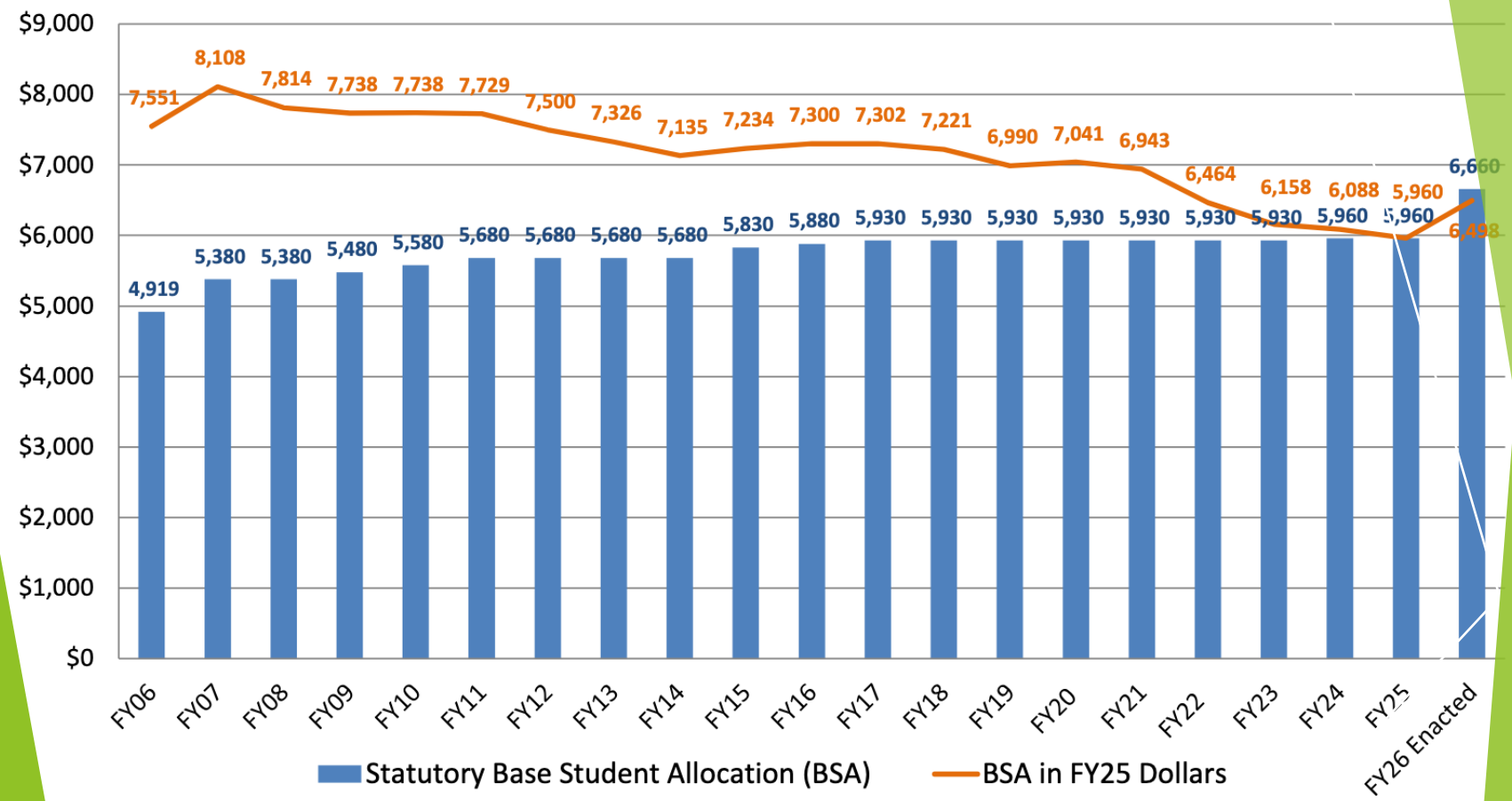
OPERATING AND CAPITAL BUDGETS:

- ▶ Funding 75% of **school debt reimbursement**, a \$10.3 million reduction.
- ▶ Reducing the capitalization of the **Community Assistance Fund** from \$30.0 million to \$13.3 million, and not adding any additional appropriation to increase the FY26 distribution (the FY25 budget had included an appropriation to ensure a \$30.0 million distribution when added to the distribution to communities from the fund). This results in a \$23.3 million distribution to local governments in FY26 and a projected \$20.0 million distribution in FY27 - roughly enough to pay the base payments only with no per capital payments.
- ▶ **SB 113**, the digital business tax bill that would have funded the reading incentive grants and additional CTE funding was recently vetoed by the Governor.

Base Student Allocation History (Formula Only)


Base Student Allocation, FY06-FY26

Based on Alaska CPI for FY06-25, 2.5% Inflation in FY26




OPERATING AND CAPITAL BUDGETS:

Although stock market has been posting great returns PFD investment return has not been as high.



Price has averaged about \$69/barrel of oil so far this fiscal year. Risk is high that the price/barrel will fall. Our budget and economy is based on fluctuating oil prices. For every \$1.00 change in oil prices, it means \$35-40 Million change in state revenue.



Many federal grants and loans are disappearing. Adds a level of uncertainty, especially with Medicaid.



\$130 million surplus but already spent for fire, Medicaid, matching funds for DOT, and education disparity test.

Political landscape:



Main focus: Increased education funding, balancing the state budget, gas shortage and energy, pension reform. Conversation of new revenue growing. Next year is an election year which will impact the legislative session.



Several prominent elected officials have announced their retirements; Sen. Stevens and Hoffman.



Governor's race has 12 in the running.



Sen. Hughes running for Governor and Sen. Shower as Lt. Gov. Some shift of house members to Senate?

Legislation Summary Update:

Short list of bills that are active measures or priority issues for the district. We are tracking more bills than listed here and can provide additional information as requested.

- **HB12 – Free breakfast and lunch in public schools.** (Maxine Dibert (D-Fairbanks). Fiscal note from DEED estimates \$28m annually. The bill has had 2 hearings but has not moved from the Education Committee. There is no Senate companion bill.
- **HB59/SB66 – Tribal Education Compact** (Companion bills). Introduced by the Governor in his continued efforts to establish and integrate tribal compact schools into a shared state/tribe demonstration project. While the governor has been consistent in his efforts, the policy collides with the budget. If enacted, the legislation is estimated to cost \$17m year one and \$12m annually. There would be impacts to existing school districts as students make enrollment selections.
- **HB152 – Education Tax.** (Rep. Galvin) The bill proposes a 4% income tax on wages over \$150,000 and institutes a minimum \$150/year education tax. The accompanying fiscal note reports that estimating new revenue from the bill is ‘highly uncertain.’

Legislation Summary Update:

- ▶ **HB212 - Local Contribution.** HB212 proposes to further define local contribution in AS14.17. This bill should see active engagement during the 2nd Session following the DEED's efforts to change state regulations through the State Board of Education process. Following a strong rejection through the public comment process, the board is expected to 'take no action' and return the regulation approach to the department for further consideration. Defining the terms in statute would deny the board from defining the issue in regulation contrary to statute. The issue is directly related to the issue of federal Impact Aid, the state reducing impact aid districts state funding and the states repeated failures to pass the required disparity test.
- ▶ **SB184 - School Bond Debt Reimbursement.** Introduced by SFIN Committee, the bill failed to pass from the Senate and while still alive, the moratorium on the program passed on July 1 meaning the program is now available for districts to consider. It is not clear if the legislature will move the bill and make retroactive effective dates during the 2nd Session. The moratorium was enacted in prior years with the expressed objective of reducing state debt obligations for a period of time.



**Quyanaqqak and Taikuu
Working together to advance
the priorities of NWABSD**

The Iñupiatun Iļisaqta Project (TIIP)

Program: Alaska Native Education

Duration: Year 1 of 3 (ends 07/01/2028)

Focus: Revitalization of the Iñupiaq language and integration of culture into academic instruction.

Key Highlights

- **Goals:**
 - Develop and implement **Iñupiaq Immersion Pre-K and K classrooms** in Kotzebue and Shungnak.
 - Integrate Iñupiaq language and culture into **high school Physical Science and Biology** courses.
 - Expand cultural activities across the district through elders and Knowledge Bearers.
- **Activities:**
 - Establish **pilot Immersion Advisory Committees** for curriculum and language integration.
 - Hire a **TIIP Program Specialist** to coordinate training, curriculum, and data.
 - Provide **professional development for Iñupiaq instructors** and paraprofessionals, with tuition support for language courses.
- **Impact:**
 - Preserve and promote Iñupiaq language
 - Strengthen cultural identity and student engagement.
 - Build a model for district-wide expansion and sustainability of Iñupiaq immersion education.
 -

The project responds to community-driven priorities outlined by the Iñupiaq Language Commission

The Ilisautri Project

Program: Alaska Native Education

Duration: Year 2 of 3 (ends 07/31/2027)

Focus: Increase student achievement through educator retention, cultural responsiveness, and school-community relationships.

Key Highlights

- **Goals:**
 1. Increase **educator retention** through cultural competence training.
 2. Build **culturally responsive classrooms**.
 3. Develop **local educators** via in-district career pipelines.
- **Activities:**
 - Reestablish AK Humanities Forum's **C3 (Creating Cultural Competence)** program for 45 teachers.
 - Reintroduce **Educators Rising Alaska (EdRising)** to engage high school students in education careers.
 - Launch the **ATC Education Program** to train paraprofessionals to become certified teachers.
- **Impact:**
 - Reduce teacher turnover from 35% to 25%.
 - Serve over **1,000 Alaska Native students** through more connected, culturally aware instruction.
 - Grow a sustainable pool of local teachers familiar with regional culture.

The project strengthens educator capacity through culture-based professional development, linking student achievement to teacher continuity and cultural awareness.

Our Youth – Positive Vision for the Future (OYVF)

Program: Mental Health Service Professional Demonstration Grant

Duration: Year 3 of 4 (ends 12/31/2027)

Focus: Expanding access to credentialed school-based mental health professionals.

Key Highlights

- **Goals:**
 - Increase the number of **certified school counselors and social workers**.
 - Strengthen student mental health supports across all 11 NWABSD communities.
- **Activities:**
 - Hire new credentialed counselors.
 - Support **teacher-to-counselor certification** pathways with tuition assistance.
 - Conduct ongoing mental health training for staff and community education for prevention.
- **Impact:**
 - Improve school safety, student resilience, and access to immediate counseling support.
 - Reduce self-harm incidents and disciplinary suspensions district-wide.

OYVF builds systemic capacity for trauma-informed care, mental health access, and retention of local certified service providers.

Native Youth In Action (NYIA) Project

Program: Demonstration Grants for Indian Children and Youth Program –Native Youth Program-Native Youth Community Projects

Duration: Year 4 of 5 (ends September 30, 2027)

Key Highlights

Goals:

- Promote **Iñupiaq youth leadership and identity** through academic, cultural, and community programs such as the Alaska Native Science and Engineering Program (ANSEP)

Impact:

- Strengthen student pride, cultural continuity, and leadership readiness.

NYIA centers youth empowerment and cultural sustainability as part of NWABSD's broader commitment to education and community connection.

Preparing Our Youth (POY) Project

Program: Demonstration Grants for Indian Children and Youth Program –Native Youth Program-Native Youth Community Projects

Duration: Year 1 of 5 (ends September 30, 2030)

Focus: Professional Opportunities for Youth — workforce and leadership readiness.

Key Highlights

• **Goals:**

- Build **career readiness pathways** for NWABSD students.
- Provide **internships, apprenticeships, and dual credit** opportunities with local industries.
- Develop **leadership training programs** for high school and postsecondary youth.

• **Impact:**

- Strengthen transition from school to career.
- Increase student engagement through relevant, community-connected learning.
- Support Alaska Native students' success in workforce and higher education contexts.

POY emphasizes employability and leadership grounded in local values and skills development.

NWABSD Comprehensive Literacy State Development (CLSD)

Grant Period: Year 1 of 5 (ends June 30, 2030)

Administered by: Alaska Department of Education & Early Development (DEED)

Funding Request: \$350,000 annually

Purpose of the Grant

The CLSD 2024 grant continues NWABSD's district-wide effort to improve reading and writing outcomes for all students, aligning with Alaska's *Reads Act* and the *Science of Reading*.

This project aims to:

- Strengthen early literacy from **birth through grade 12**.
- Increase reading proficiency and close learning gaps.
- Build teacher capacity and leadership through professional development.

This grant will expand the district's literacy systems by training teachers and administrators in effective reading instruction and will help strengthen partnerships with families and communities to ensure every child reads at grade level.

Johnson-O'Malley (JOM) Grant Program

Grant Period: Annually

Funding: Varies, usually about \$100,000

The **Johnson-O'Malley Program** (JOM) is a federal program, first authorized in 1934, that provides **supplemental funding** to support the unique educational and cultural needs of eligible American Indian and Alaska Native students in public schools. NWABSD applies on behalf of all the Tribes in the region, with the exception of the Noorvik Native Community and the Native Village of Kotzebue

Typical use of funds:

- (1) Remedial instruction, career, academic, and college-readiness, and cultural programs;
- (3) Important needs, such as school supplies and items that enable recipients to participate in curricular and extra-curricular programs;

Indian Education Formula Grant

Grant Period: Annually

Funding: Varies, usually about \$650,000 to \$725,000

The Indian Education Formula Grant supports local educational agencies (LEAs) in providing **supplemental, culturally responsive** academic and enrichment services for American Indian and Alaska Native (AI/AN) students.

Key Features & Purpose

- Designed to **supplement—not replace**— regular school programs, to meet the *unique cultural, language, and educational needs* of Alaska Native students.
- Supports services such as **tutoring, early childhood education, Native language instruction, parent engagement, dropout prevention, and cultural enrichment**.

Alaska Early Learning Grant

Grant Period: Year 2 of 3 (ends June 30, 2027)

Administered by: Alaska Department of Education & Early Development (DEED)

Annual Funding: \$497,971

The Bridging the GAP (BTG) project enhances school readiness and early learning outcomes for four-year-old children across all NWABSD communities. It supports high-quality, affordable, and accessible PreK education aligned with Alaska's Read by Grade 3 goals.

The initiative strengthens PreK programs through teacher development, family engagement, and improved curriculum and assessment practices.

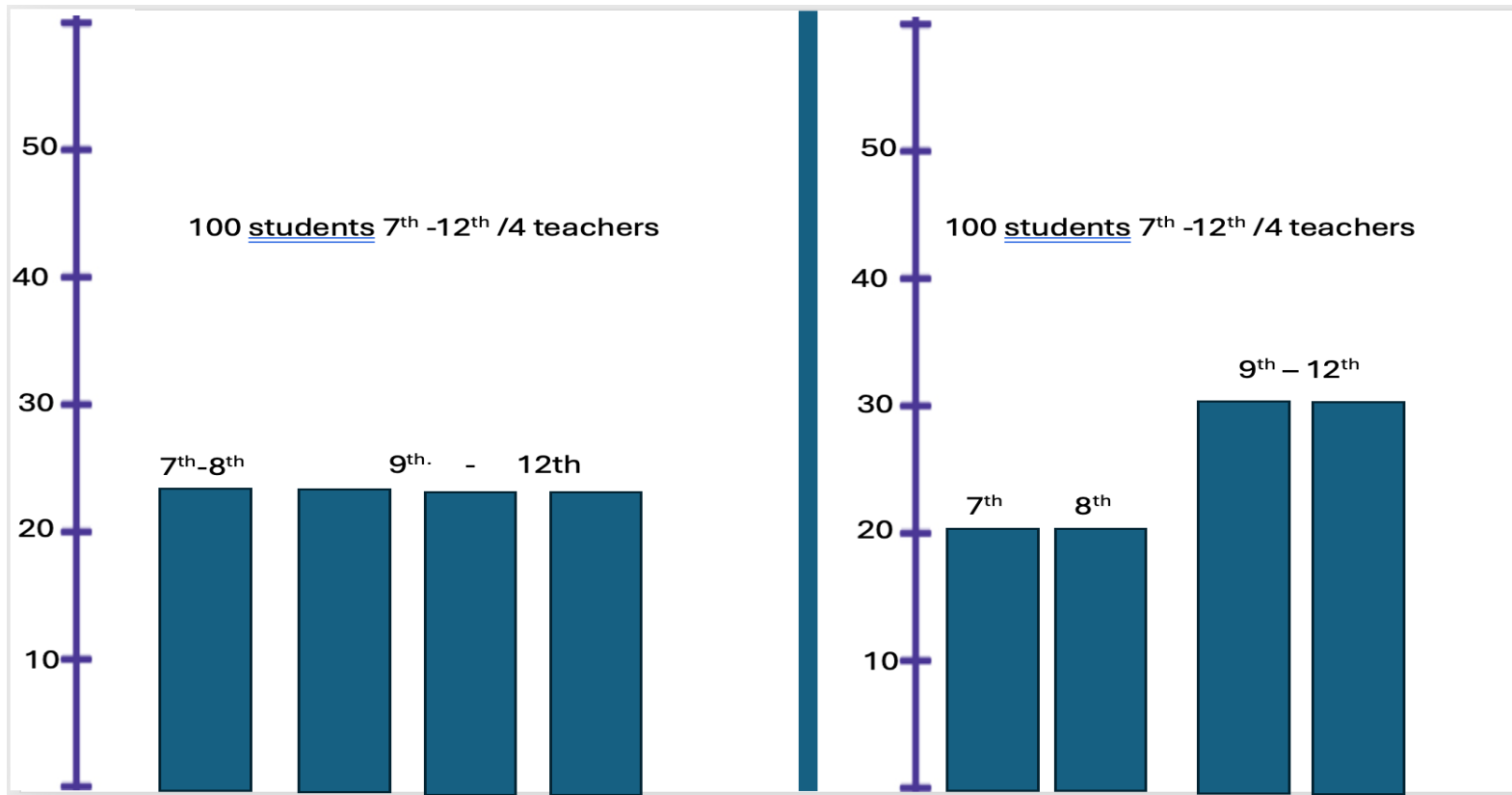
Key Features & Purpose

- Expand and standardize Pre-K programs districtwide using the Science of Reading principles.
- Train and support Pre-K teachers through professional development and coaching.
- Allow the district to build a program that will qualify to receive .5 ADM funding for PreK beginning in the 2027-2028 school year.



NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Atautchikun Inuunialiptigun (Through Our Way of Life Together as One)

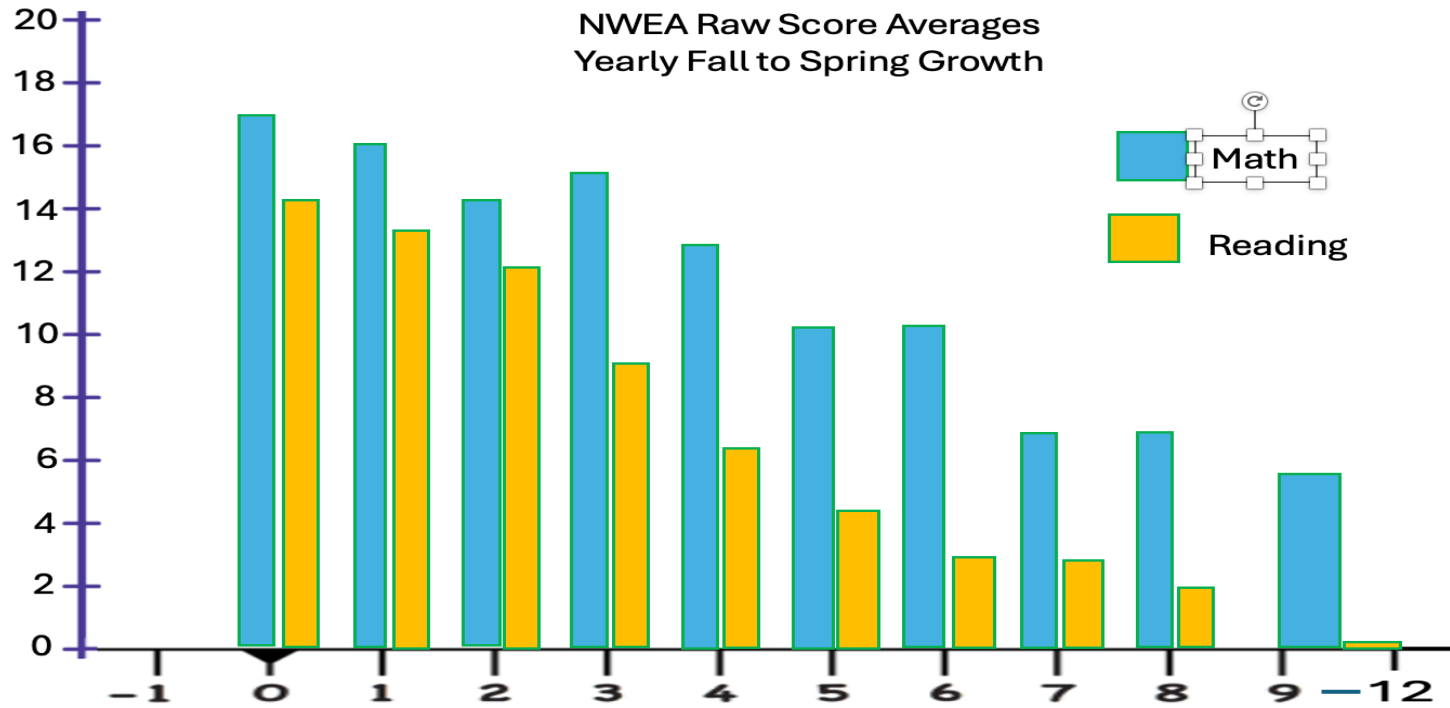




NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Atuutichikun Inuunialiptigun (Through Our Way of Life Together as One)

NATIONAL AVERAGES
GROWTH CHART
 NWEA Raw Score Averages
 Yearly Fall to Spring Growth





NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Ataatchikun Inuunialiptigun (Through Our Way of Life Together as One)



NWABSD



Student Services Assessment and Data

Serving the communities of:

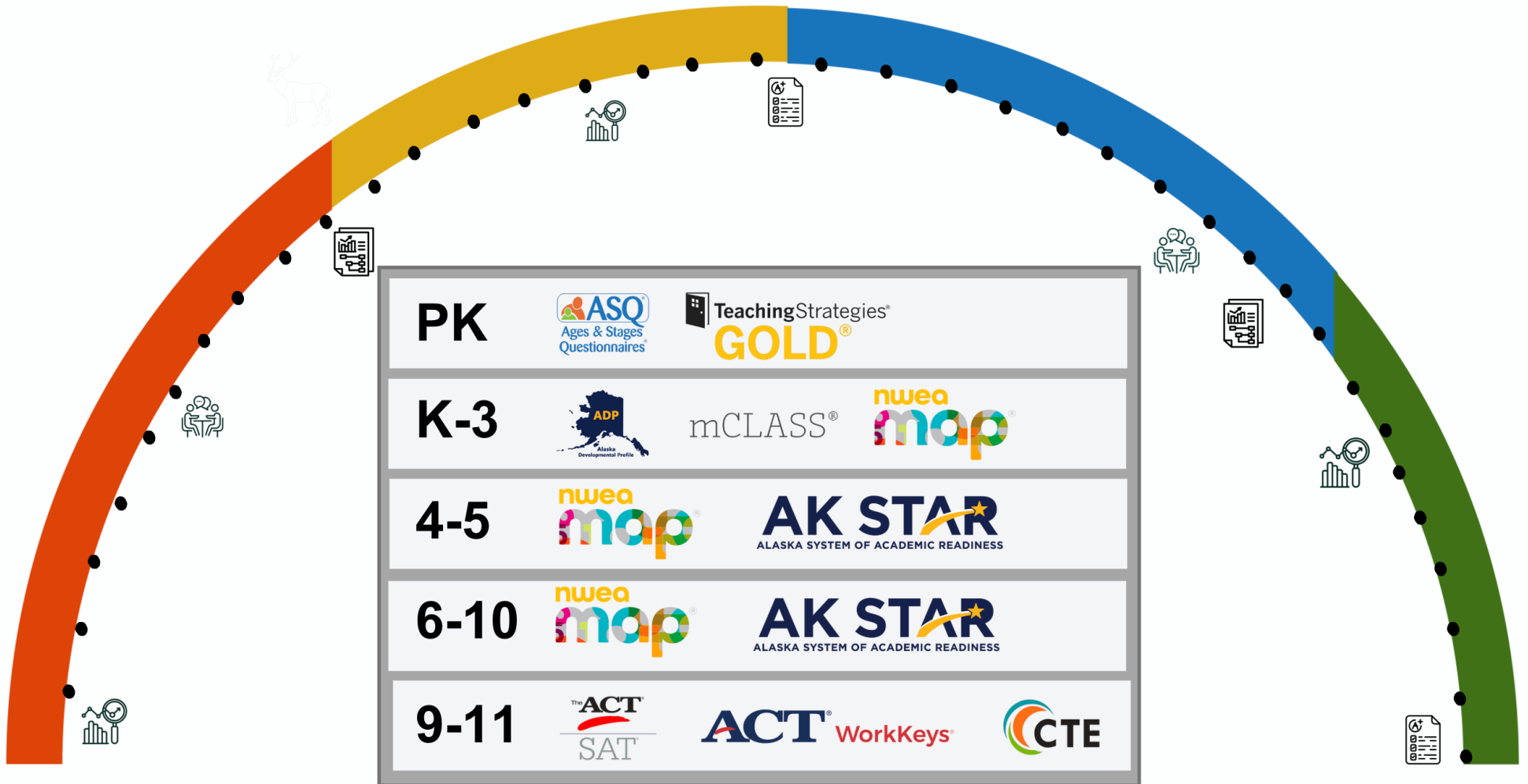
Ambler • Buckland • Deering • Kiana • Kivalina • Kobuk • Kotzebue • Noatak • Noorvik • Selawik • Shungnak



2025-2026 Assessment Windows

Assessment	Grades	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
mCLASS DIBELS 8	K-8th	Sept 2-12	Dec 2-13	Apr 20- May1
NWEA Measures of Academic Progress (MAP)	3rd-10th	Sept 4-25	Dec 1-12	Mar 30-May 1
Kindergarten Developmental Profile (KDP)	K•	Documentation Oct 20		
Teaching Strategies (TS) Gold	PK	Checkpoint Nov 7	Checkpoint Dec 12	Checkpoint May 1
Work Keys	11th-12th			Feb 3-Mar 14
WIDA ACCESS for ELL	K-12th			Feb 3-Mar 14
AK STAR (ELA/Math)	3rd-10th			Mar 30-May 1
AK Science	5th, 8th, 10th			Mar 30-May 1
Dynamic Learning Maps (AK Alternative Assessment)	3rd-10th			Mar 23-May 4
National Assessment of Educational Progress (NAEP) Kiana, Kivalina, Noatak, Noorvik, Shungnak, Selawik	4th, 8th**			Jan 26-Mar 20

Each Season, Every Child; Gather, Reflect, Grow.





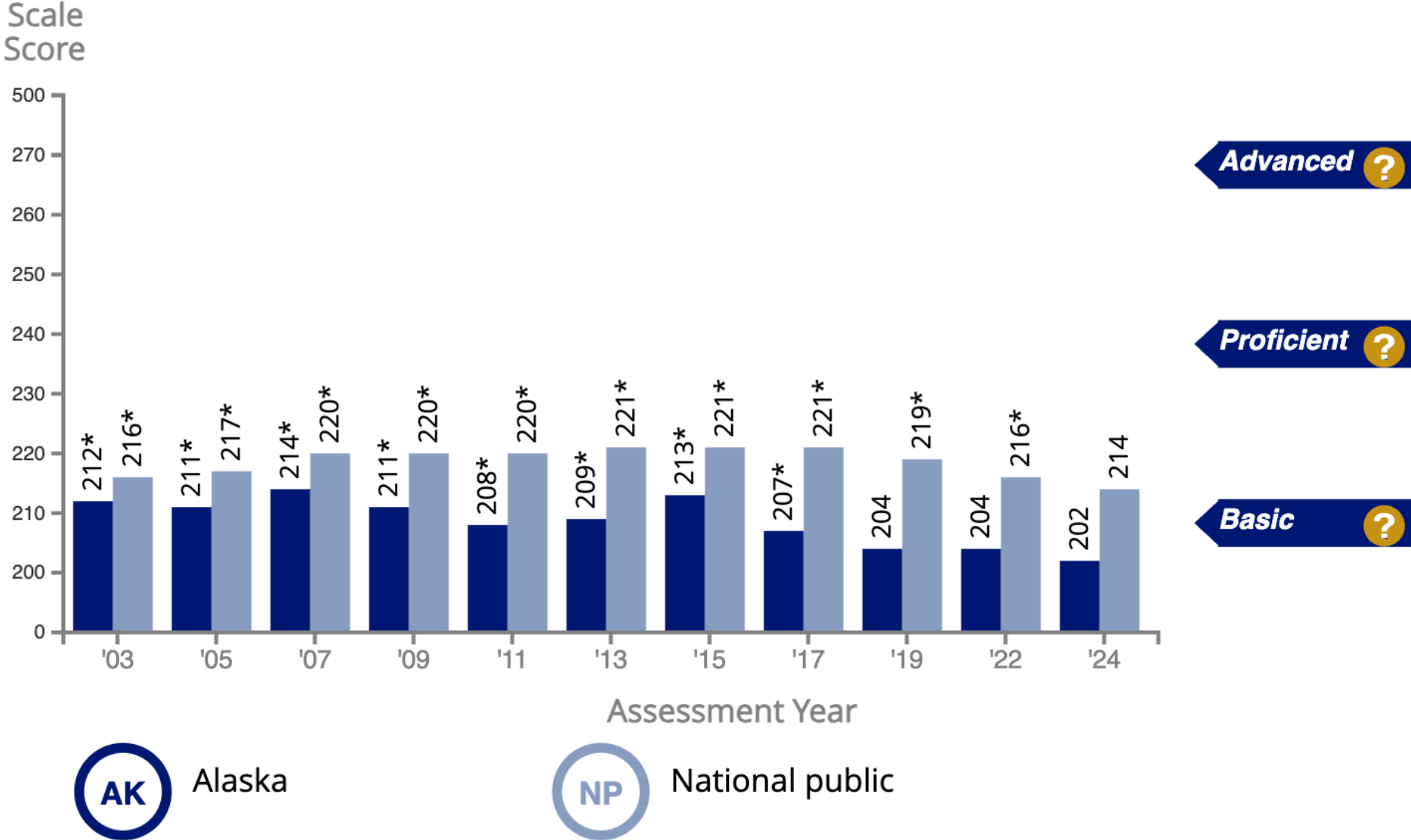
NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS

Northwest Arctic Borough School District - NAEP Participation Summary

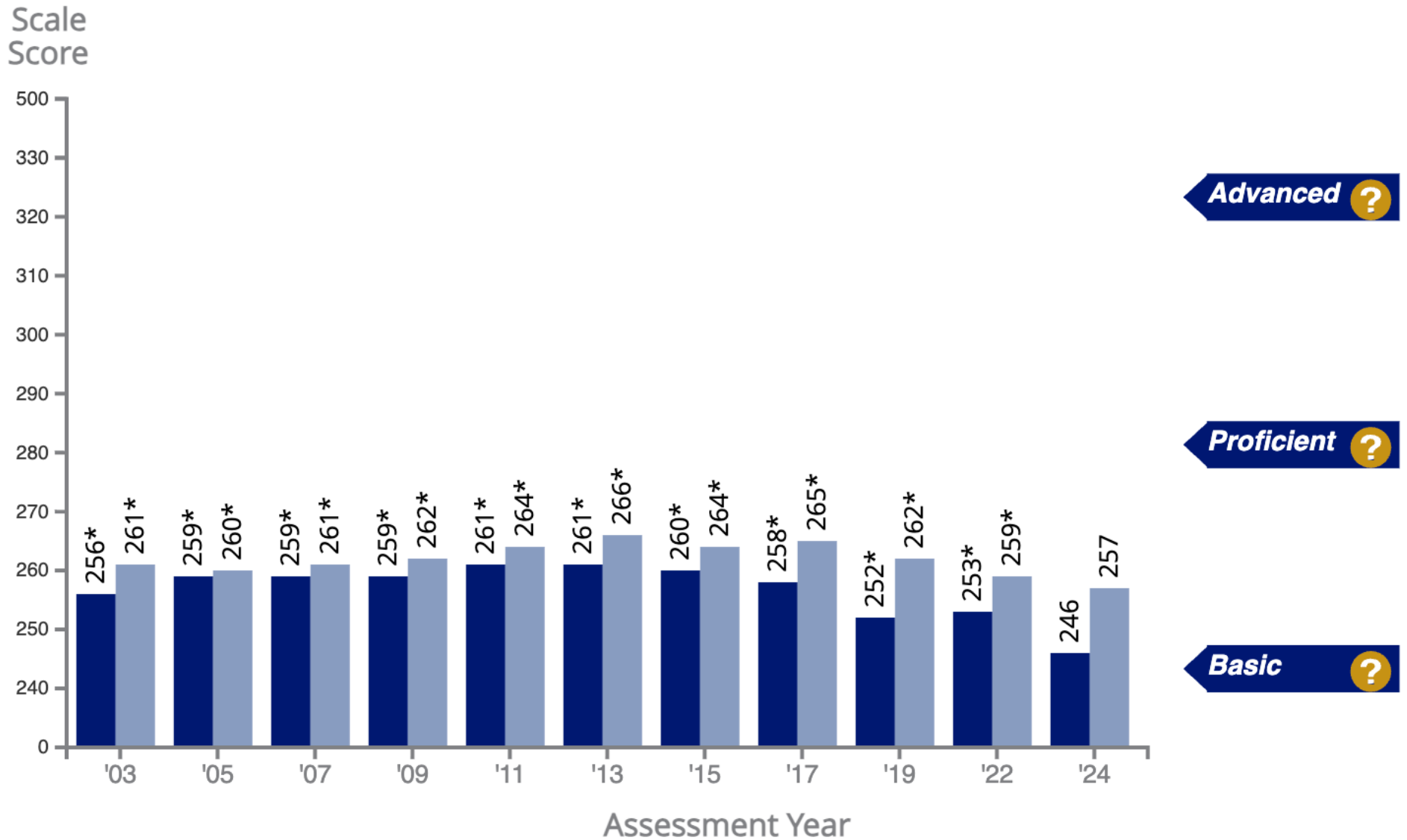
School	2024 NAEP	2026 NAEP
Aqqaluk High / Noorvik Elementary	Grade 8 — Mathematics & Reading	Grades 4 — Mathematics & Reading Grades 8 — Mathematics & Reading
Davis-Ramoth School	Grade 8 — Mathematics & Reading	Grades 4 — Mathematics & Reading Grades 8 — Mathematics & Reading
June Nelson Elementary	Grade 4 — Mathematics & Reading	—
Kiana School	Grade 8 — Science	Grade 4 — Mathematics & Reading
Kisimgiugtuq School	Grade 4 — Mathematics & Reading	Grade 8 — Mathematics & Reading
Kobuk School	Grades 4 — Mathematics & Reading Grades 8 — Mathematics & Reading	—
Napaaqtugmiut School	Grade 8 — Mathematics & Reading	Grade 8 — Mathematics & Reading
Shungnak School	Grade 4 — Mathematics & Reading	Grade 4 — Mathematics & Reading

GRADE 4 | READING

Average scale scores for grade 4 reading, by All students [TOTAL] and jurisdiction: 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, 2022, and 2024



Average scale scores for grade 8 reading, by All students [TOTAL] and jurisdiction: 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, 2022, and 2024



AK Alaska

NP National public

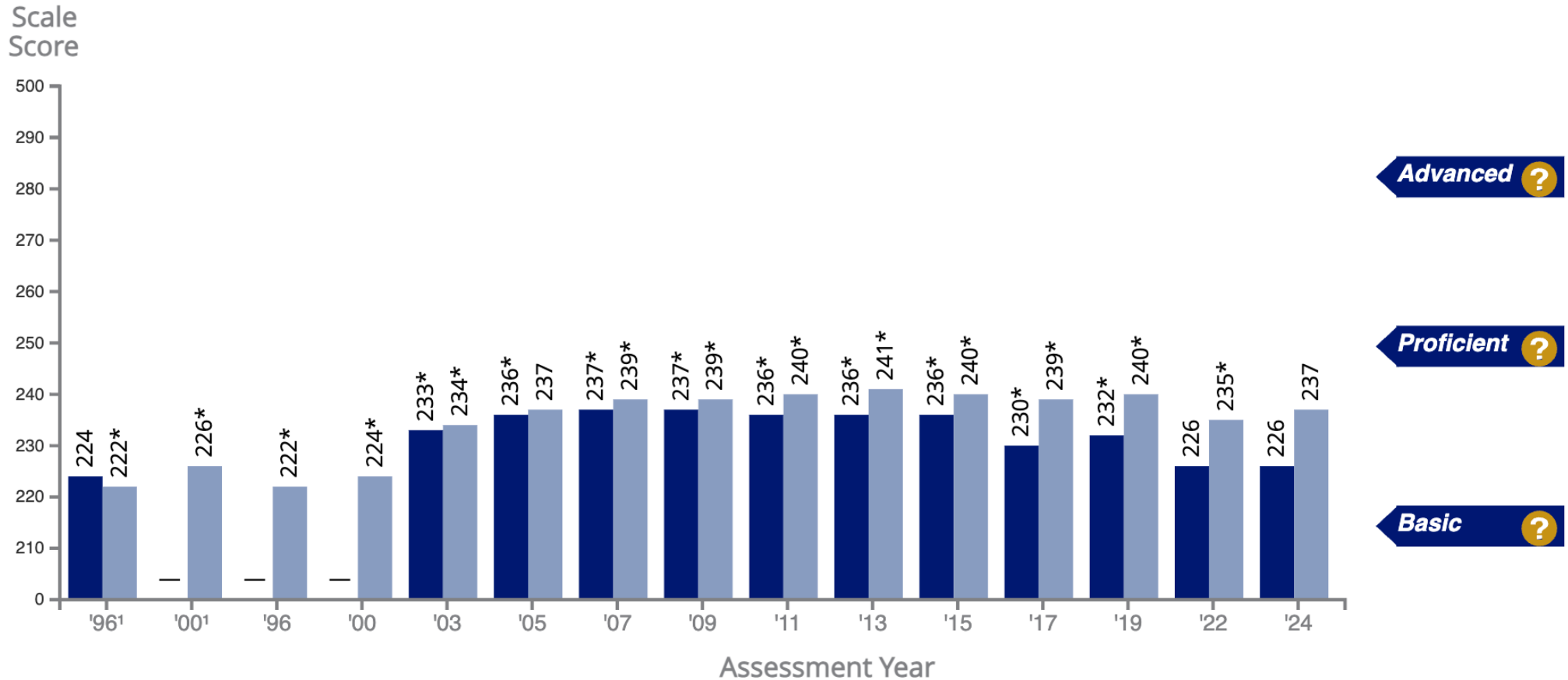


NAEP

**NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS**

GRADE 4 | MATHEMATICS

Average scale scores for grade 4 mathematics, by All students [TOTAL] and jurisdiction: 1996, 2000, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, 2022, and 2024

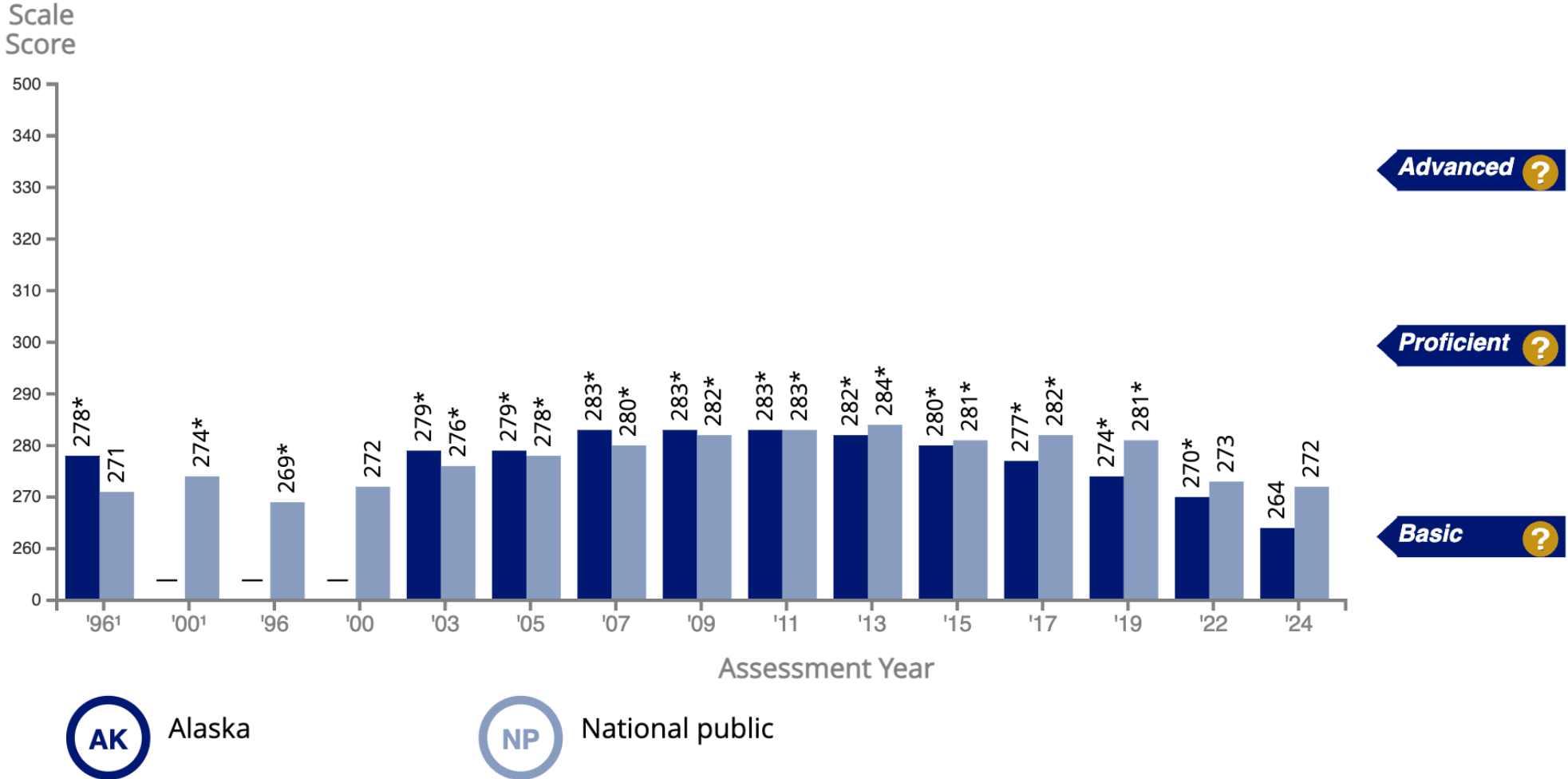


AK Alaska

NP National public

GRADE 8 | MATHEMATICS

Average scale scores for grade 8 mathematics, by All students [TOTAL] and jurisdiction: 1996, 2000, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, 2022, and 2024





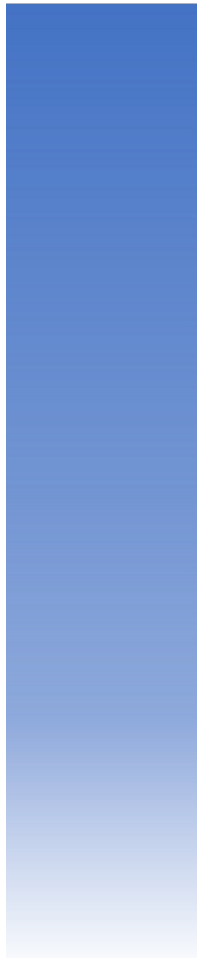
Spring 2025 Results
English Language Arts

Historical ELA Proficiency

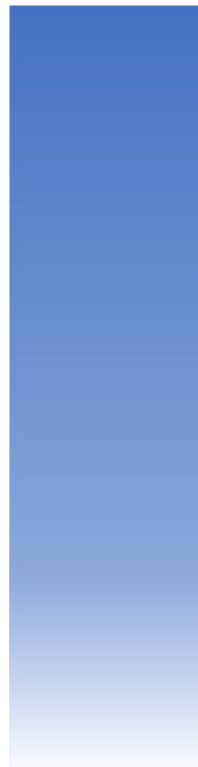
■ Advanced / Proficient



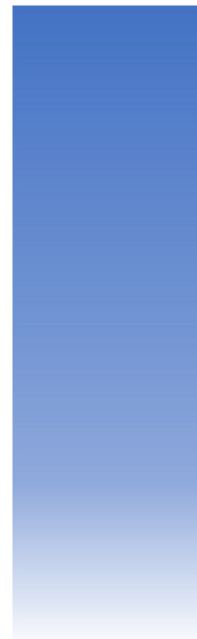
5.16%



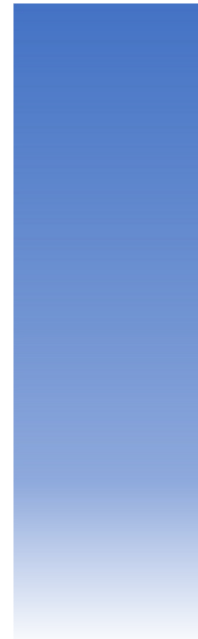
4.12%



3.43%



3.44%



21-22

AK STAR
ALASKA SYSTEM OF ACADEMIC READINESS

22-23

AK STAR
ALASKA SYSTEM OF ACADEMIC READINESS

23-24

AK STAR
ALASKA SYSTEM OF ACADEMIC READINESS

24-25

AK STAR
ALASKA SYSTEM OF ACADEMIC READINESS

AK STAR

ALASKA SYSTEM OF ACADEMIC READINESS

Number of Students

Average Score

Score Levels

Summative focus-















Measures end-of-year mastery of Alaska ELA Standards.

Comparison view-

District (bottom row in each grade) vs. State (top row).

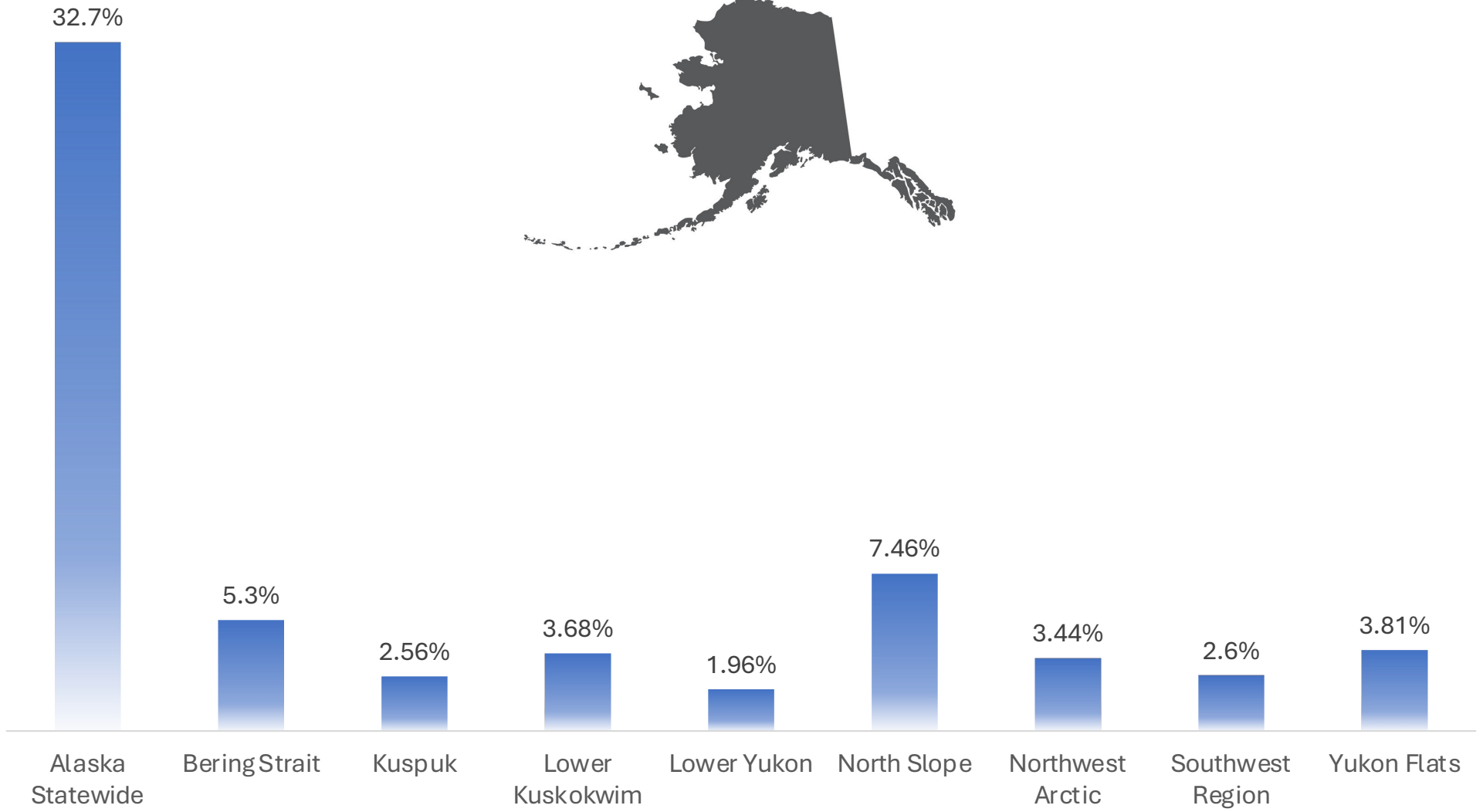
Color coding-

- Needs Support
- Approaching Proficient
- Proficient
- Advanced

Grade	Number of Students	Average Score	Score Levels
3rd	8284 	1571	<div style="display: flex; justify-content: space-between;">36%35%19%10%</div>
	127 	1553	<div style="display: flex; justify-content: space-between;">85%10%3%2%</div>
4th	8028 	1579	<div style="display: flex; justify-content: space-between;">37%30%22%11%</div>
	120 	1555	<div style="display: flex; justify-content: space-between;">83%17%1%</div>
5th	8145 	1588	<div style="display: flex; justify-content: space-between;">38%24%27%12%</div>
	142 	1560	<div style="display: flex; justify-content: space-between;">83%11%6%1%</div>
6th	7785 	1594	<div style="display: flex; justify-content: space-between;">32%33%23%12%</div>
	138 	1563	<div style="display: flex; justify-content: space-between;">75%23%2%</div>
7th	7687 	1594	<div style="display: flex; justify-content: space-between;">42%28%21%9%</div>
	143 	1562	<div style="display: flex; justify-content: space-between;">87%10%2%1%</div>
8th	7449 	1599	<div style="display: flex; justify-content: space-between;">42%25%23%10%</div>
	128 	1563	<div style="display: flex; justify-content: space-between;">88%9%3%</div>
9th	7039 	1601	<div style="display: flex; justify-content: space-between;">43%26%24%7%</div>
	131 	1570	<div style="display: flex; justify-content: space-between;">81%15%4%</div>

ELA Proficiency By District Spring 2025

■ Advanced / Proficient



Tools

Markup

Guideline

Eliminator

Clear

Notepad

Clear

The White-Crowned Sparrow

- 1 Sparrows are small, common birds. They live in most parts of North America. There are many kinds of sparrows. These birds live in many different places, or habitats. Sparrows can live in the city or the country.

What They Look Like

- 2 White-crowned sparrows are one kind of sparrow. They are easy to spot. A white-crowned sparrow looks plain gray from far away. When seen up close, this bird has black and white stripes on its head. It also has a pale pink or yellow beak. Its chest is pale gray, and it has white bars on its wings. Its back is soft brown. The white-crowned sparrow's tail is long. The male and female birds look alike.

Where They Live

- 3 White-crowned sparrows live in bushy areas. Look for these birds in woodlands and thickets, which are areas with lots of trees and bushes. They scratch the ground for food in nearby open areas.

What They Eat

- 4 White-crowned sparrows eat many kinds of seeds, including sunflower seeds. They like grasses and grains, too. They eat some insects. They also like blackberries.

How They Nest

- 5 These birds make nests in shrubs. They build them up to ten feet high. The female makes the nest with twigs. Then, she lines the nest with soft grass and feathers. The female lays 3–7 light blue-green eggs. The eggs have brownish spots. It takes the eggs 11–14 days to hatch.

Read the passage.

Under which heading does the author include information about white-crowned sparrow babies?

Where They Live

What They Eat

How They Raise Their Young

What Their Song Sounds Like

Read the passage. Then answer the questions.

In this passage, you will learn the true story of how two young brothers, Joseph and Étienne Montgolfier of France, became inventors of hot-air balloon flight in 1783.

Flying Balloons: The Story of the Montgolfier Brothers

by Joseph Taylor

- 1 Greek, Latin, and theology were the subjects taught in his school, but it was science and mathematics that interested Joseph Montgolfier. As often as he could, he would steal time from his studies to escape outdoors, where he could let his mind wander and ponder nature.
- 2 One day, he found himself considering the possibility of flight. Though many had tried, no human had ever flown before. Most people thought it impossible. One noted scientist put it bluntly: "It has been proved that we human beings are incapable of rising from the ground and soaring in the air. Why waste time on attempts at changing nature's basic laws?"
- 3 Joseph had other ideas. He saw that many things in nature—bubbles, steam, clouds—did rise. "Surely, a human could lift off the ground and fly, too," he told his brother Étienne.
- 4 Étienne nodded his agreement. "But how?"
- 5 Joseph grew so frustrated with his formal studies and his father's rigid ways that he left school. He found a job picking mulberry leaves on a farm that raised silkworms. It wasn't exactly the life of a prosperous merchant's son, and his father soon had him returned to school. Joseph only grew more determined to study science and mathematics.

Read paragraphs 2 and 3. Why did Joseph believe that human flight was possible?

- He had observed elements in nature moving upward.
- He had learned about human flight during his studies.
- He had a dream in which he imagined seeing the world from high above.
- He had heard that scientists were also wondering whether human flight could happen.

Read the passage. Then answer the questions.

from O Pioneers!

by Willa Sibert Cather

- 1 Carl had changed, Alexandra felt, much less than one might have expected. He had not become a trim, self-satisfied city man. There was still something homely and wayward and definitely personal about him. Even his clothes, his Norfolk coat and his very high collars, were a little unconventional. He seemed to shrink into himself as he used to do; to hold himself away from things, as if he were afraid of being hurt. In short, he was more self-conscious than a man of thirty-five is expected to be. He looked older than his years and not very strong. His black hair, which still hung in a triangle over his pale forehead, was thin at the crown, and there were fine, relentless lines about his eyes. His back, with its high, sharp shoulders, looked like the back of an overworked German professor off on his holiday. His face was intelligent, sensitive, unhappy.
- 2 That evening after supper, Carl and Alexandra were sitting by the clump of castor beans in the middle of the flower garden. The gravel paths glittered in the moonlight, and below them the fields lay white and still.
- 3 "Do you know, Alexandra," he was saying, "I've been thinking how strangely things work out. I've been away engraving other men's pictures, and you've stayed at home and made your own." He pointed with his cigar toward the sleeping landscape. "How in the world have you done it? How have your neighbors done it?"
- 4 "We hadn't any of us much to do with it, Carl. The land did it. It had its little joke. It pretended to be poor because nobody knew how to work it right; and then, all at once, it worked itself. It woke up out of its sleep and stretched itself, and it was so big, so rich, that we suddenly found we were rich, just from sitting still. As for me, you remember when I began to buy land. For years after that I was always squeezing and borrowing until I was ashamed to show my face in

Which statement is implied by the information in paragraphs 1 through 3?

- Carl left for the city because he lacked the ability to succeed at farming.
- Alexandra lacked agricultural training but still succeeded at farming.
- In the past, Carl questioned whether Alexandra could succeed on her own.
- Carl and Alexandra once knew each other well but have been separated.



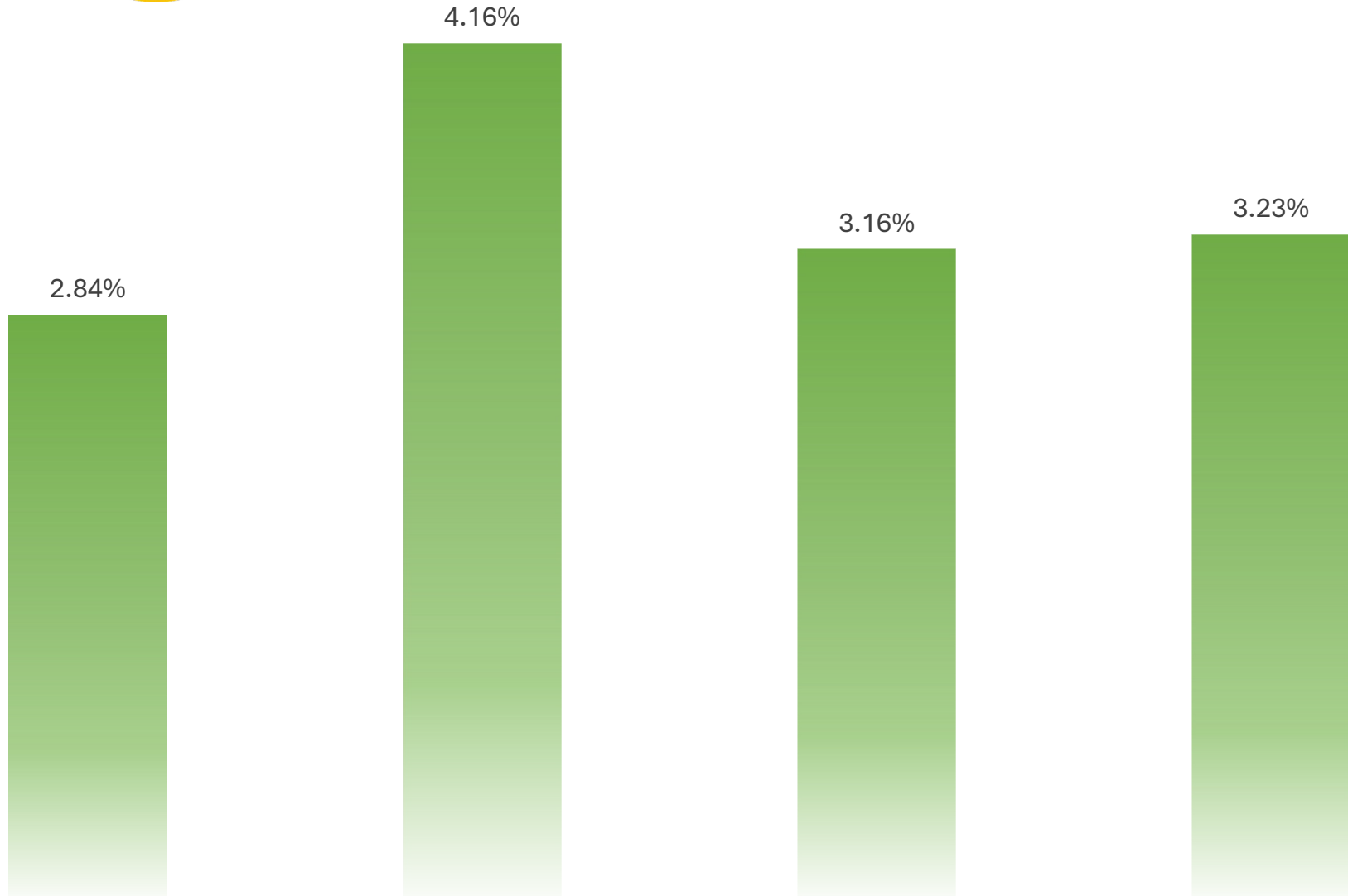
Spring 2025 Results

Math



Historical Math Proficiency

■ Advanced / Proficient



21-22



22-23



23-24



24-25



AK STAR

ALASKA SYSTEM OF ACADEMIC READINESS

Number of Students

Average Score

Score Levels

Summative focus-















Measures end-of-year mastery of Alaska math Standards.

Comparison view-

District (bottom row in each grade) vs. State (top row).

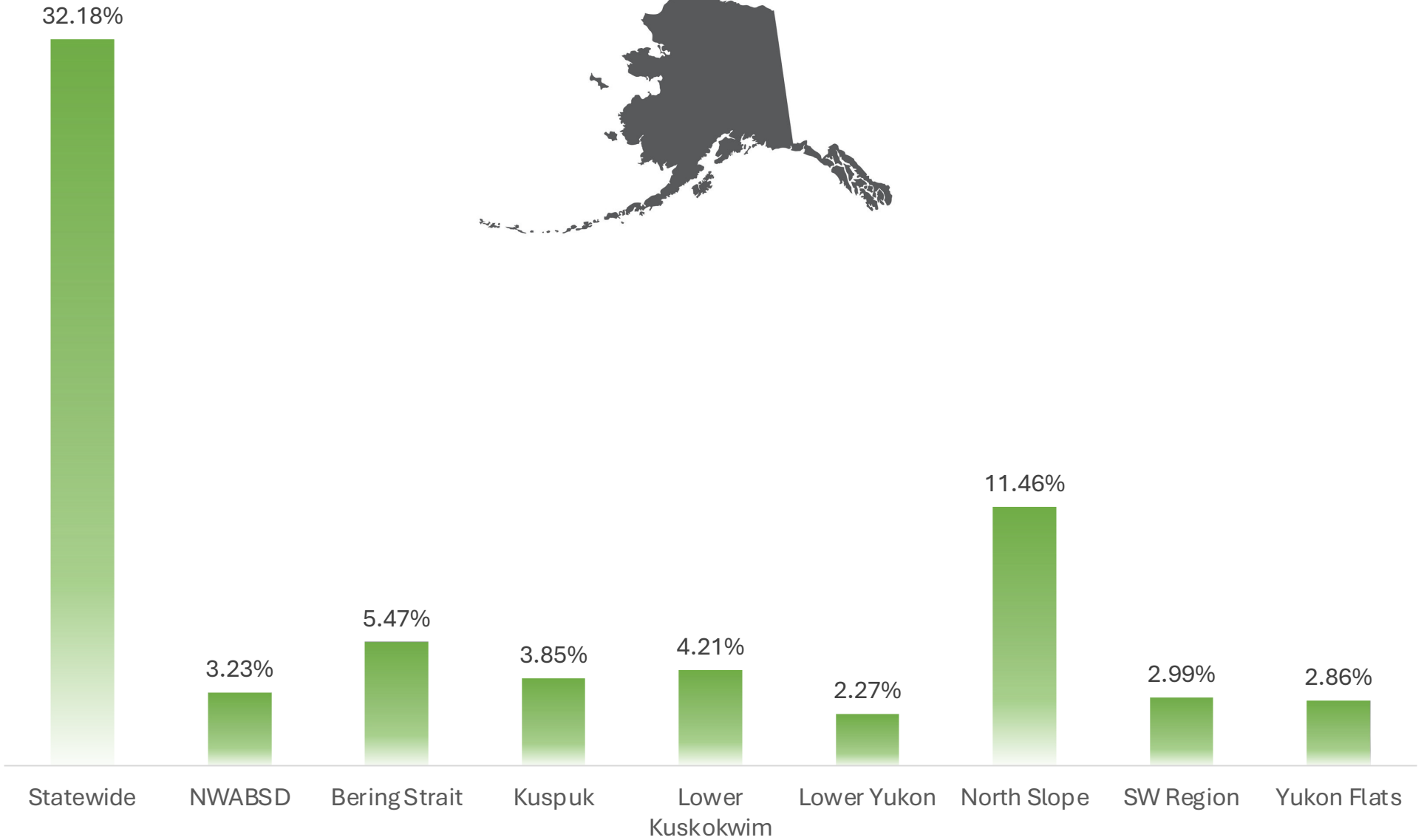
Color coding-

- Needs Support
- Approaching Proficient
- Proficient
- Advanced

Grade	Number of Students	Average Score	Score Levels
3rd		1513	46% Needs Support, 21% Approaching Proficient, 24% Proficient, 9% Advanced
		1496	77% Needs Support, 17% Approaching Proficient, 6% Proficient, 1% Advanced
4th		1527	45% Needs Support, 21% Approaching Proficient, 23% Proficient, 12% Advanced
		1503	88% Needs Support, 8% Approaching Proficient, 2% Proficient, 1% Advanced
5th		1536	45% Needs Support, 15% Approaching Proficient, 30% Proficient, 10% Advanced
		1507	88% Needs Support, 8% Approaching Proficient, 4% Proficient, 0% Advanced
6th		1546	47% Needs Support, 22% Approaching Proficient, 23% Proficient, 8% Advanced
		1516	93% Needs Support, 7% Approaching Proficient, 1% Proficient, 0% Advanced
7th		1554	51% Needs Support, 16% Approaching Proficient, 23% Proficient, 9% Advanced
		1519	90% Needs Support, 7% Approaching Proficient, 2% Proficient, 1% Advanced
8th		1563	49% Needs Support, 17% Approaching Proficient, 26% Proficient, 9% Advanced
		1523	89% Needs Support, 8% Approaching Proficient, 3% Proficient, 0% Advanced
9th		1559	62% Needs Support, 21% Approaching Proficient, 12% Proficient, 5% Advanced
		1531	92% Needs Support, 5% Approaching Proficient, 2% Proficient, 1% Advanced

Math Proficiency By District Spring 2025

■ Advanced / Proficient



Diana had 63 feet of rope. She cut the rope into 7 pieces of equal length.

Which expression represents the length, in feet, of each piece of rope?

Select one answer.

63×7

$63 - 7$

$63 + 7$

$63 \div 7$



Tools



Markup



Guideline




Eliminator



Reference Sheet



Graph Paper

 Clear Notepad

What is the value of $23.28 \div 0.3$?

Select one answer.

 0.776 7.76 77.6 776

Samantha has \$35 in her savings account. At the end of each week, she will add \$20 to the account.

Which equation can be solved to find the number of weeks w it will take Samantha to have \$100 in her account?

Select one answer.

$100 = (35 + 20)w$

$100 = \frac{35}{20}w$

$100 = 20 + 35w$

$100 = 35 + 20w$



Fall 2025 Results

Math

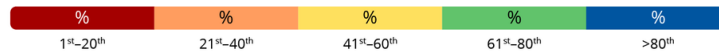


Fall 2025 Math – District Performance Summary

	Median Percentile	Performance Distribution					Students Tested
All Grades	15th	59%	23%	12%	4%	2%	1039

Fall 2025 Math – Grade-Level Performance Summary

Grade	Median Percentile	Performance Distribution					Average RIT	Students Tested
Grade 3	17th	53%	22%	18%	6%	1	168	151
Grade 4	17th	55%	28%	10%	6%	1	181	126
Grade 5	19th	53%	31%	12%	3%	1	190	117
Grade 6	14th	63%	27%	8%	1	1	192	140
Grade 7	12th	67%	21%	8%	4%		197	135
Grade 8	10th	68%	18%	10%	2%	2%	201	144
Grade 9	16th	53%	24%	14%	4%	5%	208	111
Grade 10	16th	61%	16%	15%	6%	2%	209	115



Measures-

How well students understand and apply the main areas of math they learn in school—like working with numbers, solving equations, understanding shapes and space, and making sense of charts and graphs.

Concepts-

- Working with numbers and equations
- Shapes, measurement, and charts/graphs
- Comparing amounts and understanding chance
- Solving problems and explaining thinking

Why it matters-

- Shows how well students can use math to solve problems
- Tracks growth over time, not just a single test score
- Identifies what each student is ready to learn next



Fall 2025 Results

Language Usage

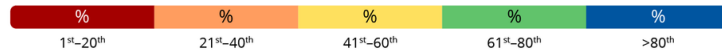


Fall 2025 Language Usage – District Performance Summary

	Median Percentile	Performance Breakdown					Students Tested
All Grades	17th	56%	22%	13%	7%	2%	995

Fall 2025 Language Usage – Grade-Level Performance Summary

Grade	Median Percentile	Performance Breakdown					Average RIT	Students Tested
Grade 3	17th	58%	16%	17%	6%	3%	169	151
Grade 4	7th	72%	20%	3%	5%		172	85
Grade 5	13th	59%	26%	7%	7%	1	184	123
Grade 6	15th	57%	27%	13%	2%	1	189	135
Grade 7	14th	61%	21%	13%	4%	1	191	135
Grade 8	17th	57%	19%	13%	10%	1	198	145
Grade 9	26th	46%	23%	18%	8%	5%	201	109
Grade 10	27th	42%	22%	18%	13%	5%	205	112



<p>Measures- Using language correctly and effectively.</p>	<p>Concepts-</p> <ul style="list-style-type: none"> • Grammar and sentence structure • Punctuation and capitalization • Writing conventions and mechanics • Organization and clarity in writing 	<p>Why it matters-</p> <ul style="list-style-type: none"> • Shows how well students can communicate their ideas clearly and accurately in writing. • Tracks growth over time, not just a single test score • Identifies what each student is ready to learn next.
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Fall 2025 Results

Reading

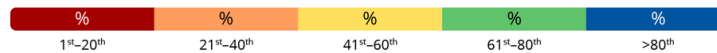


Fall 2025 Reading – District Performance Summary

	Median Percentile	Performance Distribution					Students Tested
All Grades	13th	62%	20%	11%	6%	1	1040

Fall 2025 Reading– Grade-Level Performance Summary

Grade	Median Percentile	Performance Distribution					Average RIT	Students Tested
Grade 3	13th	62%	21%	8%	7%	2%	167	152
Grade 4	12th	66%	17%	10%	5%	2%	177	125
Grade 5	13th	67%	19%	7%	6%	1	183	123
Grade 6	11th	70%	14%	11%	5%		190	133
Grade 7	10th	69%	15%	11%	3%	2%	193	137
Grade 8	12th	67%	20%	6%	6%	1	197	142
Grade 9	26th	43%	30%	17%	9%	1	202	108
Grade 10	26th	42%	30%	16%	10%	2%	205	120



Measures-

Students' reading comprehension, vocabulary, and ability to interpret and analyze text.

Concepts-

- Understanding stories and informational texts
- Figuring out word meaning in context
- Connecting ideas and analyzing text structure

Why it matters-

- Shows how well students understand what they read, tracks growth over time, and identifies what they're ready to learn next.
- Tracks growth over time, not just a single test score
- Identifies what each student is ready to learn next.



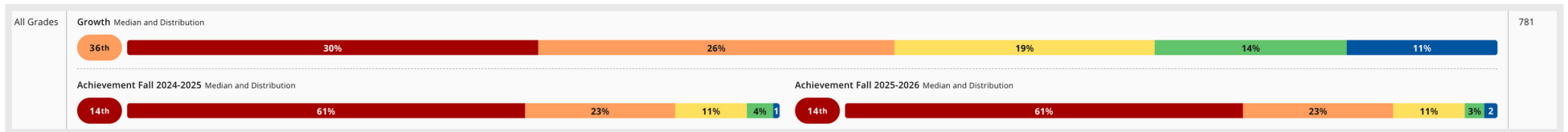
Fall 2025 Results

Growth and Achievement Overview

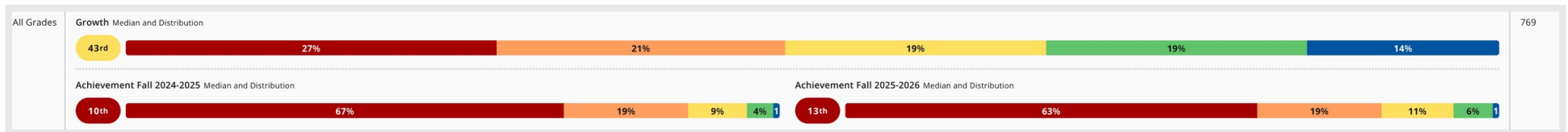


Growth and Achievement Overview

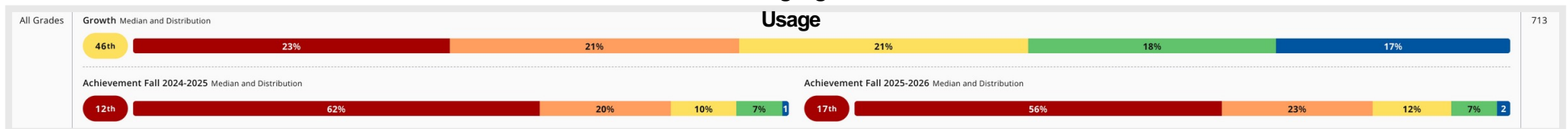
Math



Reading



Language Usage



MAP Growth shows both achievement (how students are performing at the current time) and growth (how much progress they've made compared to their peers). These results help us understand where our students are starting, how fast they are moving, and where to focus additional support.

1. Growth: Our students are closer to the national average (30s–40s percentiles) — meaning many are making progress at a rate similar to peers.

2. Achievement: Our students are well below the national average (10th–17th percentiles) — meaning they're starting behind and not yet catching up fully.

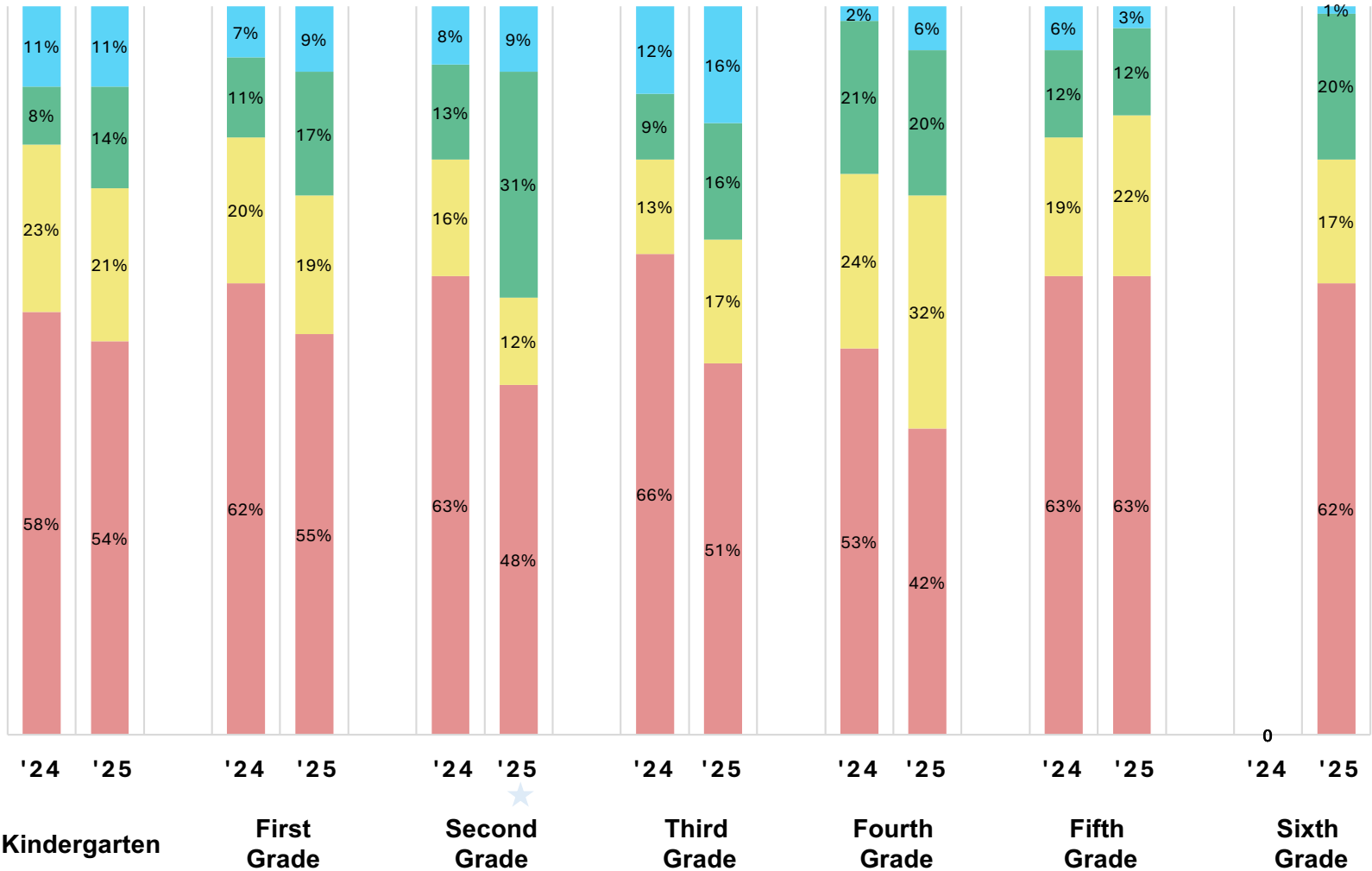
mCLASS®

DIBELS® 8TH
EDITION

Fall 2025 Benchmark Results

mCLASS[®]

Well Below Below Benchmark Below Benchmark



mCLASS[®]

Amplify's mCLASS with DIBELS 8th Edition is a research-based universal screener and progress monitoring tool that identifies at-risk students and provides detailed insight into their reading development.



Key shifts since 23–24:

Well Below: ↓ 13 points

Below: ↑ 3 points

On: ↑ 4 points

Above: ↑ 6 points

Above Benchmark (65th–99th percentile)

Students are on track or ahead of grade level.

Benchmark (55th–64th percentile)

Students are meeting expectations but may need light monitoring.

Below Benchmark (30th–54th percentile)

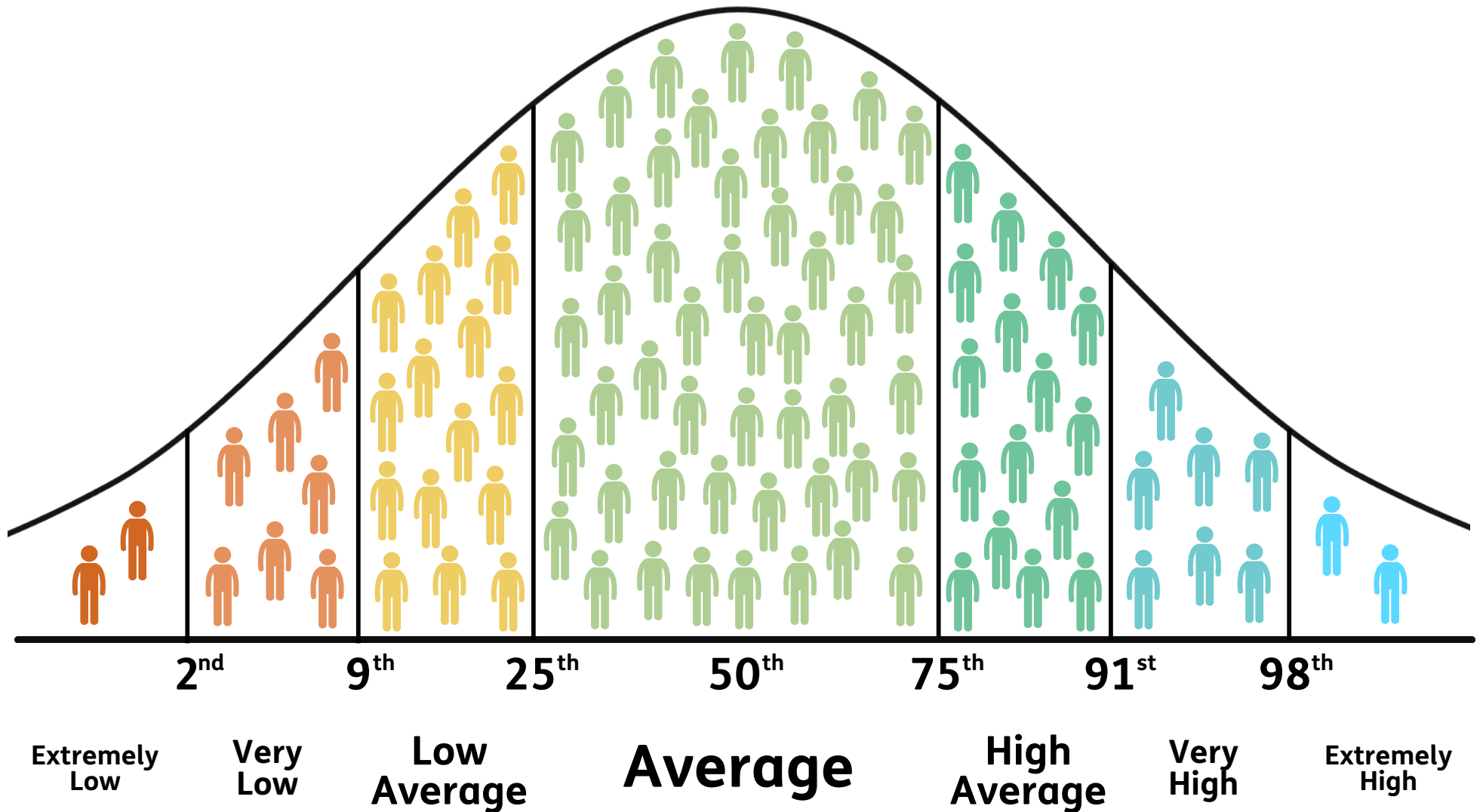
Students are at some risk and benefit from targeted support.

Well Below Benchmark (<30th percentile)

Students are at high risk and need intensive reading support.

Normal Curve

in percentiles





Questions?