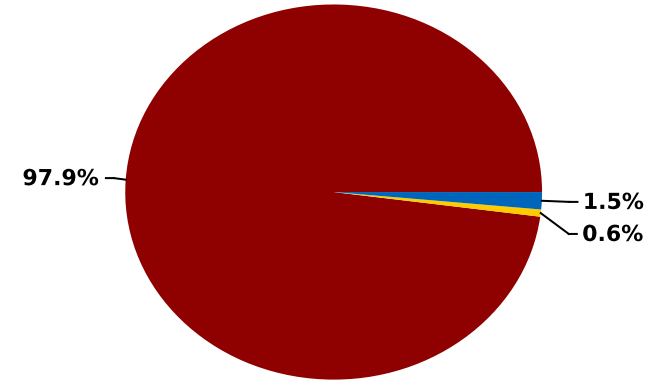


Math: Math K-12

Projected to: **ACT College Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/map-college-readiness-benchmarks/>

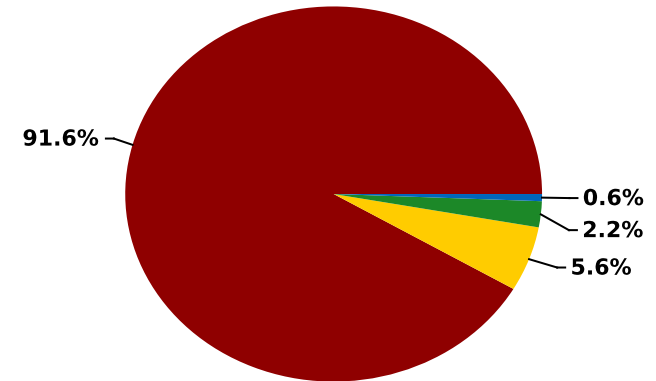
Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
5	162	153	94.4%	3	1.9%	6	3.7%
6	136	135	99.3%	0	0.0%	1	0.7%
7	156	154	98.7%	0	0.0%	2	1.3%
8	132	132	100.0%	0	0.0%	0	0.0%
9	114	113	99.1%	1	0.9%	0	0.0%
10	110	106	96.4%	1	0.9%	3	2.7%
Total	810	793	97.9%	5	0.6%	12	1.5%



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	143	127	88.8%	12	8.4%	4	2.8%	0	0.0%
4	140	124	88.6%	9	6.4%	6	4.3%	1	0.7%
5	162	139	85.8%	10	6.2%	9	5.6%	4	2.5%
6	136	128	94.1%	6	4.4%	1	0.7%	1	0.7%
7	156	145	92.9%	9	5.8%	2	1.3%	0	0.0%
8	132	129	97.7%	3	2.3%	0	0.0%	0	0.0%
9	114	108	94.7%	6	5.3%	0	0.0%	0	0.0%
Total	983	900	91.6%	55	5.6%	22	2.2%	6	0.6%



Explanatory Notes

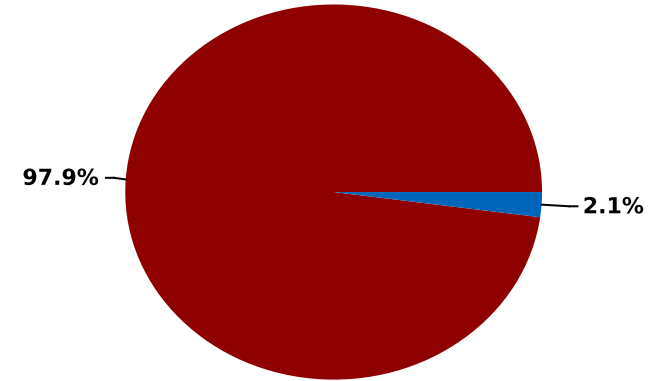
This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

Math: Math K-12

Projected to: **SAT** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/map-growth-college-readiness-benchmarks/>

Grade	Student Count	Not On Track		On Track	
		Count	Percent	Count	Percent
5	162	153	94.4%	9	5.6%
6	136	135	99.3%	1	0.7%
7	156	154	98.7%	2	1.3%
8	132	132	100.0%	0	0.0%
9	114	111	97.4%	3	2.6%
Total	700	685	97.9%	15	2.1%



Explanatory Notes

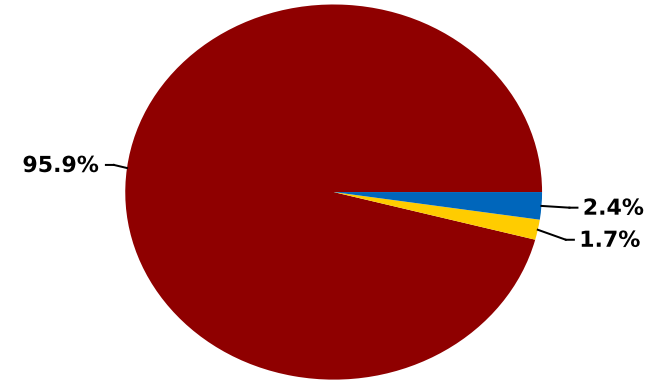
This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

Language Arts: Reading

Projected to: **ACT College Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/map-college-readiness-benchmarks/>

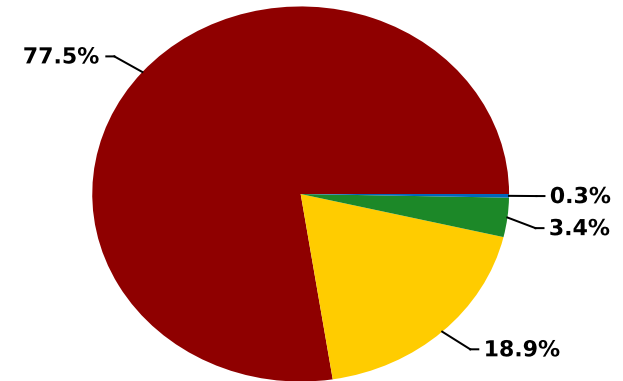
Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
5	161	150	93.2%	5	3.1%	6	3.7%
6	137	134	97.8%	0	0.0%	3	2.2%
7	155	154	99.4%	0	0.0%	1	0.6%
8	129	124	96.1%	1	0.8%	4	3.1%
9	113	106	93.8%	4	3.5%	3	2.7%
10	112	106	94.6%	4	3.6%	2	1.8%
Total	807	774	95.9%	14	1.7%	19	2.4%



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	118	83.1%	23	16.2%	1	0.7%	0	0.0%
4	139	111	79.9%	25	18.0%	2	1.4%	1	0.7%
5	161	114	70.8%	33	20.5%	12	7.5%	2	1.2%
6	137	60	43.8%	72	52.6%	5	3.6%	0	0.0%
7	155	146	94.2%	8	5.2%	1	0.6%	0	0.0%
8	129	112	86.8%	12	9.3%	5	3.9%	0	0.0%
9	113	95	84.1%	11	9.7%	7	6.2%	0	0.0%
Total	976	756	77.5%	184	18.9%	33	3.4%	3	0.3%



Explanatory Notes

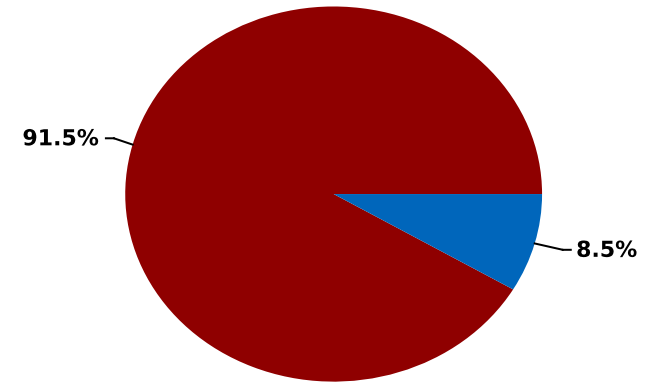
This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

Language Arts: Reading

Projected to: **SAT** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/map-growth-college-readiness-benchmarks/>

Grade	Student Count	Not On Track		On Track	
		Count	Percent	Count	Percent
5	161	144	89.4%	17	10.6%
6	137	129	94.2%	8	5.8%
7	155	149	96.1%	6	3.9%
8	129	115	89.1%	14	10.9%
9	113	99	87.6%	14	12.4%
Total	695	636	91.5%	59	8.5%



Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

Data Review: Online Alaska School Information System (OASIS) Data 2018-2023

Count (Foundation Summary)

School	2018	2019	2020	2021	2022	2023
Ambler	71	68.35	67	59.25	56.6	60.9
Buckland	175.3	165.6	172.4	182.6	187.8	195
Deering	33.75	48.25	48.8	48.65	51	51.15
Kiana	120	117.75	116	104.2	98.85	102.95
Kivalina	143.65	159	158.3	164.4	158.2	155.4
Kobuk	43.6	49.11	48	30.8	34	29.1
JNES	353.1	316	305.5	250.9	259.55	266.3
Noatak	161.1	115.1	144.7	146.75	158.2	152.6
Noorvik	190.1	200.75	198	198.57	200	196.7
Shungnak	56.9	64.6	70.4	75.3	82.25	67.2
KMHS	332	334	337.85	327.45	326.9	335
Selawik	245.2	248.7	265.26	224.2	243.8	257
Home School	42.15	64.6	22	48.5	32.5	23
Grand Total	1967.9	1951.8	1954.2	1861.6	1889.7	1892.3

Special Ed Total	293	302	298	261	239	238
Intensive Total	44	52	55	51	55	55

Middle of Year mClass Report

1. Overview

- a. NWABSD’s benchmarking schedule for the 2023-2024 school year is:
 - i. Fall: September 18th-September 29th
 - ii. Winter: December 4th-December 15th
 - iii. Spring April 22nd-May 3rd

- b. mCLASS is an all-in-one system for Science of Reading-based universal screening, dyslexia screening, and progress monitoring. DIBELS8 is part of the mClass assessment.
 - i. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) consists of a set of measures for assessing reading skills with six subtests: Letter Naming Fluency (LNF), Phonemic Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), Word Reading Fluency (WRF), Oral Reading Fluency (ORF), and Maze.

Maze																								
Oral Reading Fluency (ORF)																								
Word Reading Fluency (WRF)																								
Nonsense Word Fluency (NWF)																								
Phonemic Segmentation Fluency (PSF)																								
Letter Naming Fluency (LNF)																								
Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	
Kindergarten			First Grade			Second Grade			Third Grade			Fourth Grade			Fifth Grade			Sixth Grade			Seventh Grade			Eighth Grade

- c. Under HB114 [AK Reads Act] all school districts in Alaska must assess all K-3 students in the fall using the statewide screening tool [mClass]. They [District] should identify students with reading deficiencies, who must take winter and spring assessments. Students with sufficient reading skills are exempt from winter and spring assessments.
 - i. In practice, **all K-3 students** must have a composite score in the system by the end of the district’s selected testing window. A composite score is received when all available subtests have been administered.
 - 1. The following assessments are also required to ensure proper screening of our students...
 - a. Vocabulary is required for all 2-3rd graders.
 - b. Rapid Automatic Naming (RAN) needs to be administered to all Kindergarteners and First Grade Students.
 - c. Both Rapid Automatic Naming (RAN) and Spelling should be administered if a student scores below or well below benchmark.

Table 1.2 Administration Time in Minutes by Grade and Administration Type

Administration Type	K	1	2-3	4-8
Individual	4-6	5-7	4	2
Group	NA	NA	5	5

District-Wide Fidelity Report

Completion: DIBELS 8th Edition							
View		Population		Time		Measure	
Segment Results by: District Grade Divider: On		Grade: All Grades District: Northwest Arctic Borough Sd		School Year: 2023-2024 Period: All Periods As Of: 01/16/2024		Show Completion For: DIBELS 8th Edition	
Student Filters: Classed/Unclassed: Official Class Assigned							
Current as of 01/15/2024							
District		25%	50%	75%	Total Students	DIBELS 8th Edition	Not Complete
Northwest Arctic Borough Sd	23-24 BOY				865	83%	17%
	23-24 MOY				865	69%	31%
Northwest Arctic Borough Sd							
Grade K	23-24 BOY				131	90%	10%
	23-24 MOY				131	69%	31%
Grade 1	23-24 BOY				165	86%	14%
	23-24 MOY				165	73%	27%
Grade 2	23-24 BOY				124	81%	19%
	23-24 MOY				124	72%	28%
Grade 3	23-24 BOY				140	94%	6%
	23-24 MOY				140	82%	18%
Grade 4	23-24 BOY				153	82%	18%
	23-24 MOY				153	75%	25%
Grade 5	23-24 BOY				152	66%	34%
	23-24 MOY				152	43%	57%

69% of our students received MOY mClass benchmarking, falling short of the 90% goal. Staffing shortages in Noorvik, Buckland, and Noatak, along with student absences and system issues, impacted the administration of the test. Despite these challenges, the collected data offer valuable insights into academic progress.

District-Wide Benchmarking Report

Account	District	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark	Total Students
Northwest Arctic Borough Sd						Current as of 01/15/2024
Grade K						
Reference Data (Compare these results against a wider population)						
Northwest Arctic Borough Sd	23-24 BOY					118
	23-24 MOY					90
Grade 1						
Reference Data (Compare these results against a wider population)						
Northwest Arctic Borough Sd	23-24 BOY					142
	23-24 MOY					121
Grade 2						
Reference Data (Compare these results against a wider population)						
Northwest Arctic Borough Sd	23-24 BOY					102
	23-24 MOY					90
Grade 3						
Reference Data (Compare these results against a wider population)						
Northwest Arctic Borough Sd	23-24 BOY					132
	23-24 MOY					115
Grade 4						
Reference Data (Compare these results against a wider population)						
Northwest Arctic Borough Sd	23-24 BOY					125
	23-24 MOY					114
Grade 5						
Reference Data (Compare these results against a wider population)						
Northwest Arctic Borough Sd	23-24 BOY					102
	23-24 MOY					65

NWABSD Reads Act Plan

Students that have scored at benchmark or above benchmark

1. **Tier I (Core) 90 min/day all students.**
 1. Into Reading (60m)
 2. ECRI (30m)
 3. Writing (30m)
2. Are progress monitored once a month.

Students that have scored below benchmark.

1. Receive Tier I (Above) and II
 1. **Tier II (Differentiated Core) 20-25 min. 3 days a week, groups of 6+ students**
 1. ECRI pre-teach and reteach.
 2. Into Reading Foundational Skills
2. Are progress monitored once a month

Students that have scored “well below benchmark” are required to have an Individual Reading Improvement Plan (IRIP) developed within 30 days.

1. Tier III (Intensive Skill-Based Interventions); 30-35 min, 5 days a week, and small groups consisting of 2-3 students.
 1. NCIL Intensifications ECRI Intervention
 2. mClass Groups Recommended Interventions
1. We have 15 days to notify parents their students scoring “below proficient” or “well below proficient.”
2. Meet with guardians, develop plan, and implement IRIP within 30 days.
3. After obtaining a parent’s signature and approval of the IRIP, the intervention (10 weeks) plan begins.
4. Students receive Tier I, II, and III instruction.
5. Progress monitoring occurs every other week.
6. Every four weeks, teams are to review IRIPs and adjust the plan based on what students’ Progress monitoring data shows.