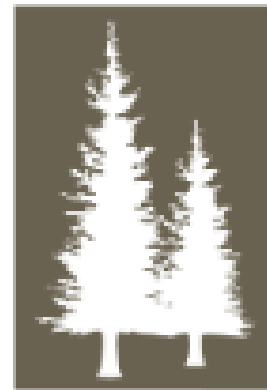


Work Session
Wednesday, October 15, 2025 6:30 PM
Alaskan

District Office Board Room
300 Kostrometinoff Street
Sitka, AK 99835

1. District Data Overview

Sitka School District Assessment Data Fall 2025-26



SITKA
SCHOOL DISTRICT
DISCOVER | NURTURE | INSPIRE

Purpose:

- Assessing what's working and where to improve.
- Aligning data with the Strategic Plan.
 - This will help us determine our priorities.
- Support decisions about instruction, programs, and resources

Discussion Question: “What do board members hope to learn from tonight’s data review?”

Questions to think about as we review:

- What patterns do we see?
- What data do we (the board) wish we had and for what purpose?
- What data was most surprising?
- Where are we seeing success that we can build on?
- What follow-up data sessions should the board schedule (e.g., deeper dive on literacy or climate)?
- Which strategic priorities could/should we emphasize this year based on this data?

[Click to edit master text style](#)

Considerations when looking at data.

- Data tells us about our system and students, but not *everything* about them. (snapshot and specific)
- Therefore, look for *patterns, not perfection*.
- Focus on *learning, not blame*.
- Other considerations to remember when looking at data:
 - When looking at two or more years of grade level data, remember that last year's 5th grade is this year's 6th grade.
 - Growth vs. Achievement.
 - Small class size/other demographics redacted due to possible identifiable information.

Assessments (summary from the board report not exhaustive)



AK STAR (Alaska System of Academic Readiness)



This is given to 5th, 8th, and 10th grade students. The state does not provide a district wide comparison to statewide comparison like the AK Star.



- MAP (Measures of Academic Progress) from NWEA: All students but varies. Beginning, Middle and End of Year benchmarks.
- Adaptive, Measures Growth and Achievement.



- MClass DIBELS (Dynamic Indicators of Basic Early Literacy Skills): K-5th grade students, Beginning, Middle and End of Year benchmarks.

AK STAR ELA

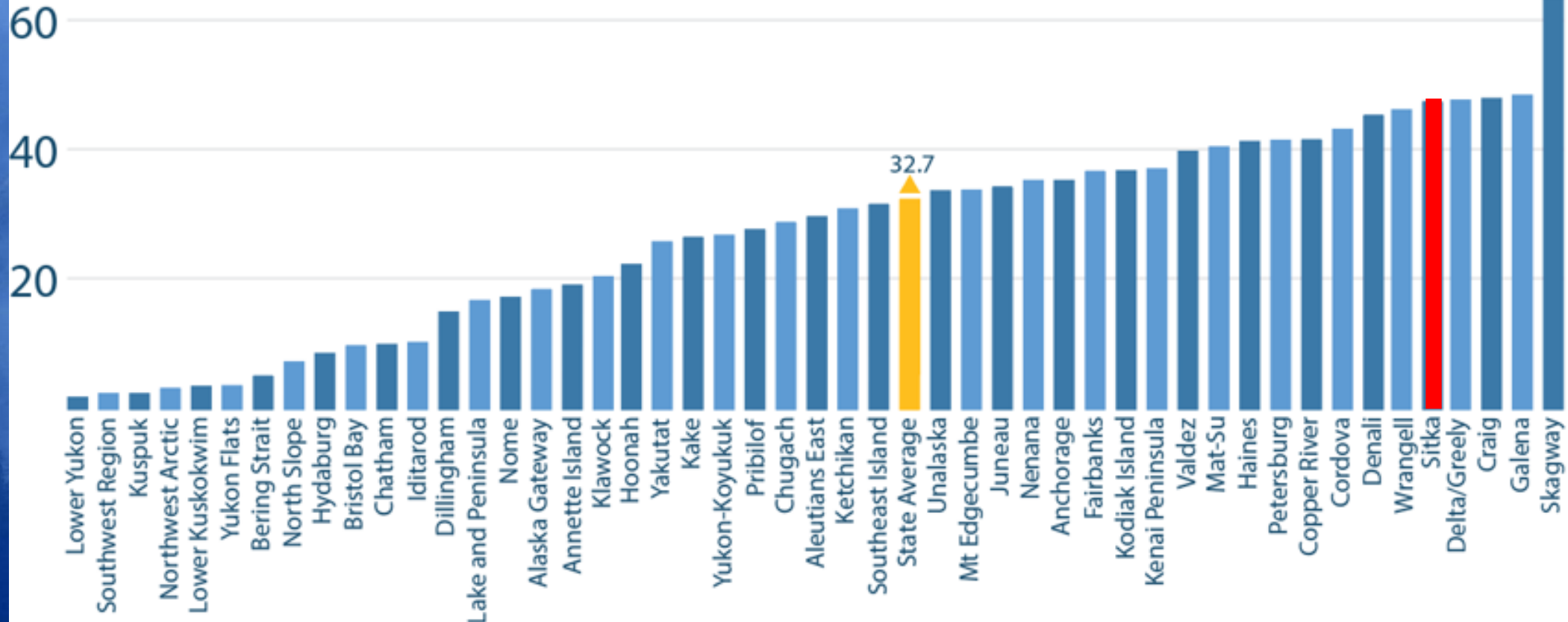
Sitka Compared to State Average



2025 Spring | English/Language Arts

Districts not displayed due to sample size

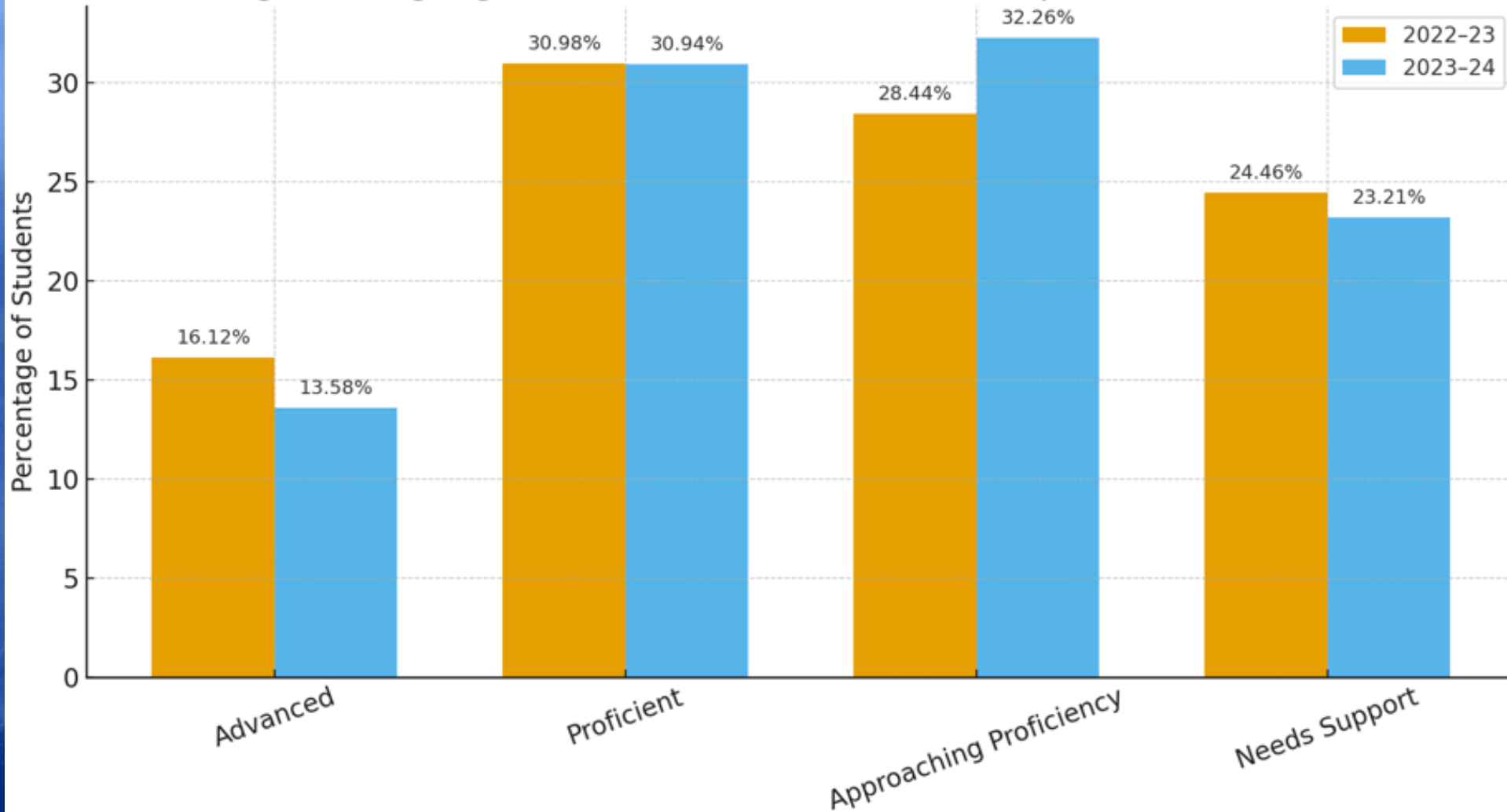
- Aleutian Region
- Kashunmamiut
- Pelican
- Saint Mary's
- Yupiit



AK STAR ELA

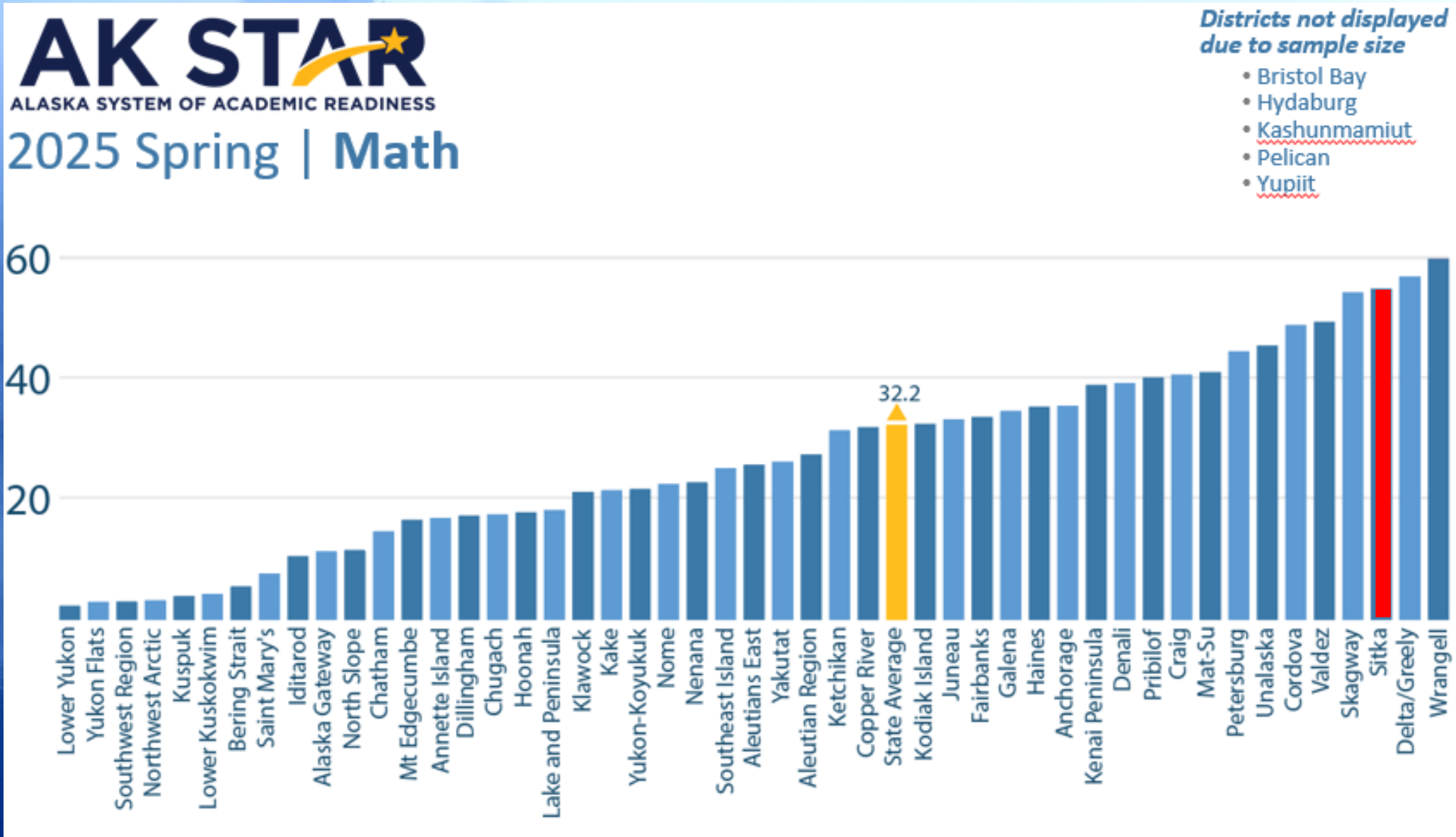
Sitka Proficiency Percentage

AK STAR English/Language Arts Assessment Results Comparison: 2022-23 vs 2023-24



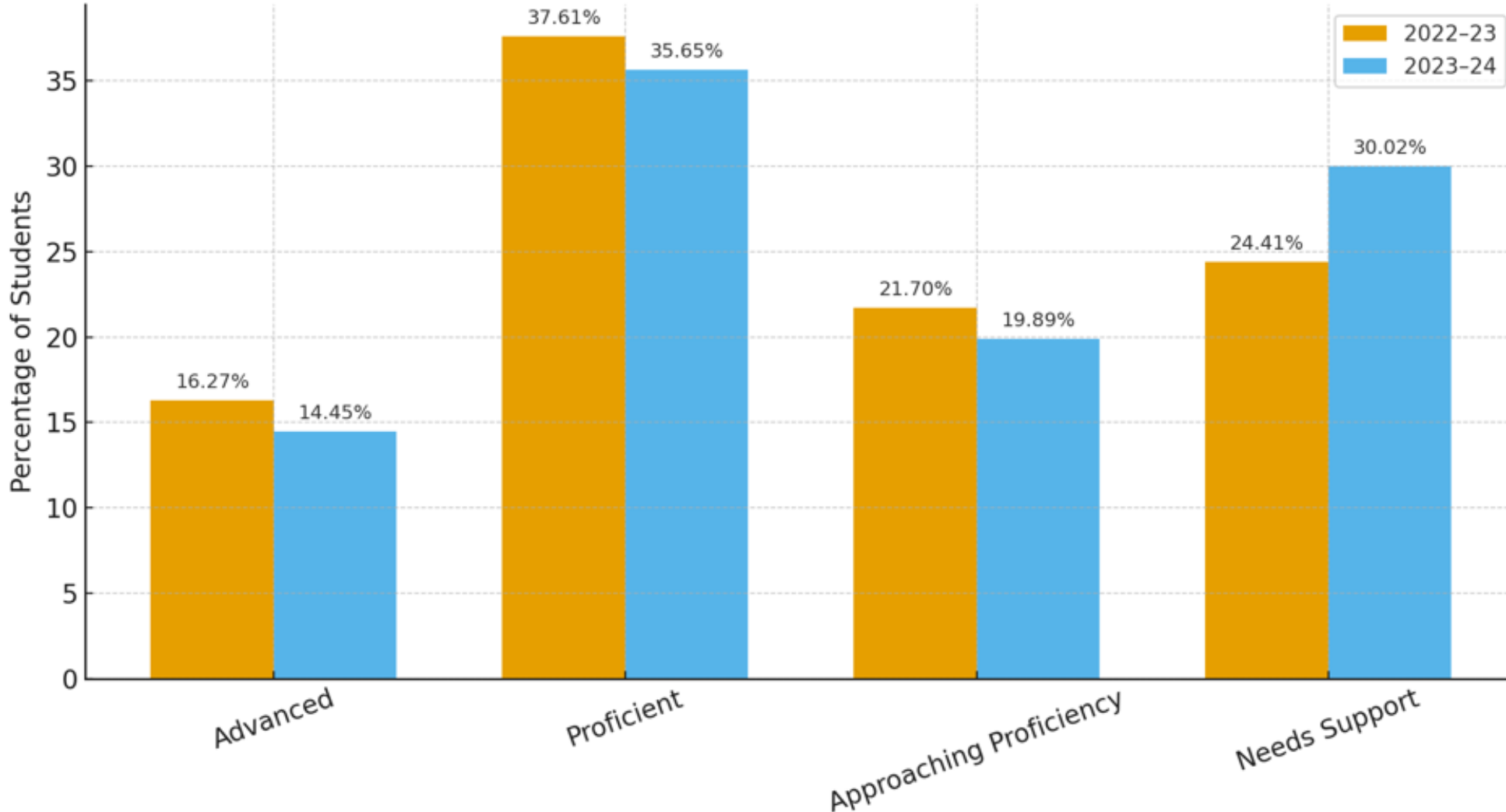
In 2025, 48% proficient or above proficient in Sitka.

AK STAR Math Sitka Compared to State Average



AK STAR Math Sitka Proficiency Percentage

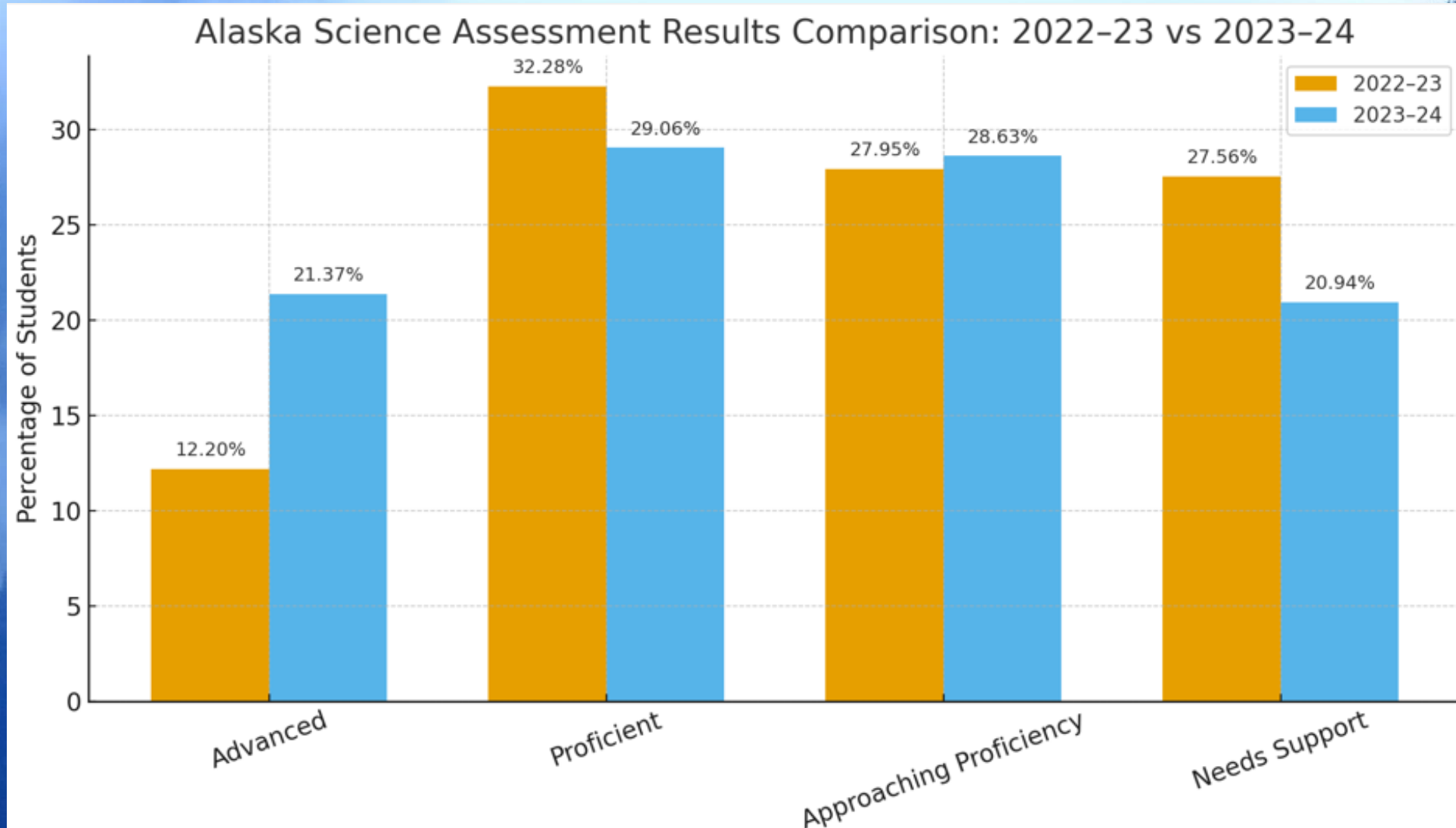
AK STAR Math Assessment Results Comparison: 2022-23 vs 2023-24



In 2025, 55% proficient or above proficient in Sitka.

Alaska Science

Sitka Proficiency Percentage



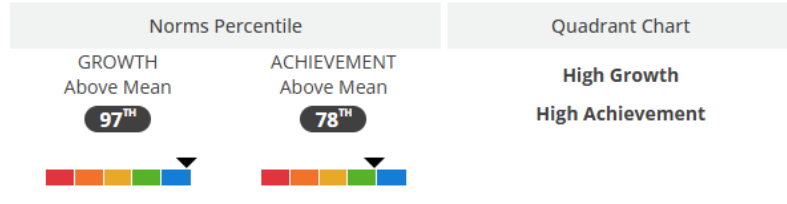
MAP Growth

- **Adaptive**
- **Achievement scores AND Growth scores**
- **Used for: instructional planning, monitoring progress, program evaluation, and goal setting.**
- **The board can use this data for monitoring trends, equity, resource allocation and goal alignment.**

MAP Growth Sample Achievement and Growth Report

COMPARISONS ?

GROWTH & ACHIEVEMENT MEASURES



PROJECTIONS Projected result for tests

Proficient

AK STAR
If taken in the spring

READABILITY MEASURES [? About ranges](#)

Lexile*
570L - 720L

INSTRUCTIONAL AREAS ?

192	Vocabulary	→
196	Informational Text	→
207	Literary Text	→

Relative Strength

GROWTH GOALS ?

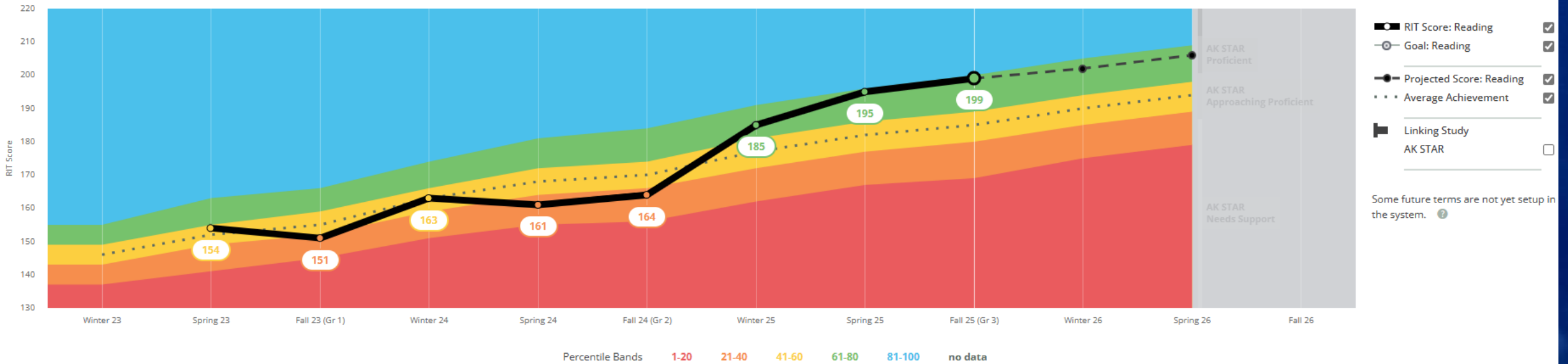
WINTER 2026

Customize the growth target for this student by setting a growth goal →

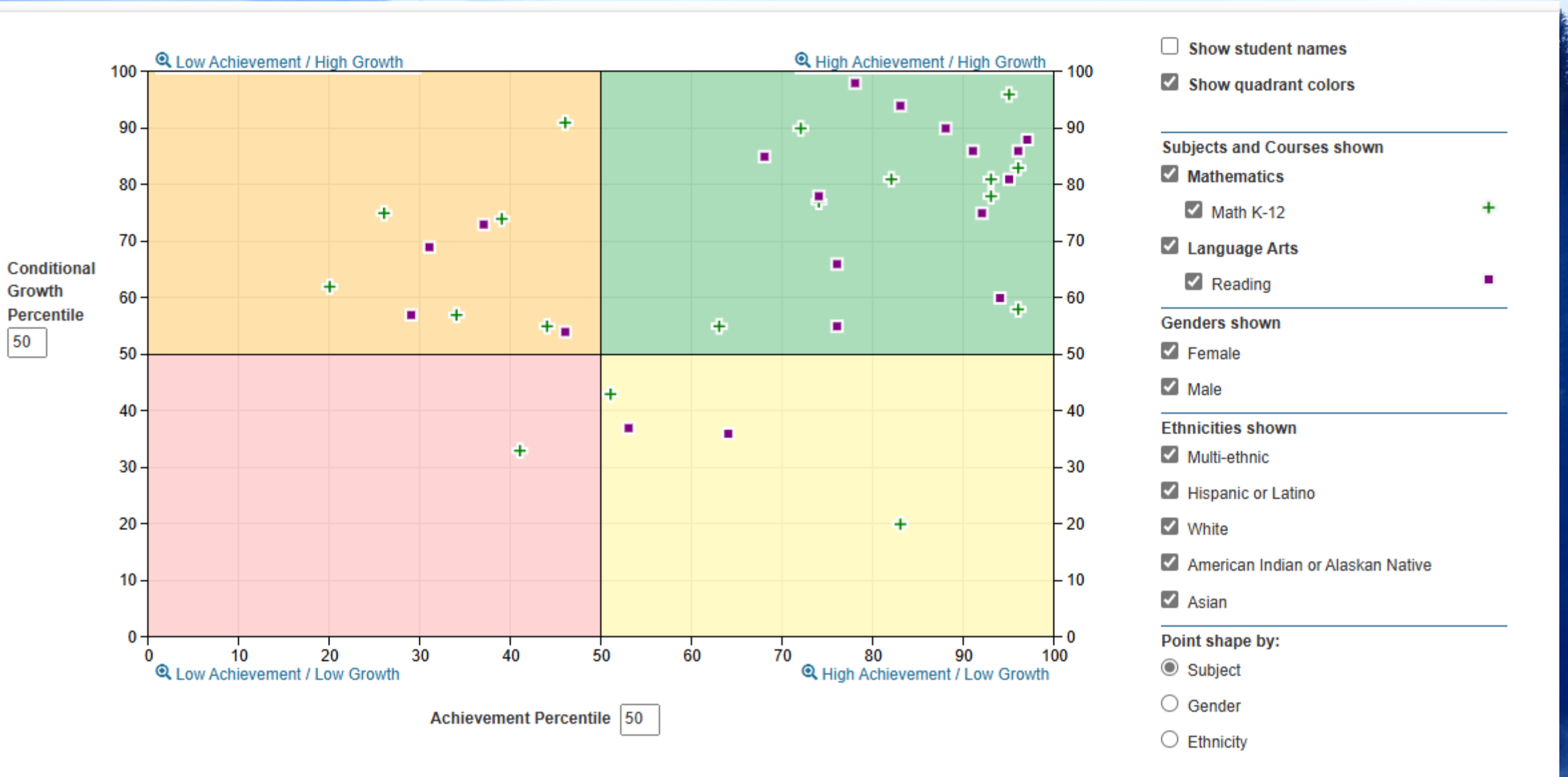
Past Goals

WINTER 2025 GOAL	Actual: 185
GOAL MET	Goal: 185
	Score when set: 164 (Fall 2024)

GROWTH OVER TIME ?



MAP Growth Sample Achievement and Growth Report



mClass DIBELS

Dynamic Indicators of Basic Early Literacy Skills

BOY=Beginning of Year
EOY=End of Year

Population	Measure	Levels	Students				
Sitka School District	Composite Score	25-26 BOY	23% 19% 27% 31%	388			
		24-25 BOY	22% 18% 32% 28%	385			
		24-25 MOY	21% 14% 32% 33%	385			
		24-25 EOY	19% 11% 27% 43%	386			
		By grade	By school				
Population	Measure	Well below	Below	At	Above	Students	
Grade K	Composite Score	25-26 BOY	45%	26%	13%	16%	70
		24-25 BOY	39%	35%	16%	10%	51
		24-25 MOY	29%	22%	24%	25%	51
		24-25 EOY	12%	20%	41%	27%	51
Grade 1	Composite Score	25-26 BOY	24%	18%	36%	22%	50
		24-25 BOY	20%	30%	37%	13%	61
		24-25 MOY	19%	25%	41%	15%	63
		24-25 EOY	16%	15%	39%	30%	61

mClass DIBELS

Dynamic Indicators of Basic Early Literacy Skills

BOY=Beginning of Year
EOY=End of Year

Grade	Composite Score	25-26 BOY	24-25 BOY	24-25 MOY	24-25 EOY	Score	
Grade 2	Composite Score	25-26 BOY	23%	18%	28%	35%	60
		24-25 BOY	21%	11%	35%	33%	78
		24-25 MOY	20%	9%	28%	43%	80
		24-25 EOY	16%	10%	28%	46%	82
Grade 3	Composite Score	25-26 BOY	24%	9%	36%	31%	80
		24-25 BOY	24%	13%	32%	31%	70
		24-25 MOY	26%	14%	19%	41%	68
		24-25 EOY	17%	28%	37%	18%	69
Grade 4	Composite Score	25-26 BOY	12%	9%	48%	31%	71
		24-25 BOY	16%	6%	23%	55%	58
		24-25 MOY	16%	11%	23%	50%	56
		24-25 EOY	16%	11%	25%	48%	57
Grade 5	Composite Score	25-26 BOY	16%	15%	24%	45%	57
		24-25 BOY	19%	7%	34%	40%	67
		24-25 MOY	20%	15%	62%		67
		24-25 EOY	20%	15%	62%		66

Closing the Gaps: Academic Growth by Race/Ethnicity

Academic Progress

Academic Growth ⓘ

English Language Arts (ELA)



51.54% | All Students



*% | African American



38.46% | Alaska Native/American Indian



54.76% | Asian/Pacific Islander



60.89% | Caucasian



46.15% | Hispanic



39.53% | Two or More Races



38.1% | Economically Disadvantaged



31.03% | Students With Disabilities



55.17% | English Learners

Mathematics



55.92% | All Students



*% | African American



42.31% | Alaska Native/American Indian



76.19% | Asian/Pacific Islander



58.13% | Caucasian



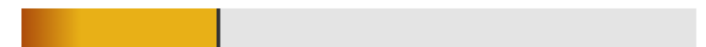
53.85% | Hispanic



60.47% | Two or More Races



46.62% | Economically Disadvantaged

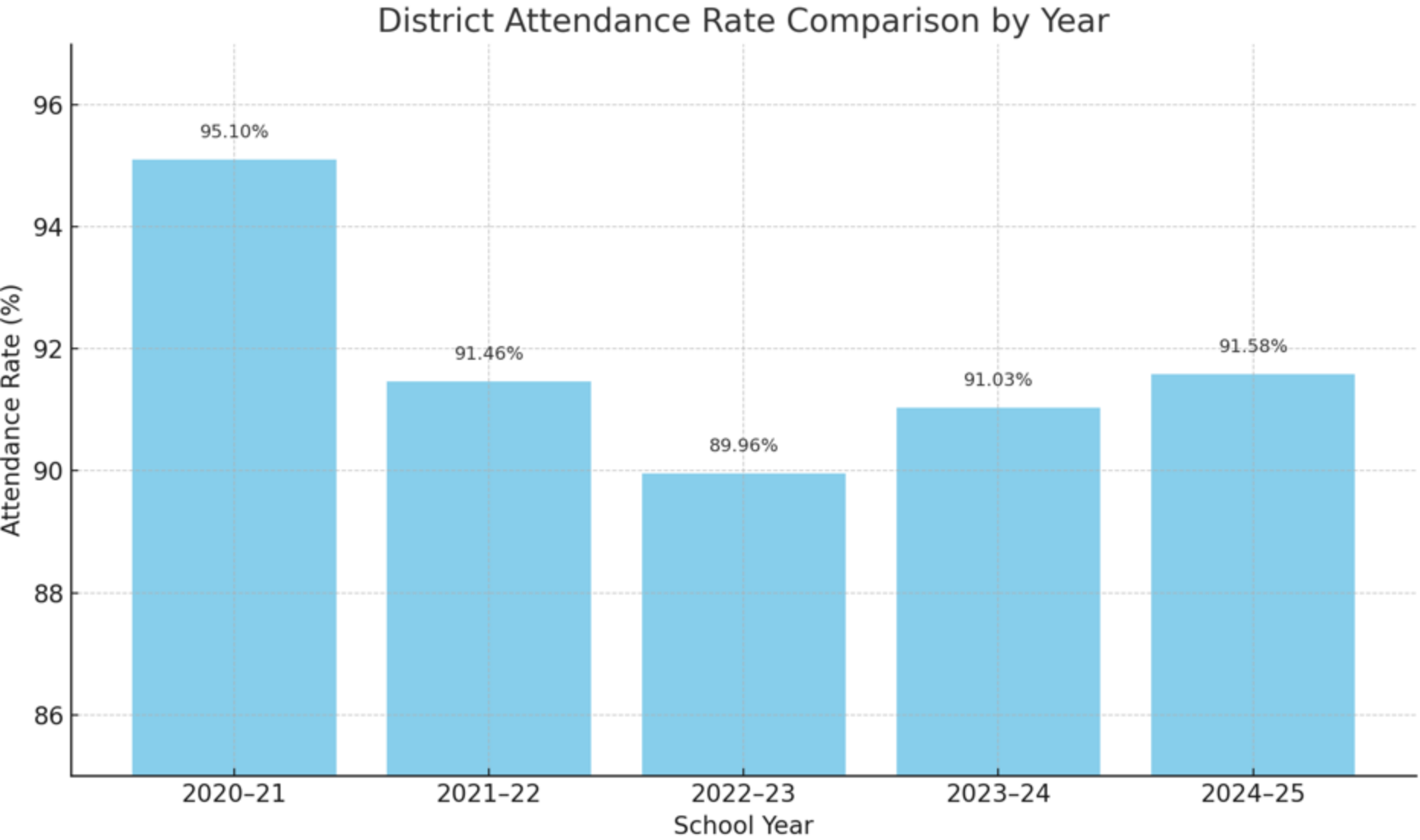


29.31% | Students With Disabilities

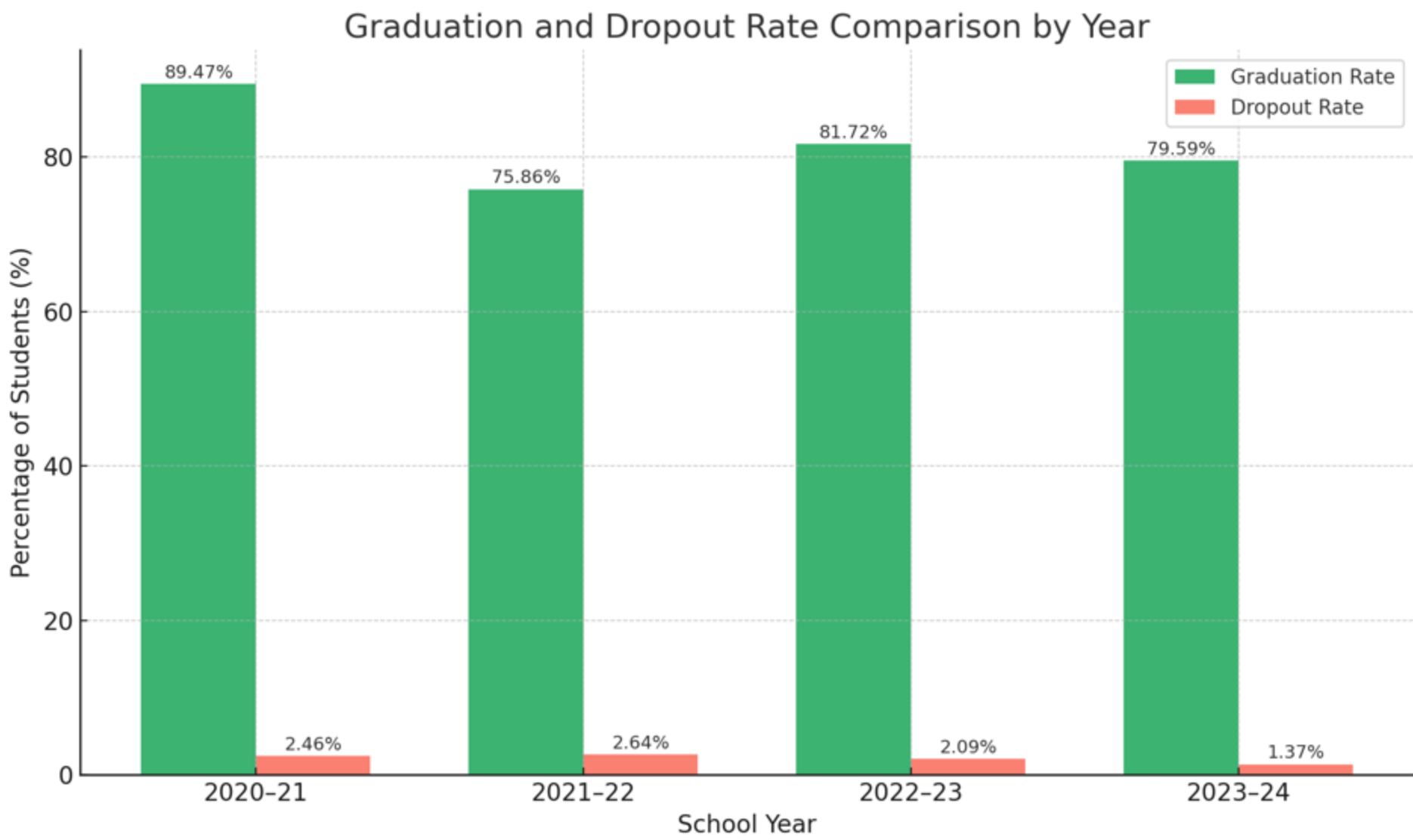


55.17% | English Learners

Attendance Data:



Graduation Data:



Discipline

CRDC (Civil Rights Data Collection) 2020-21:

Category	Number of Children with Disabilities	Number of Children without Disabilities
Students who received one or more in-school suspensions.	0	0
Instances of out-of-school suspension.	1	10
Students who received an expulsion with educational services.	0	0
Students receiving a school-related arrest.	0	0
Students who were referred to a law enforcement agency or official.	0	0

School Climate (SCCS) at board retreat

Data gaps :

PowerSchool inconsistencies
Assessment inconsistencies

Strategies to address the gaps:

- Common planning time/Collaboration BMS and KGH.
- PowerSchool Training – gives us current and correct data.
- Uploading MAP data into PowerSchool for quick reference.
- Certified Facilitator Training: Admin are looking at what this and determining next steps.
-
- Literacy: explicit instruction, intervention cycles/MTSS: tiered support alignment.
- Attendance: family engagement and student engagement.
- SEL/Behavior: restorative approaches.
- Continuous Improvement: data team routines.

Discussion Questions:

- What patterns do we see?
- What data do we (the board) wish we had and for what purpose?
- What data was most surprising?
- Where are we seeing success that we can build on?
- What follow-up data sessions should the board schedule (e.g., deeper dive on literacy or climate)?
- Which strategic priorities could/should we emphasize this year based on this data?

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Other Questions?