



Nome Public Schools

Board FY26 Data Review
August 25, 2026



WIDA - English Learners

- 7 students tested Grades 5-10
- 1 student had a parent opt-out
- No students reached the exit overall proficiency score of 4.5 or higher
- Listening was the highest scoring area of the four (Listening, Reading, Writing, Speaking)
- Speaking was the lowest, followed by Reading
- ALL teachers of EL students will receive some best practices in Speaking
 - Teachers implementing Kagan structures with peer conversation around ACADEMIC content will be supporting this skill



Alaska Developmental Profile

- All kindergarten students are rated by their teachers September-October of each year
- Asks teachers to rate students on a 0-2 scale in 13 areas - 0=rarely demonstrates the skill, 1=sometimes demonstrates the skill, 2=consistently demonstrates the skill
- Receiving a 2 in 11 out of the 13 areas is considered kindergarten ready.
- FY26 = 49 NPS kindergarteners rated
 - 6% of students rated a 2 in 11 out of the 13 areas
- Areas of greatest concern:
 - Regulating feelings and impulses(20% with a score of 2)
 - Uses receptive communication skills (20% with a score of 2)
- What now?
 - Share the results with Head Start and Nome Preschool
 - Kindergarten teachers are aware of areas where children need the most support



DIBELS

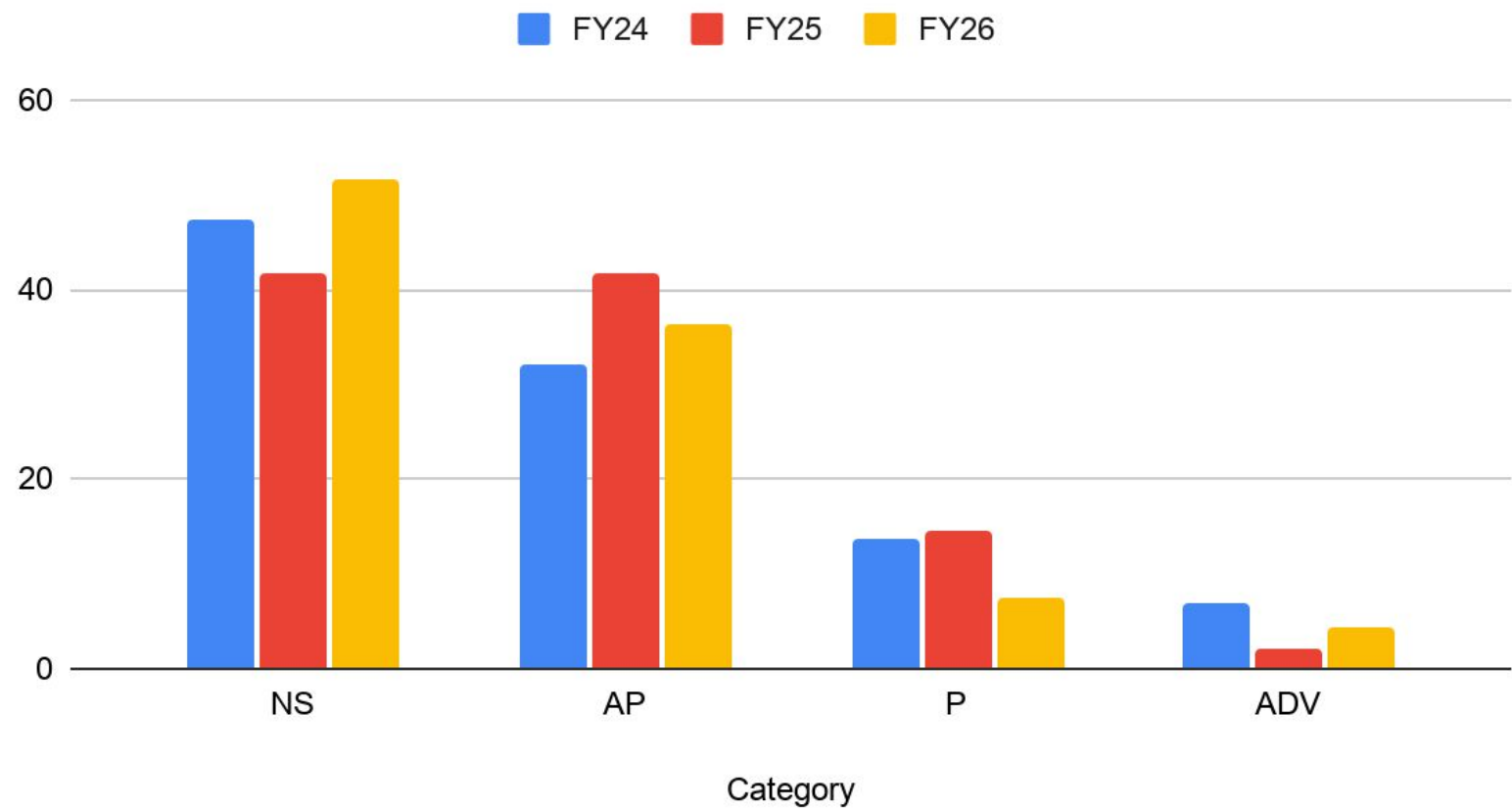
- Given 3 times a year K-5
- One on one for the majority of the tests - tests change over the grade levels as students acquire grade-appropriate skills
- Handout shows BOY/EOY for FY25 and FY26
 - Kinders typically come in low and make good growth - FY26 kinders particularly LOW BOY
 - High growth both years in Grade 1 and Grade 2, FY26 for Grade 4
 - Grade 5 typically lower (higher achievers tend to transfer to ACSA) - FY26 lost ground due to difficulties with staffing
- What next?
 - More solid staffing this year
 - Reading support team - down 1 person
 - Afterschool program can provide literacy support for lowest students - NEED a director



AK Star

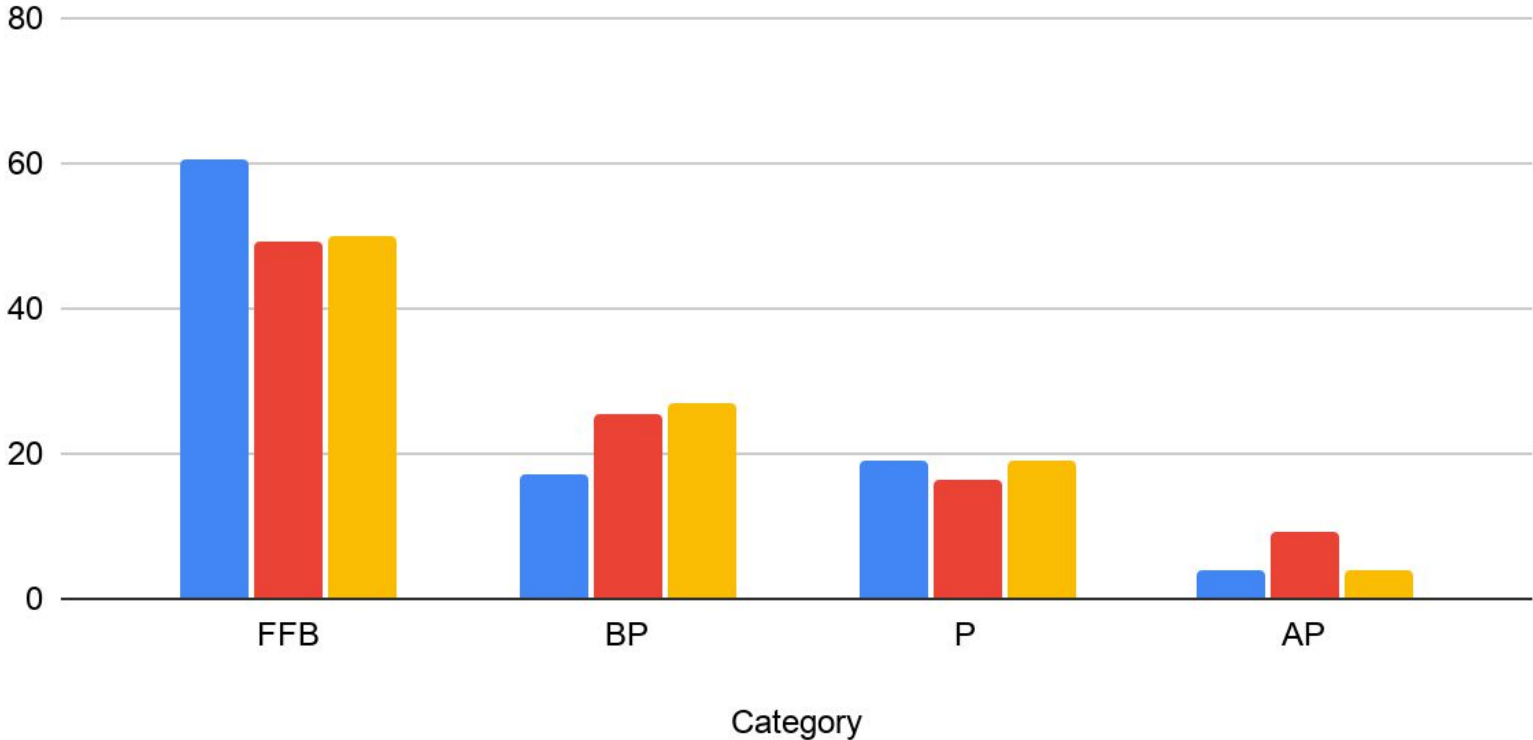
- Testing in ELA and Math for Grades 3-9 each spring
- Scored on a four point scale - Needs Support, Approaching Proficient, Proficient and Advanced
- Given during Spring Testing Window in place of MAP Growth
- Students in Grades K-2 still take MAP Growth in Spring
- Even students in ACSA don't make dramatic progress, although the longer they stay, the proficiency tends to increase
 - How well do we prepare our students for AK Star as opposed to MAP Growth? What are the differences in the interface if any? Does our curriculum align to the Blueprints??
- Is there a correlation between grades and test scores?

NES AK Star Reading Grade 3

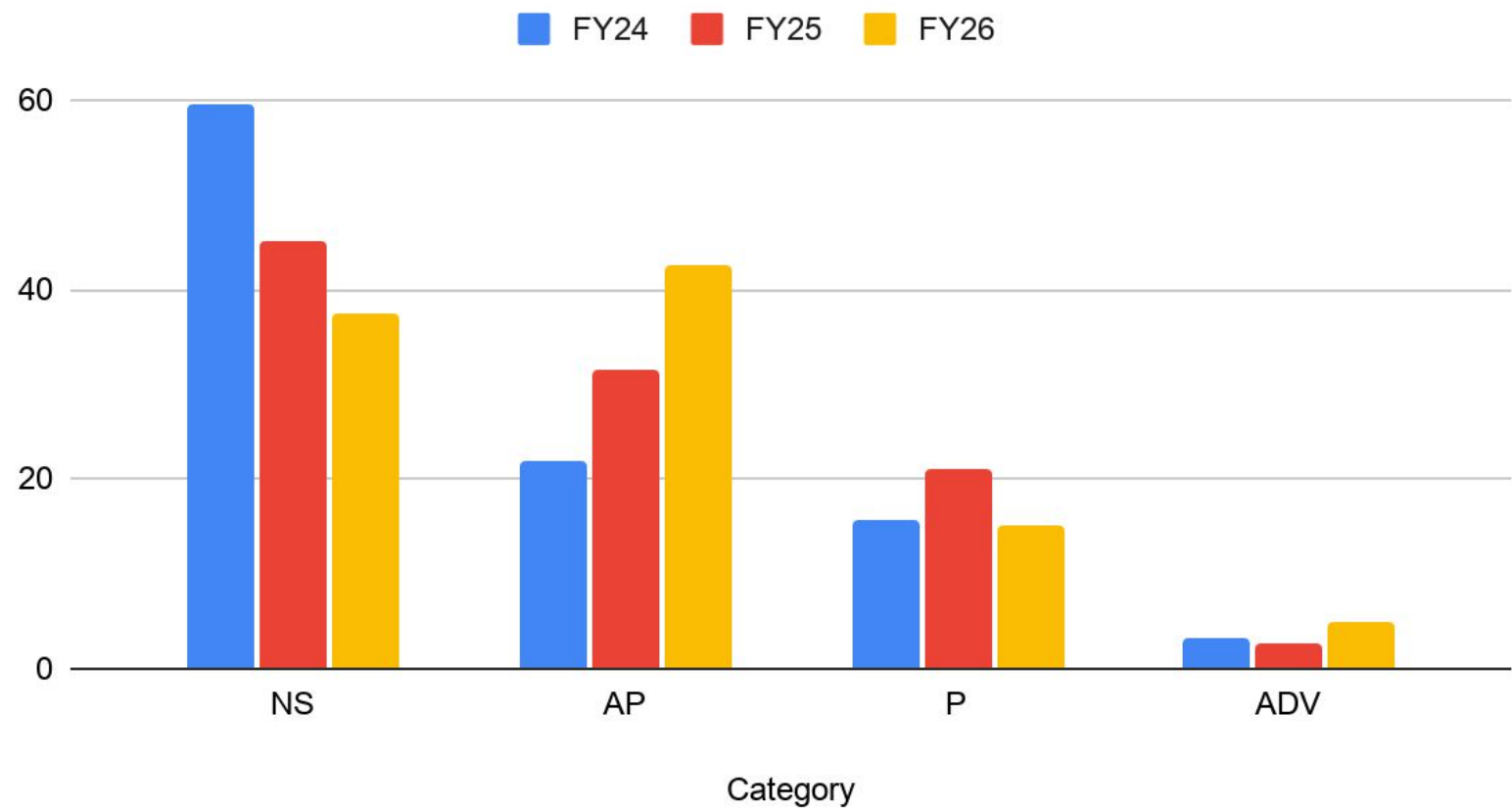


NES AK Star Reading Grade 4

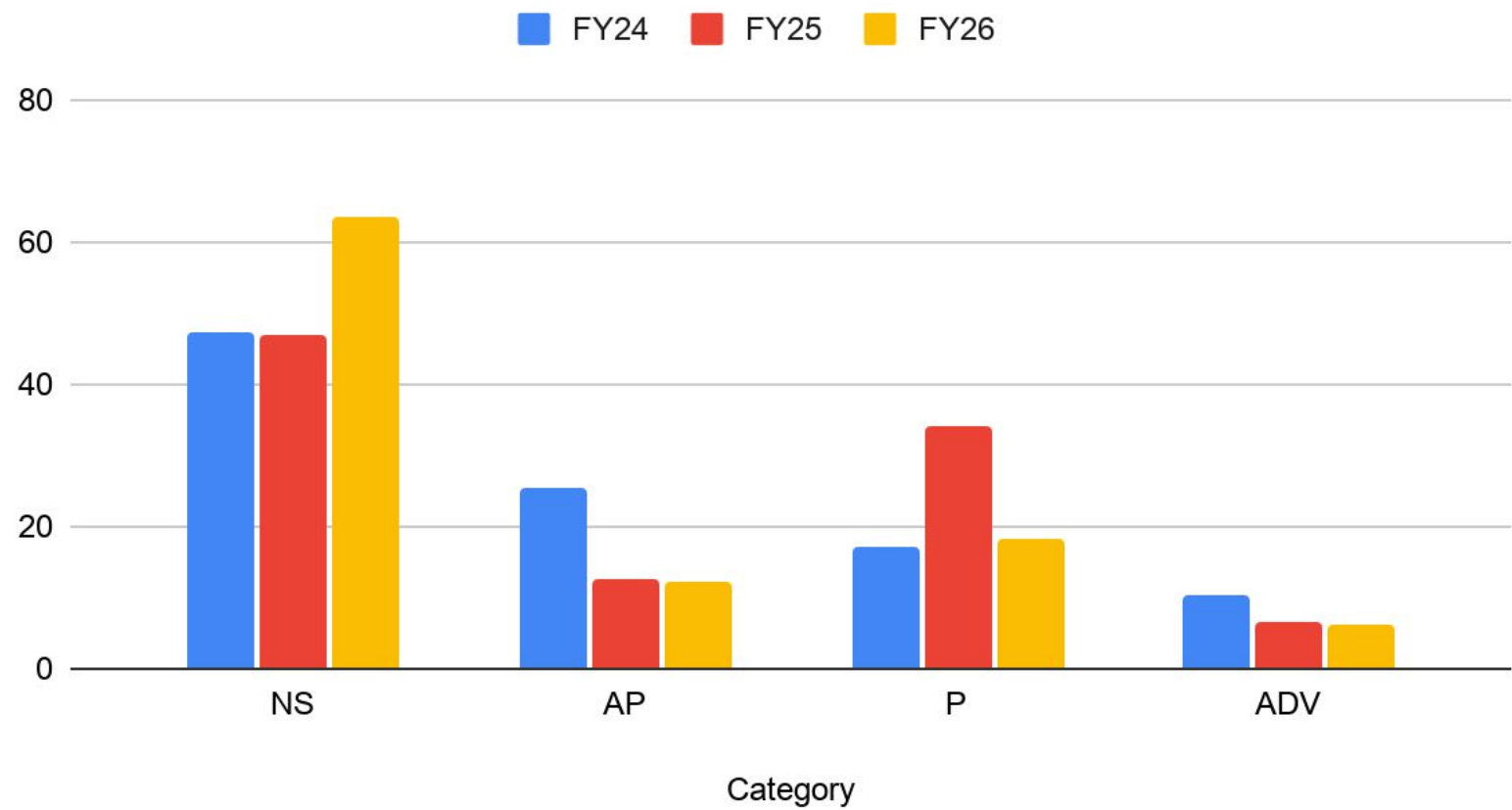
FY24 FY25 FY26



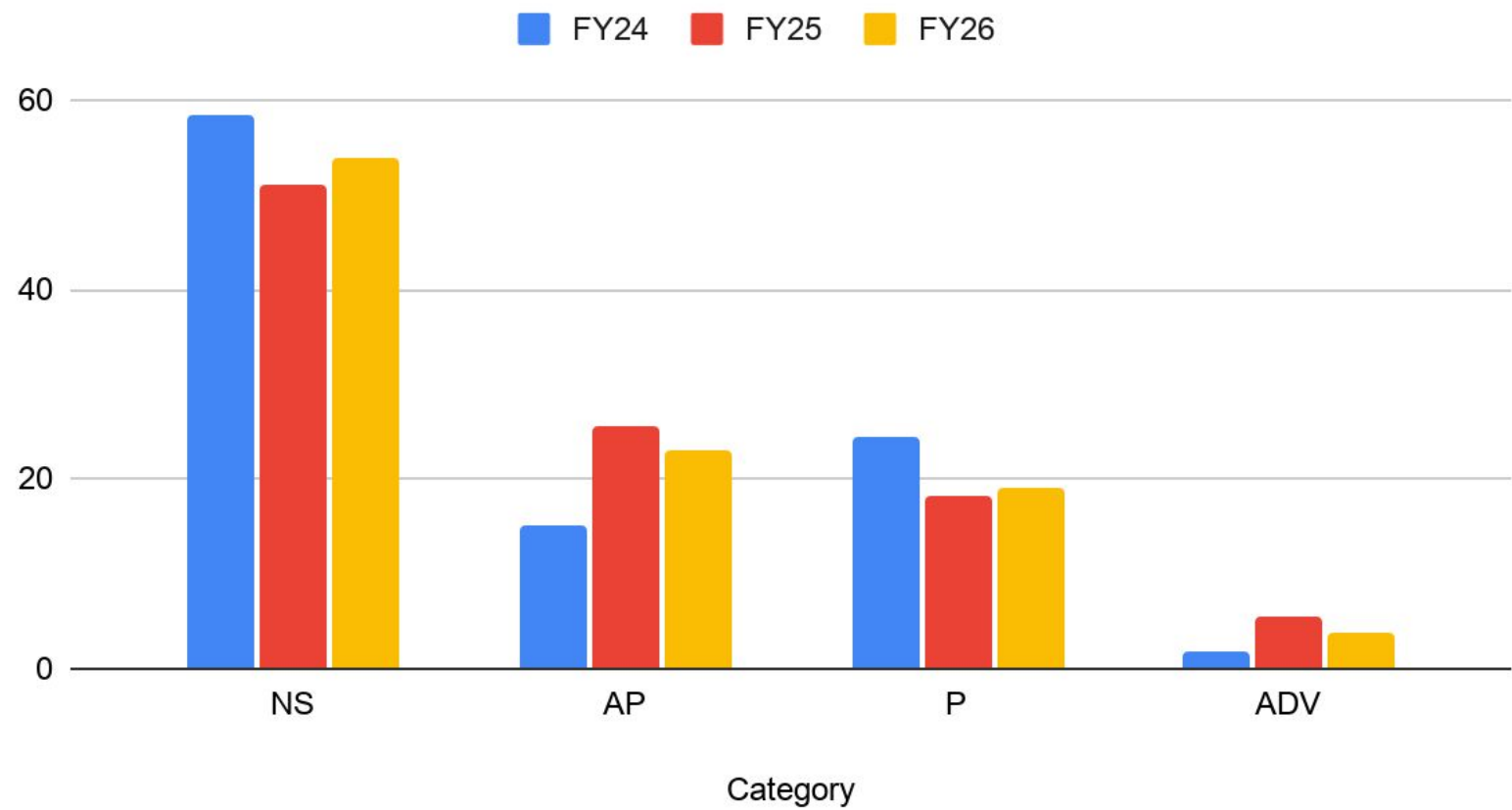
NES AK Star Reading Grade 5



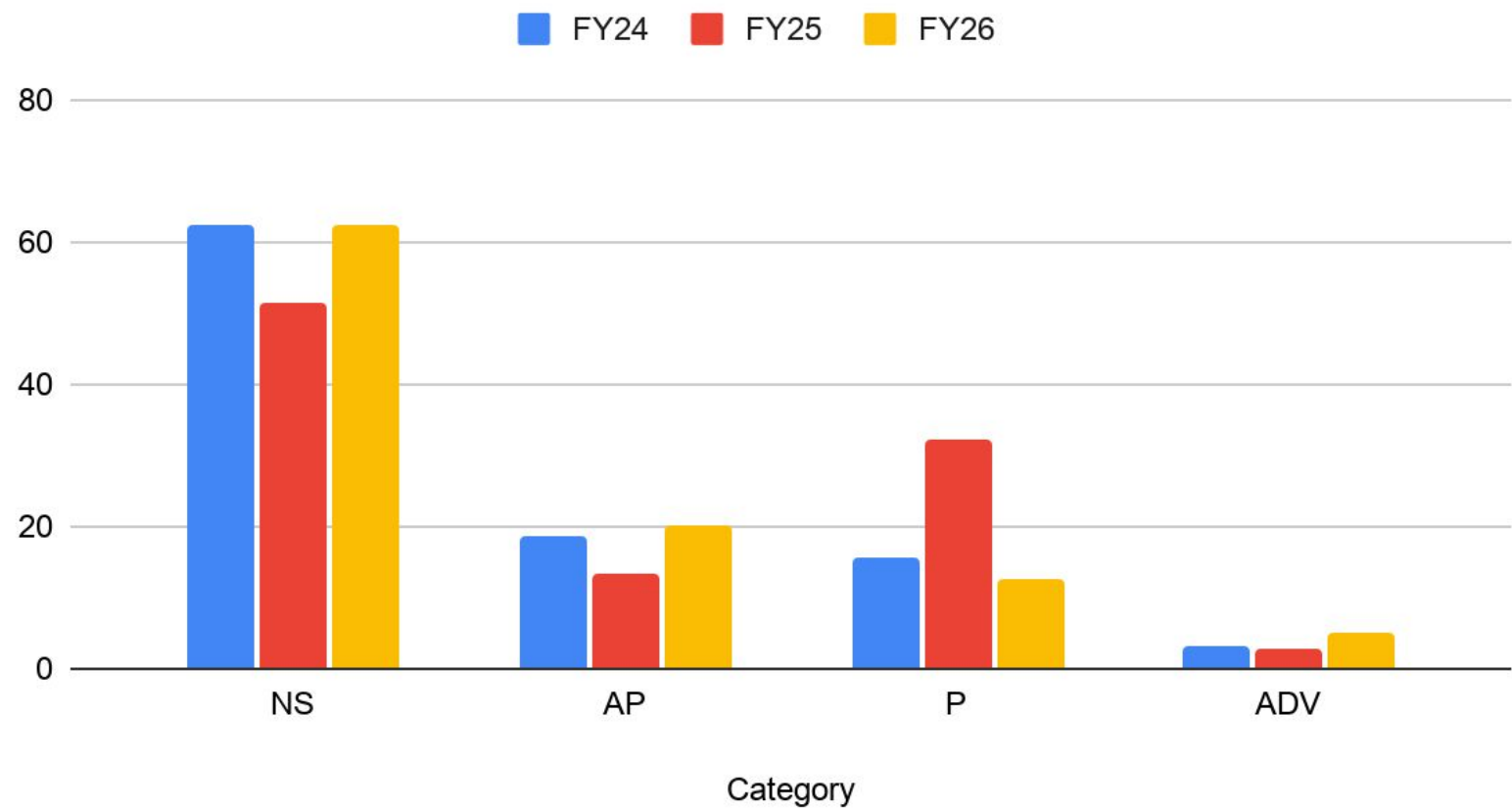
NES AK Star Math Grade 3



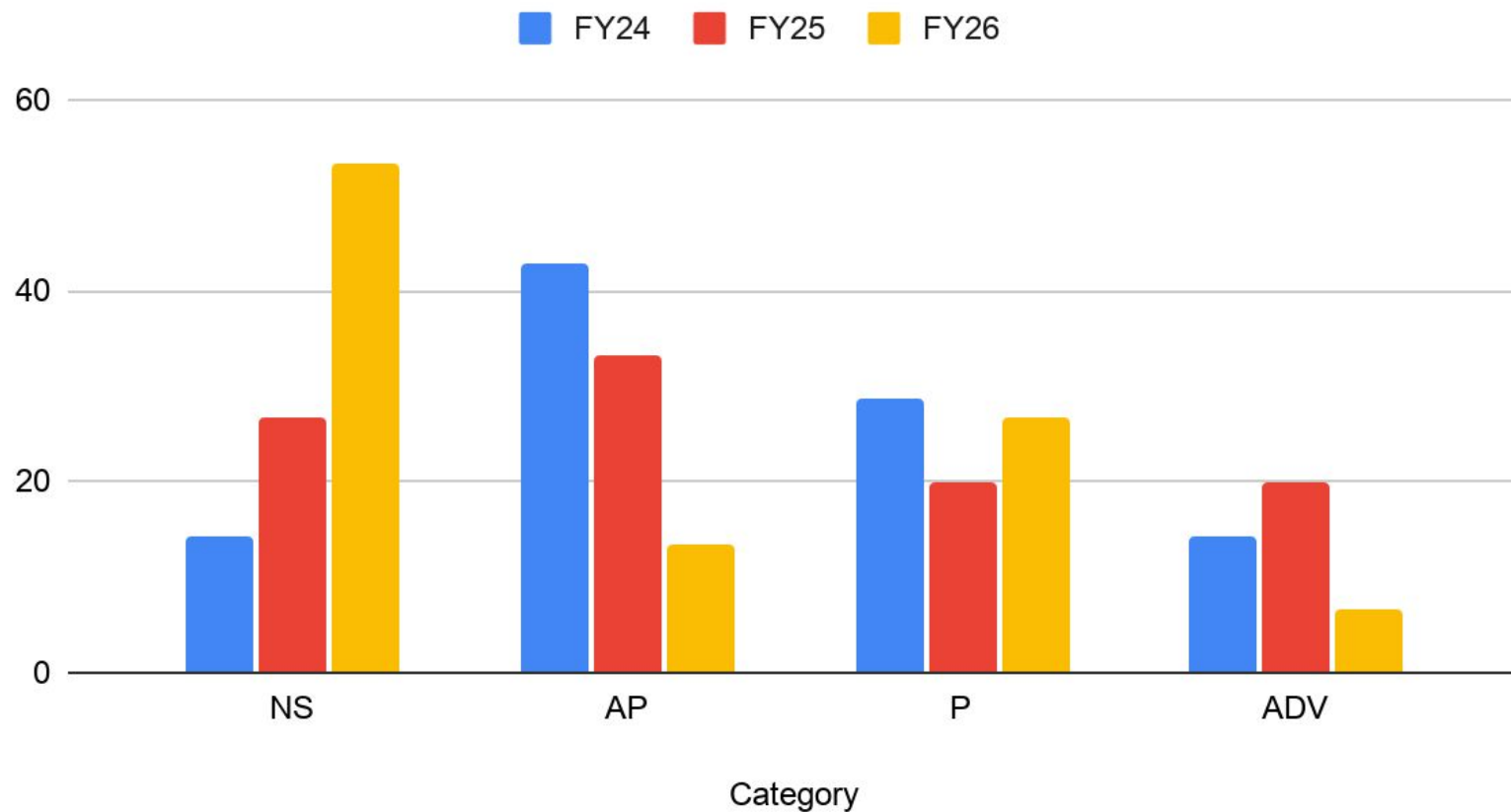
NES AK Star Math Grade 4



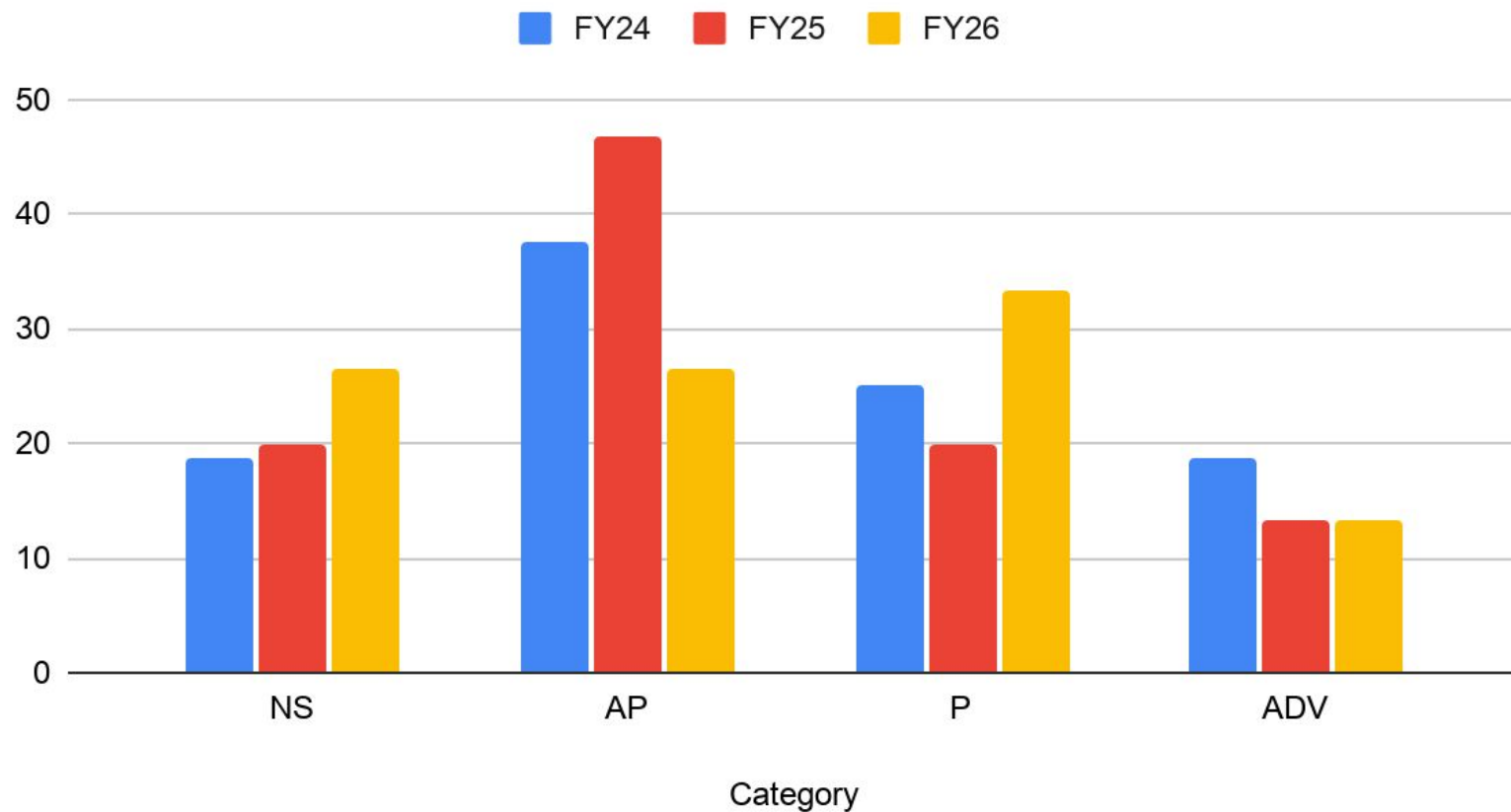
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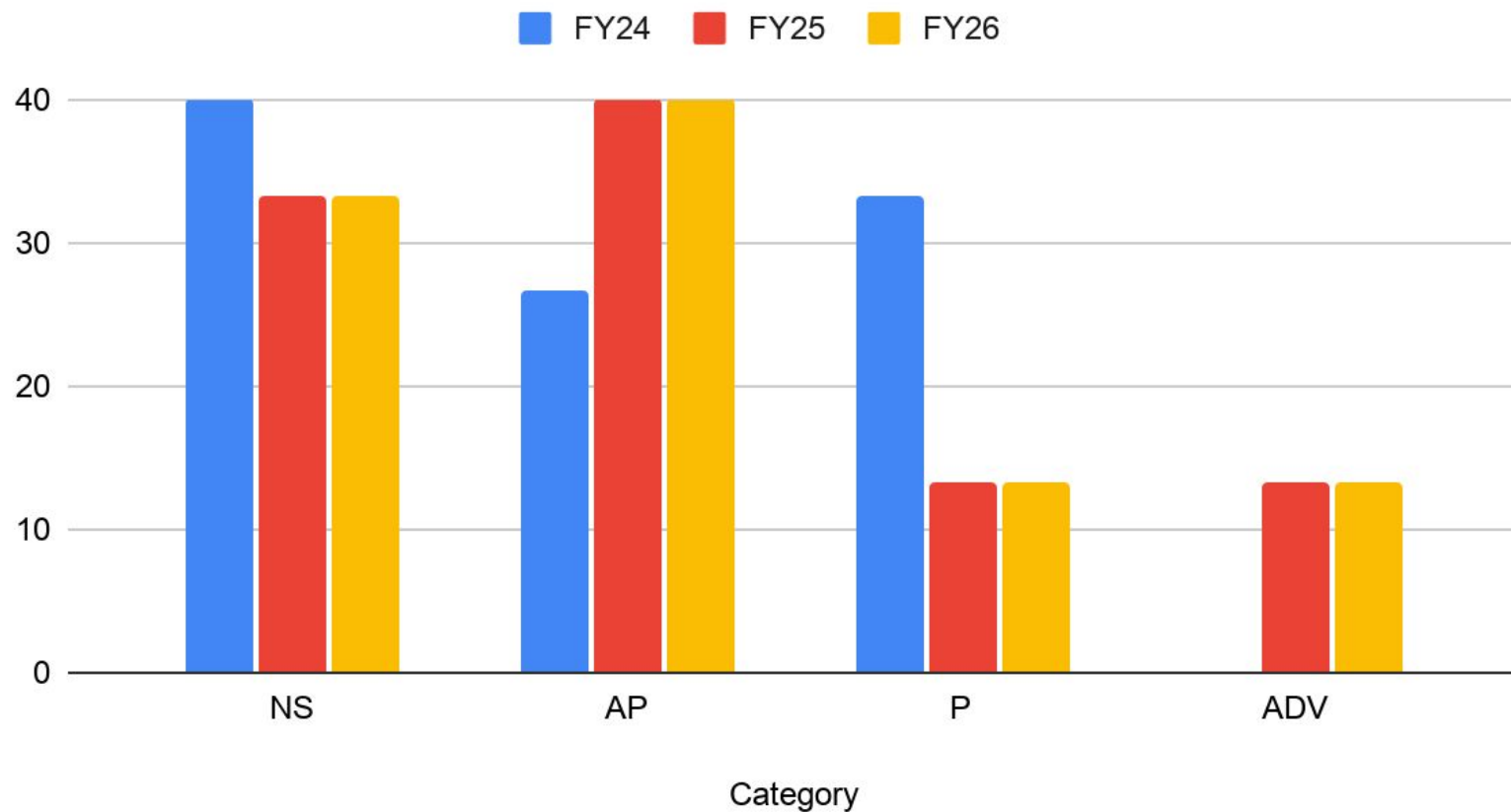
ACSA AK Star Reading Grade 5



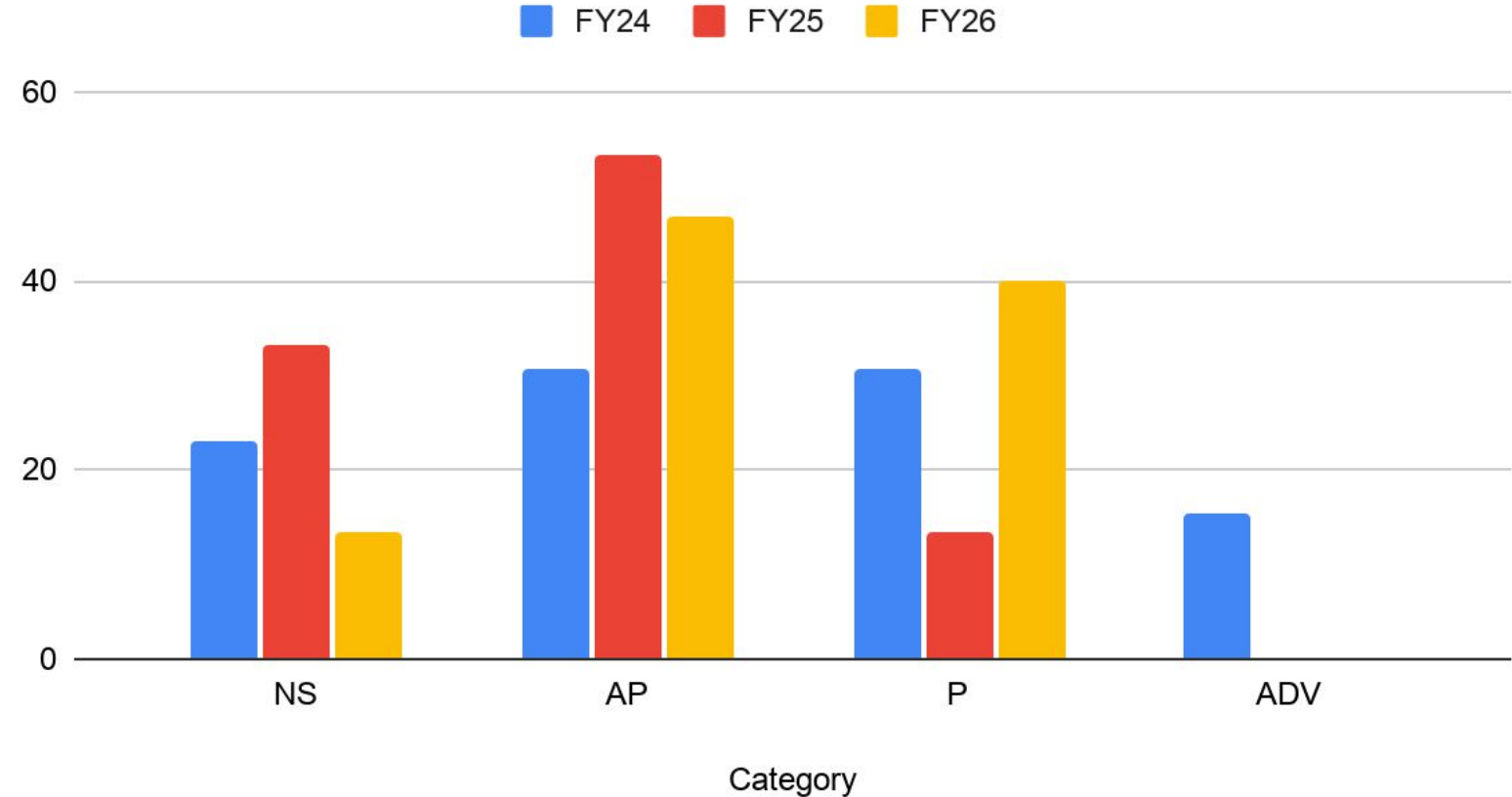
ACSA AK Star Reading Grade 6



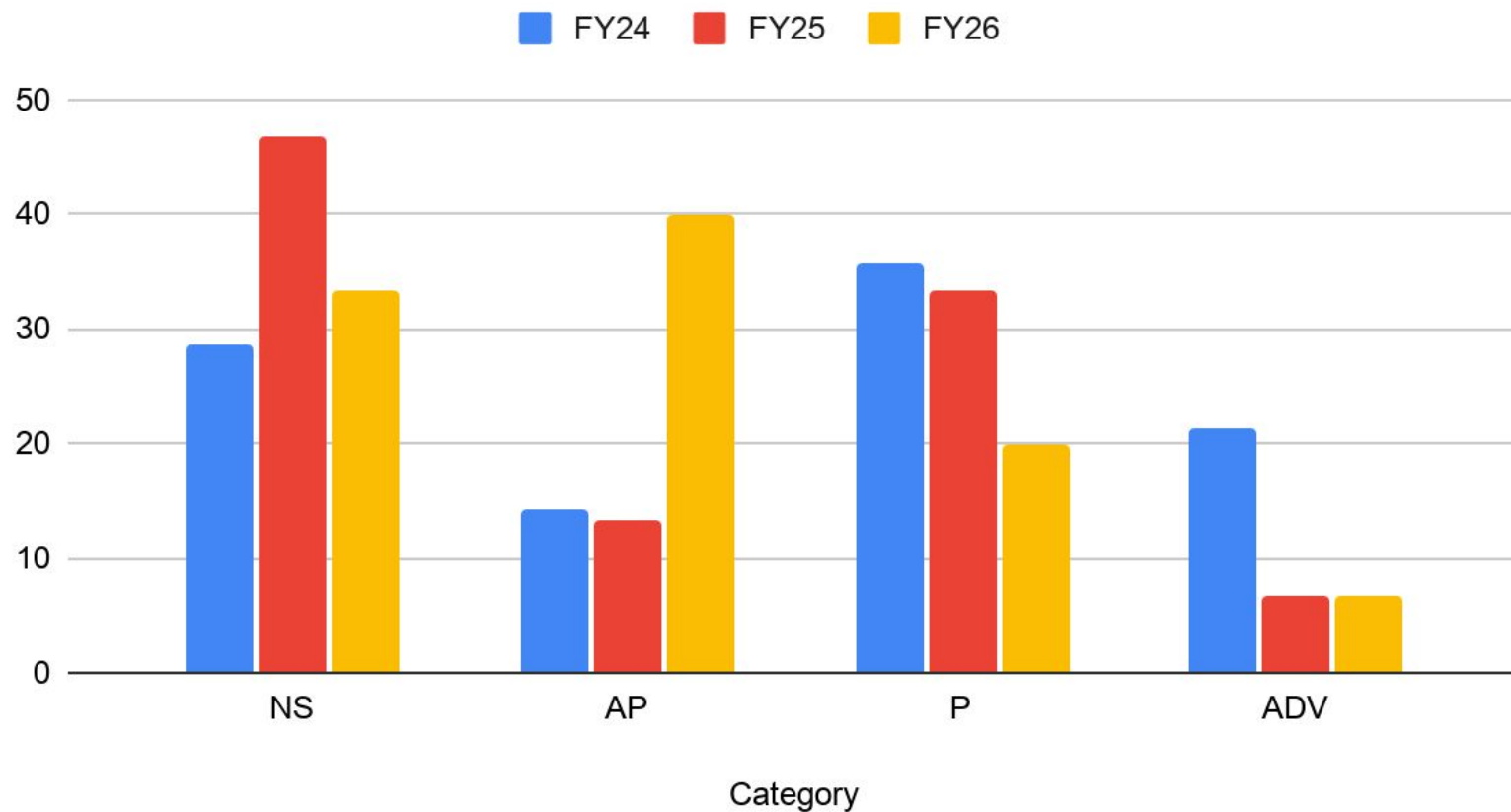
ACSA AK Star Reading Grade 7



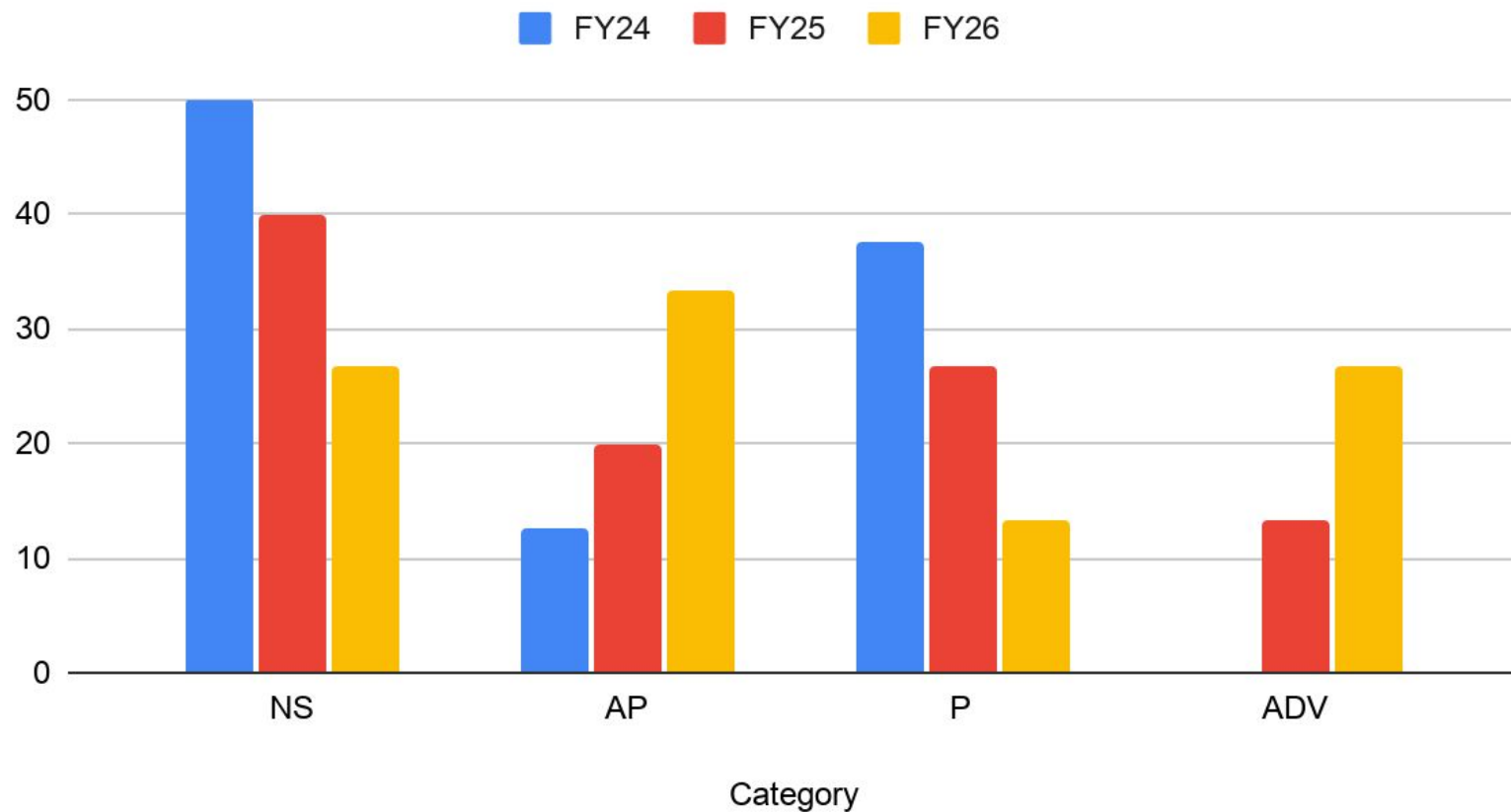
ACSA AK Star Reading Grade 8



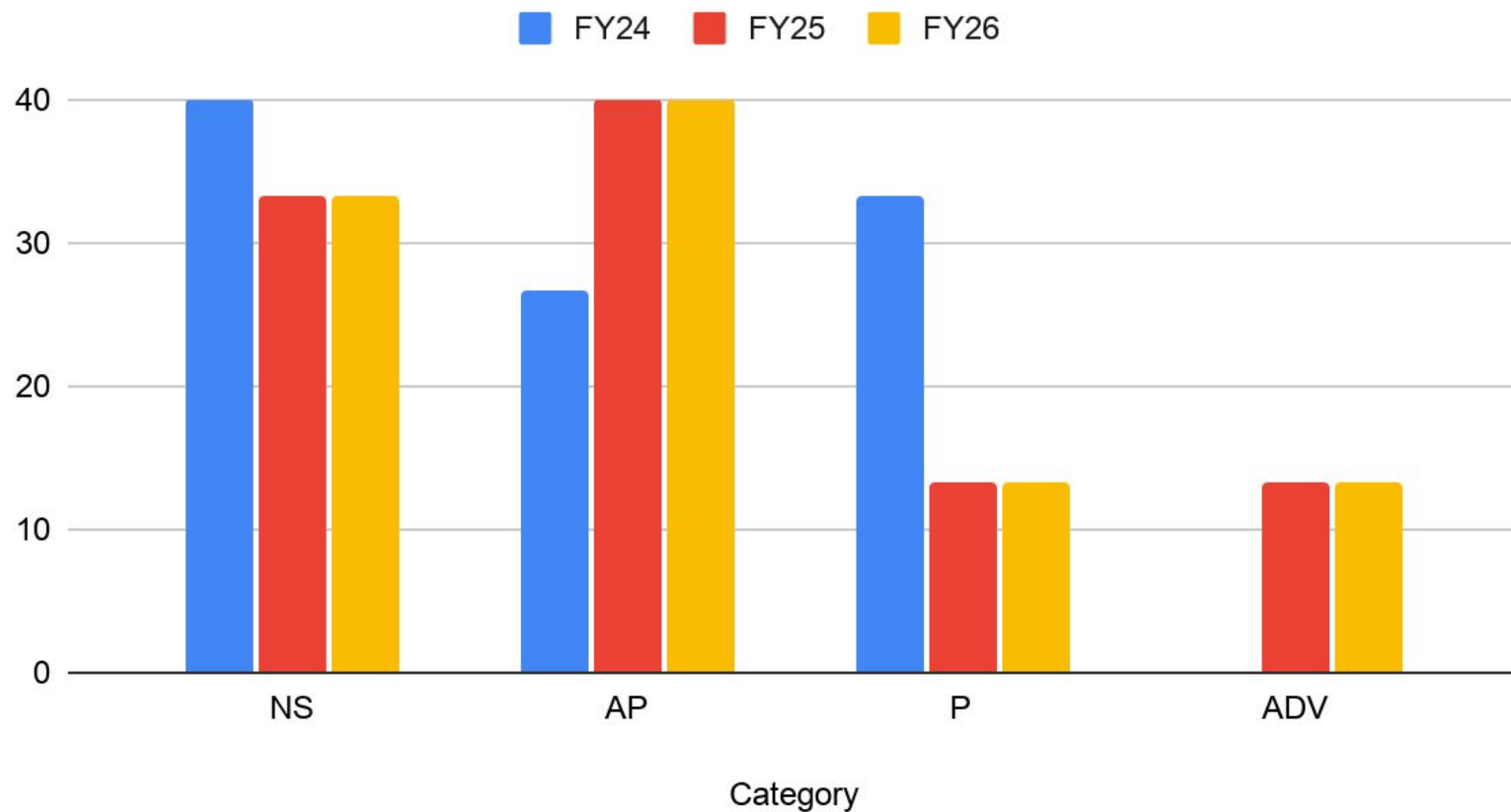
ACSA AK Star Math Grade 5



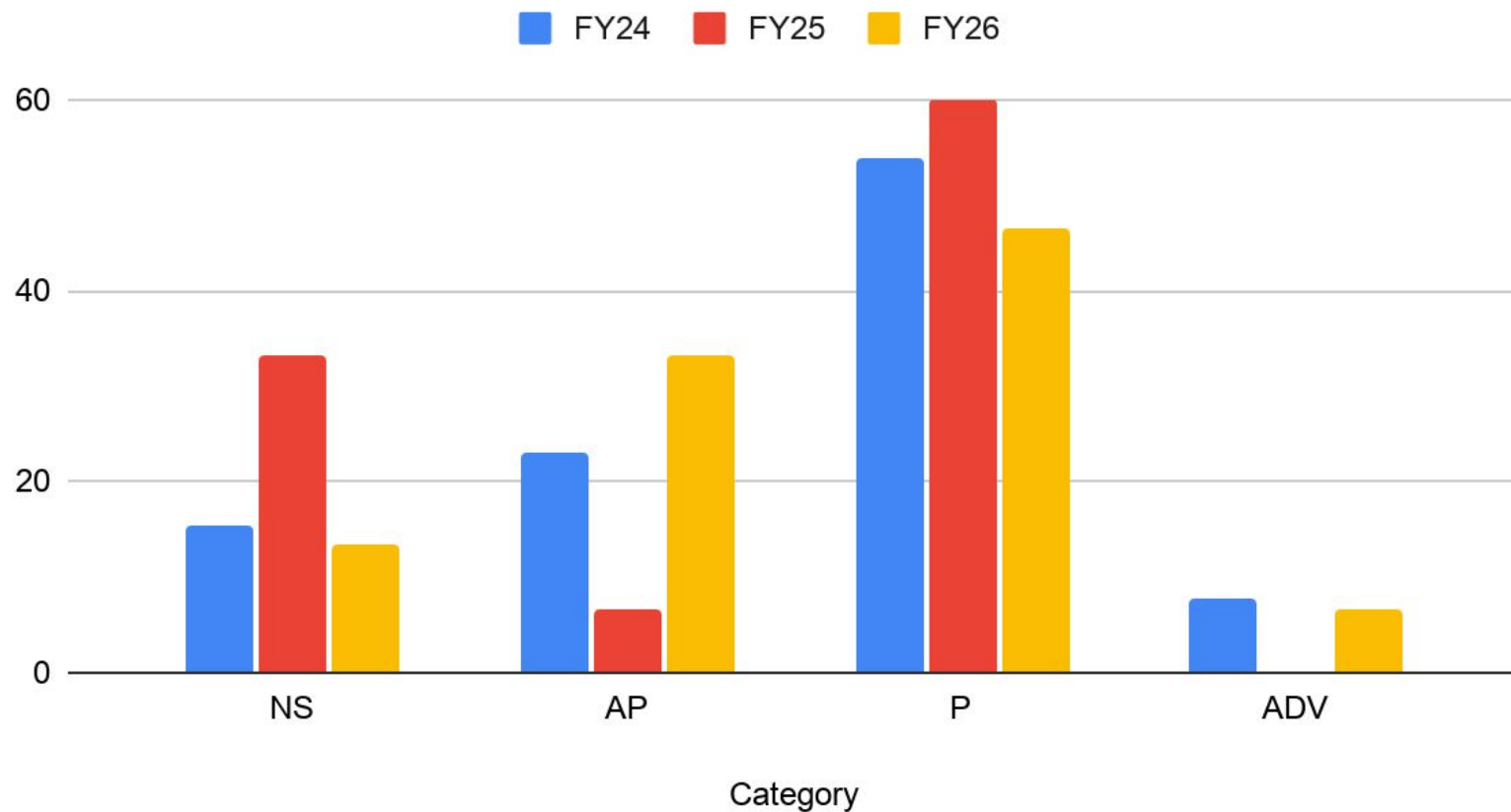
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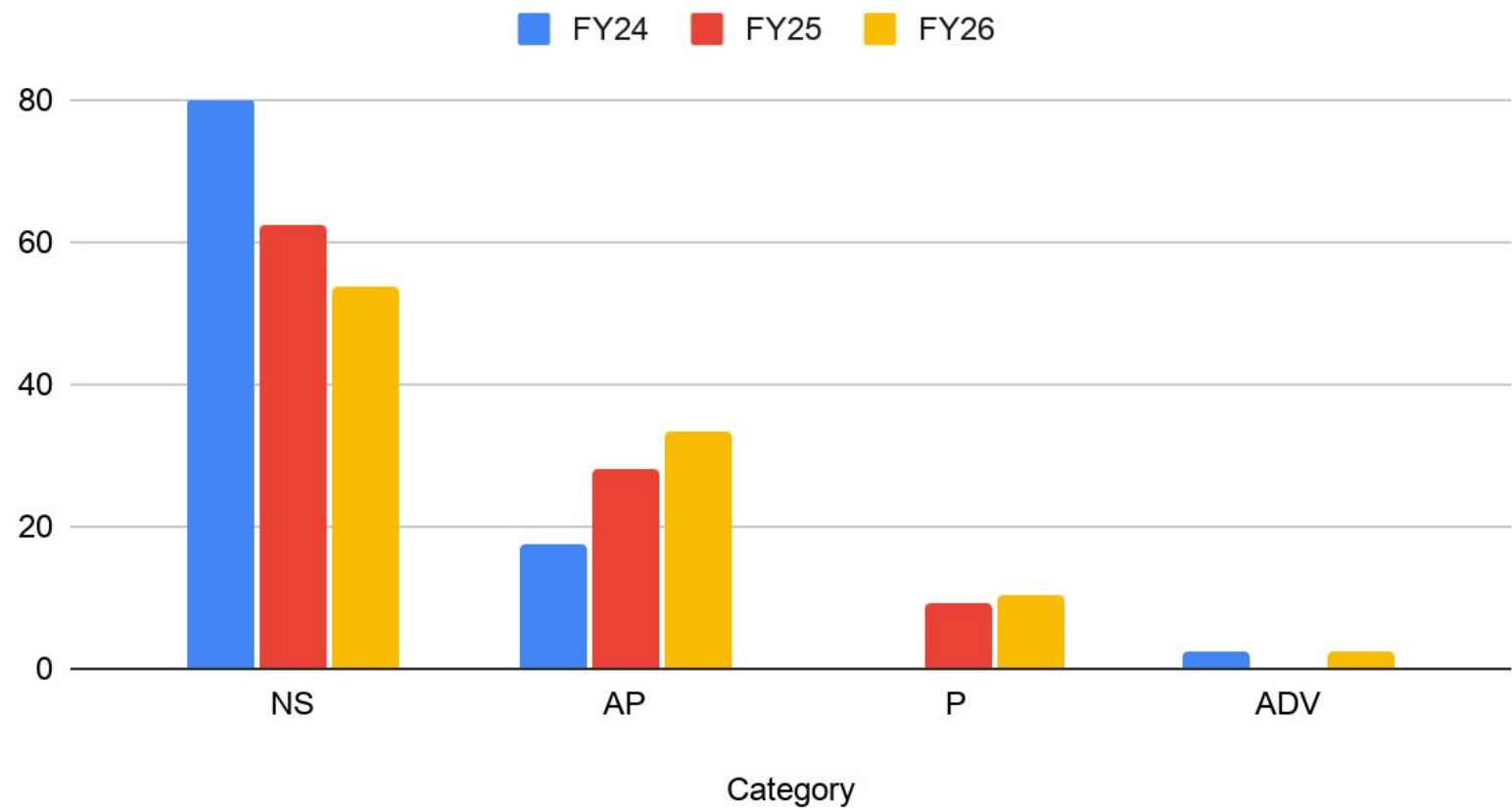
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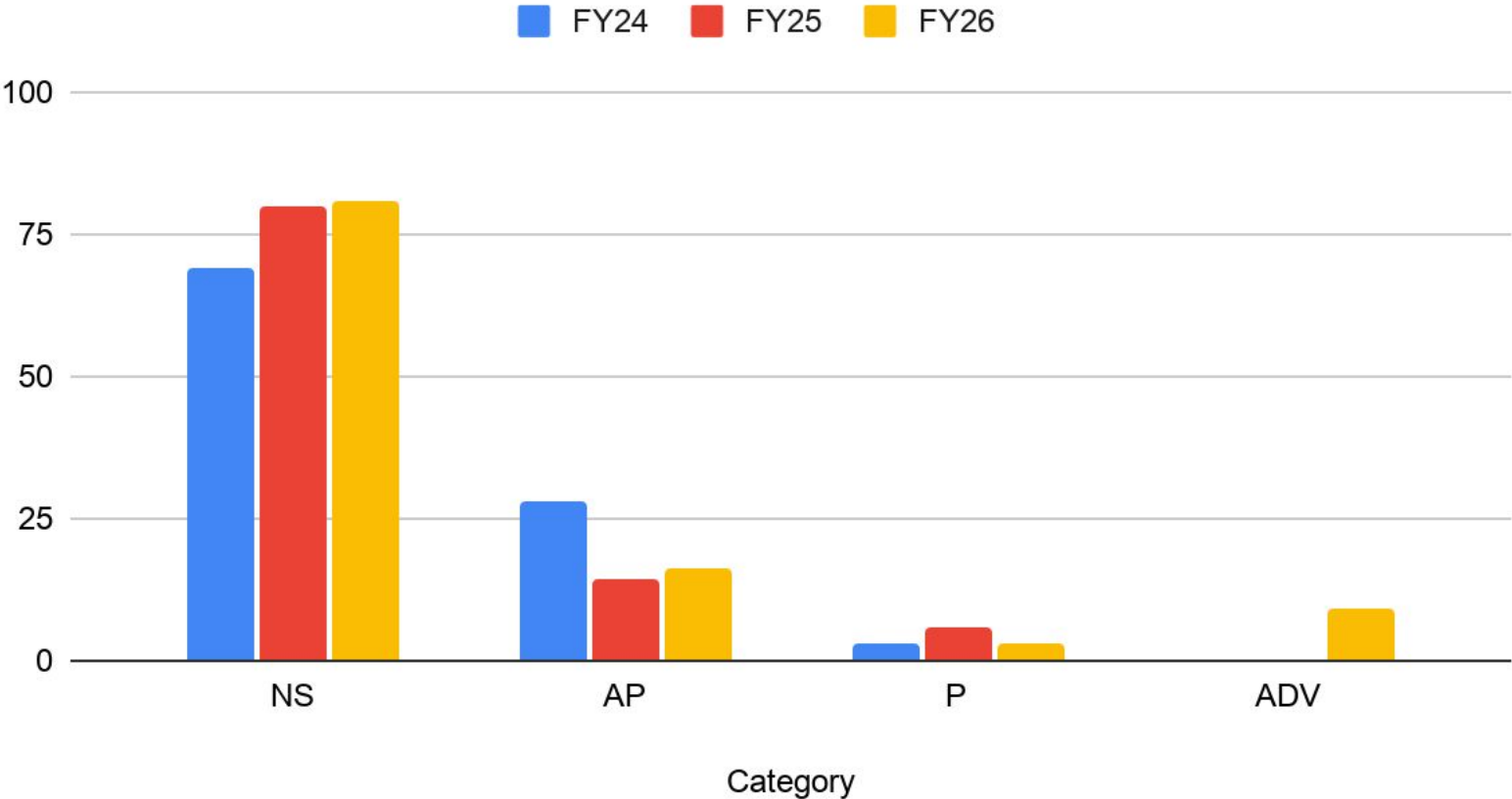
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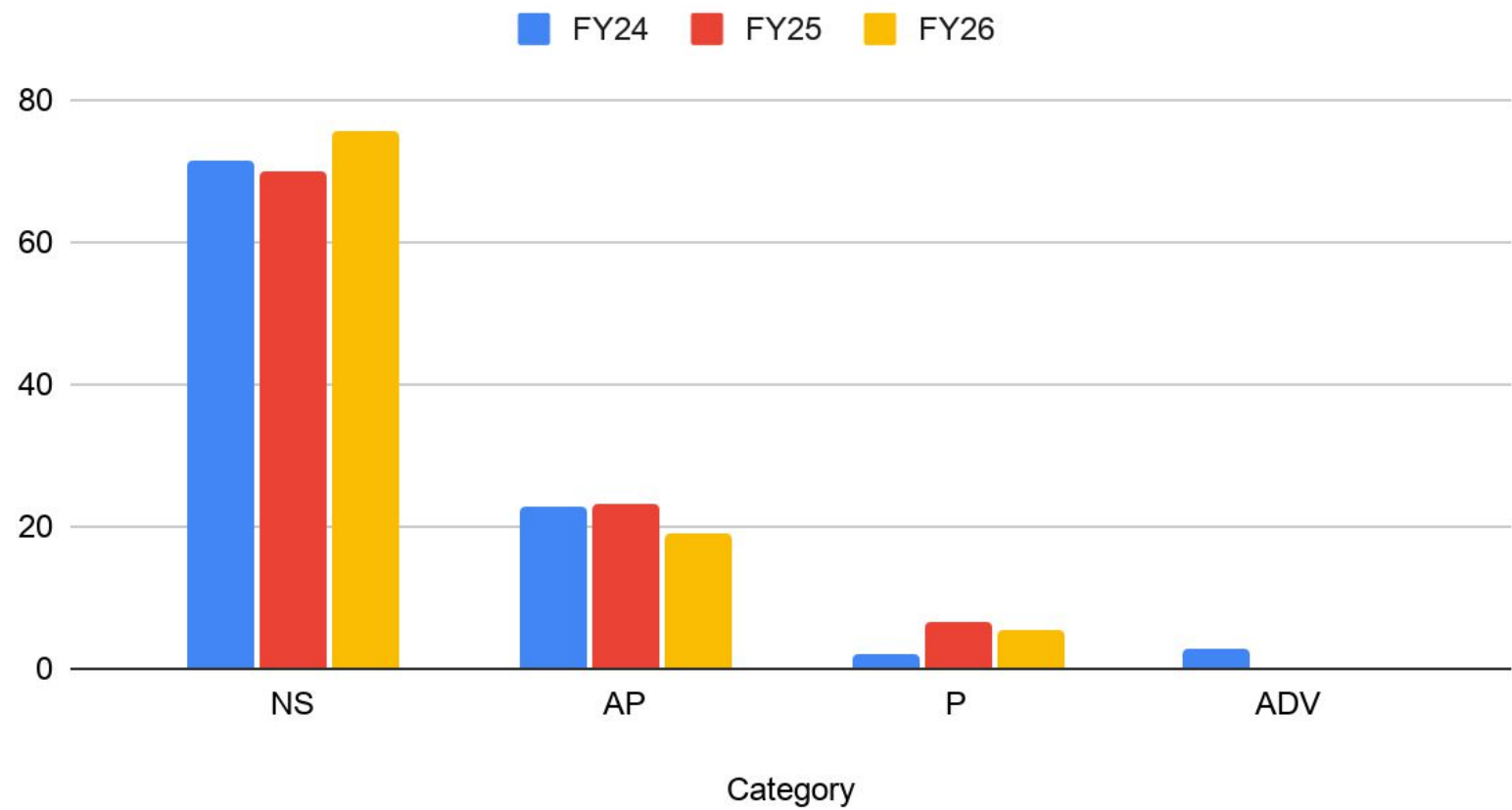
NBMHS AK Star Reading Grade 6



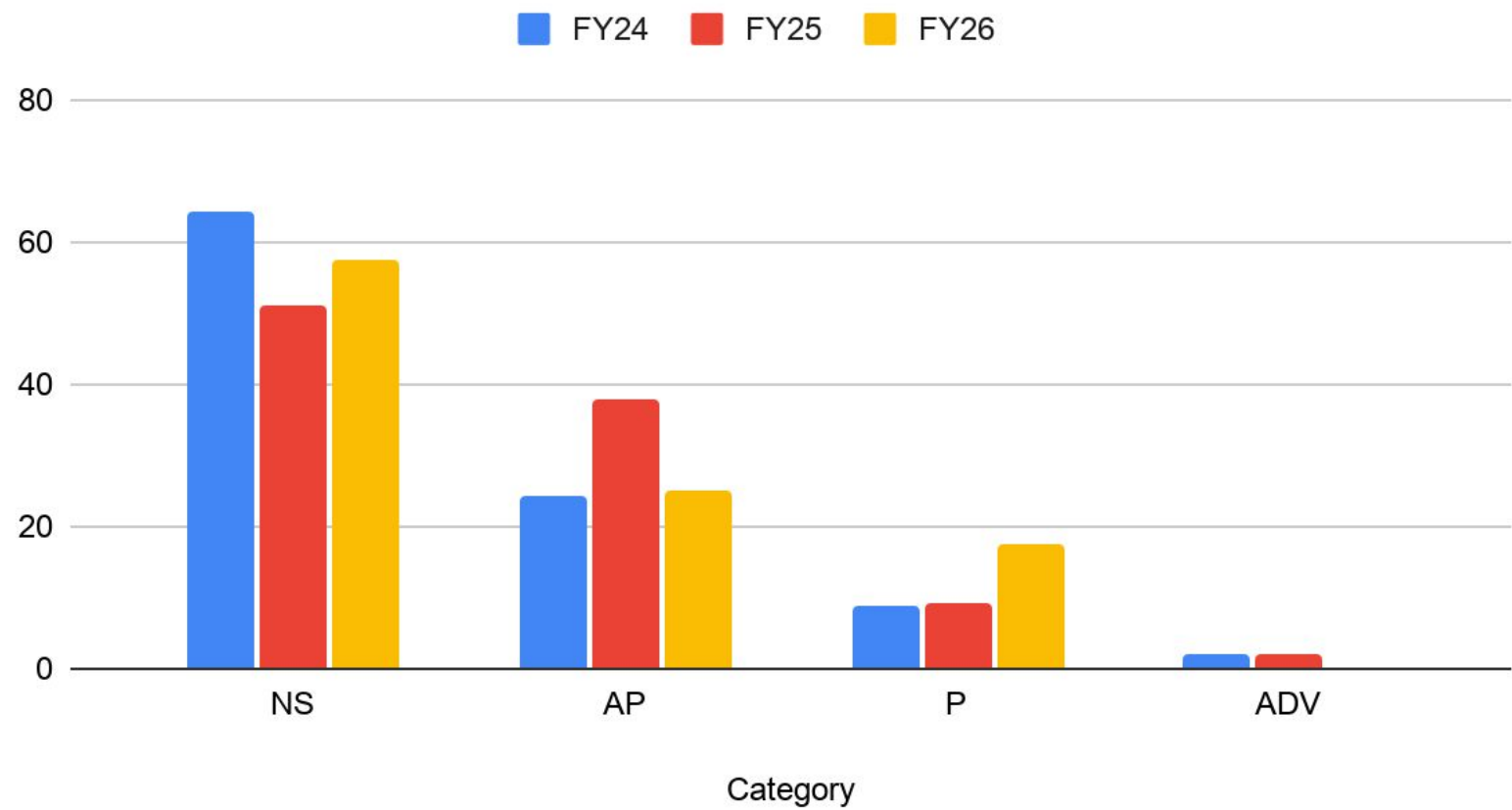
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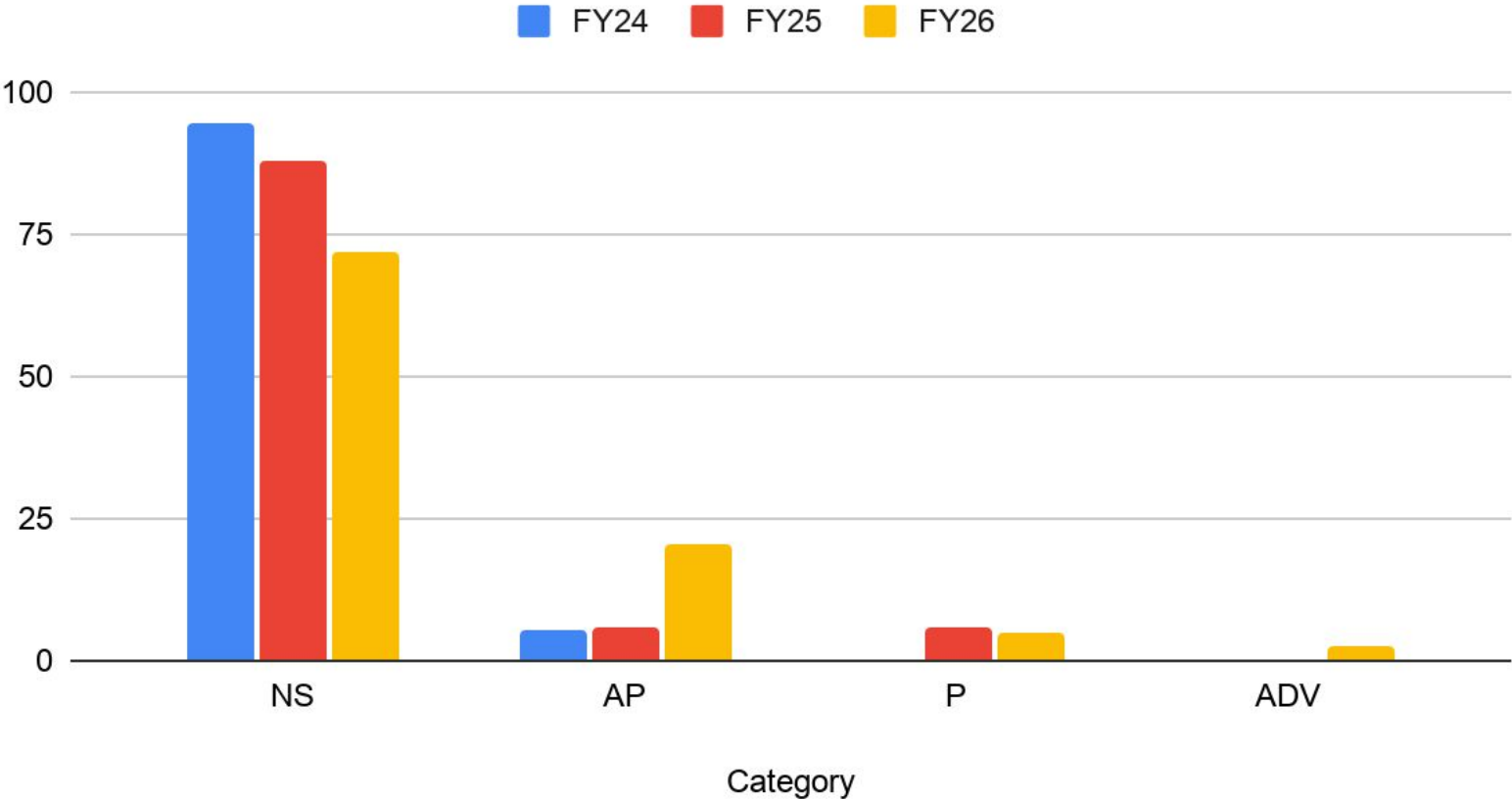
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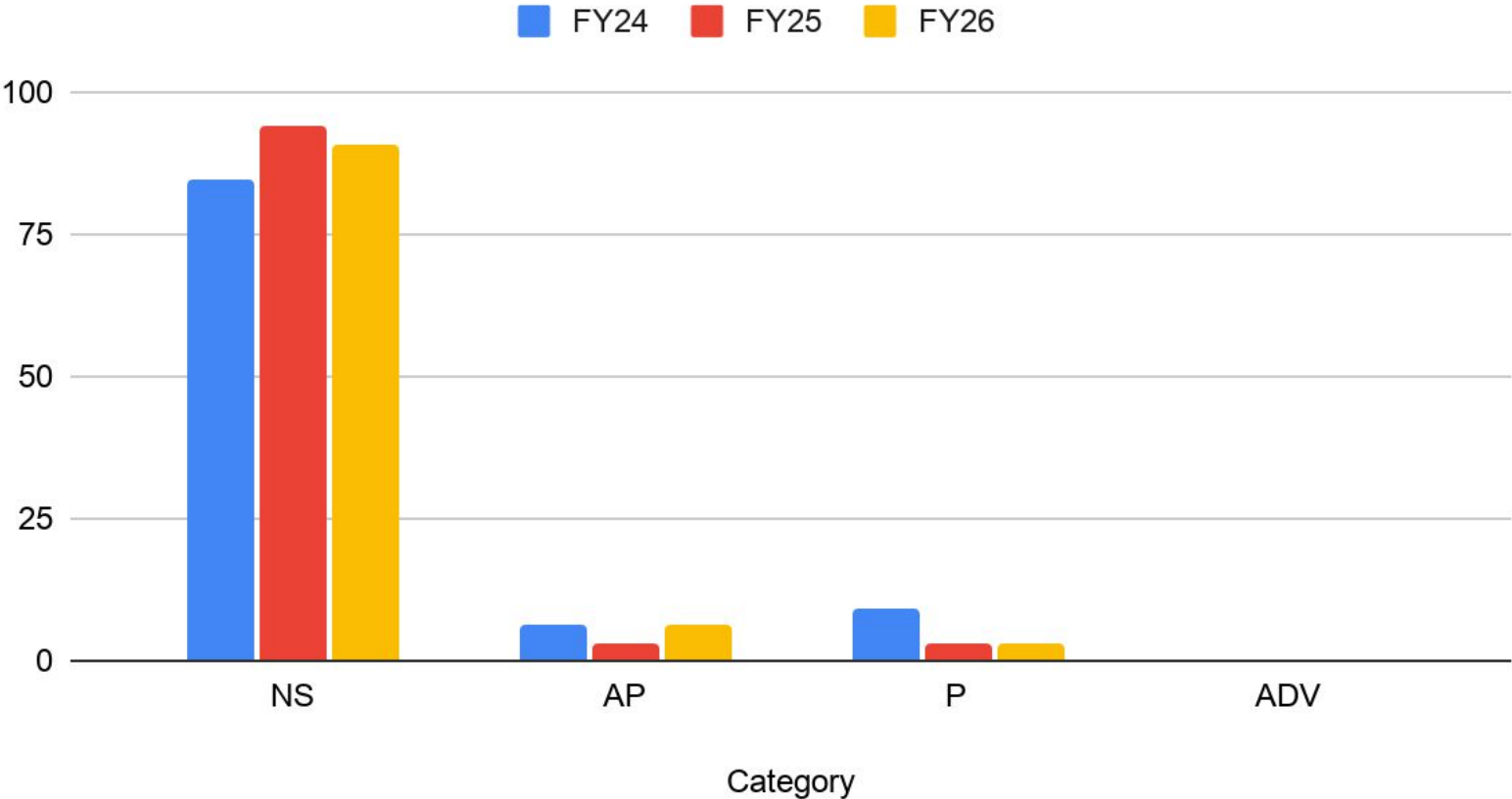
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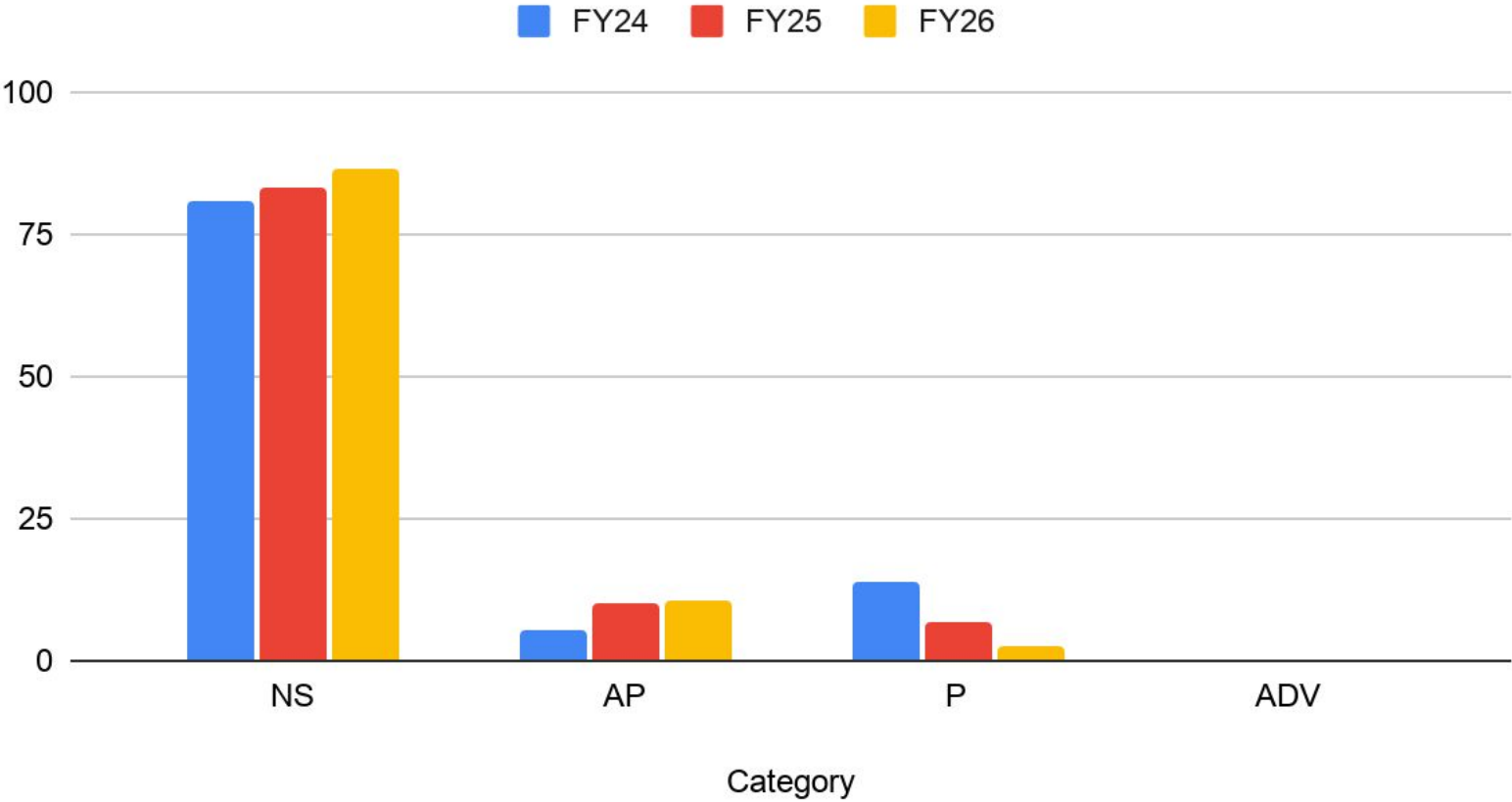
NBMHS AK Star Math Grade 6



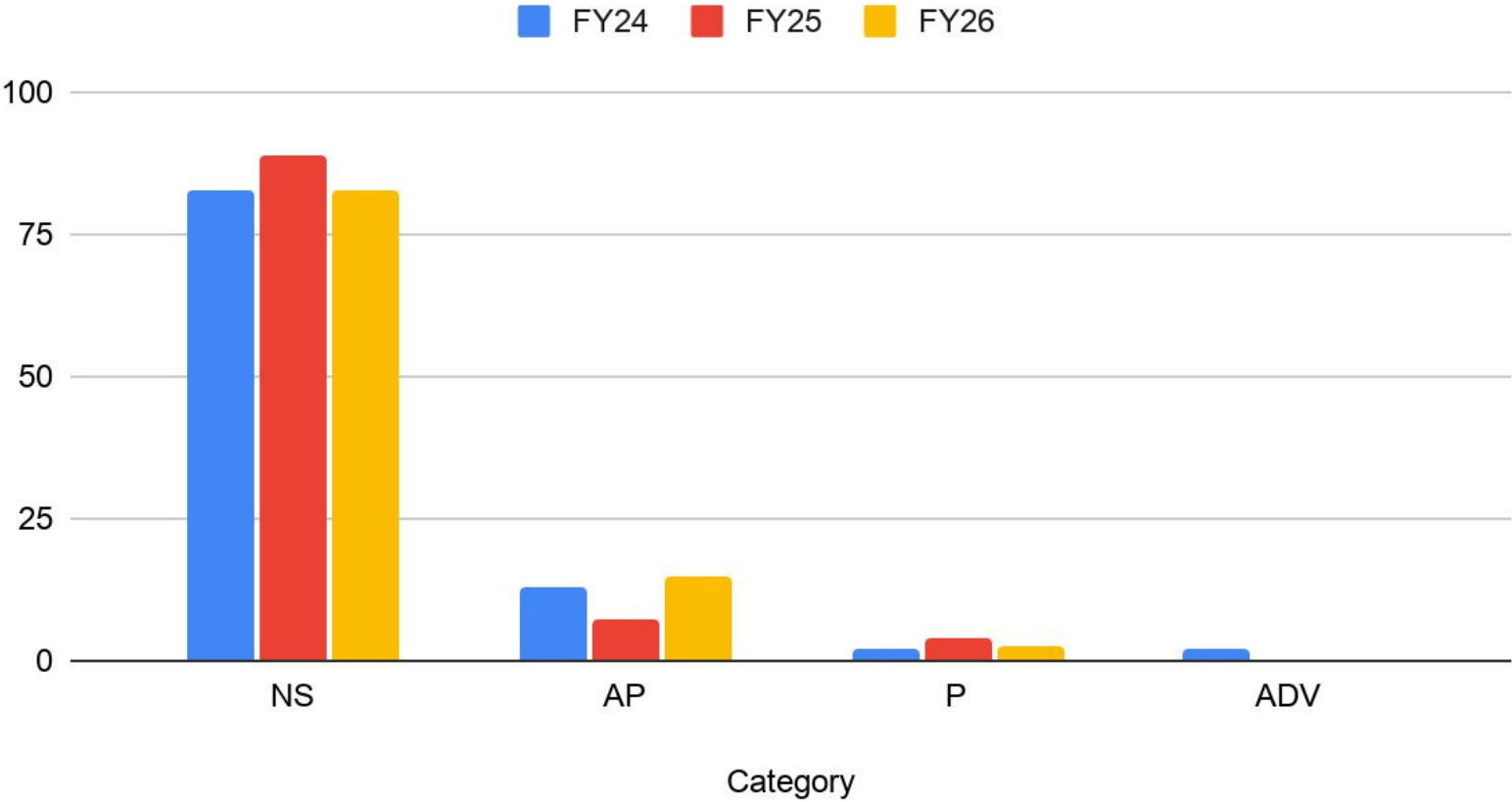
NBMHS AK Star Math Grade 7



NBMHS AK Star Math Grade 8



NBMHS AK Star Math Grade 9





MAP Growth

- Many students make reasonable growth, but if they are starting below grade level and only making average growth, they are not making up any ground
- Growth is just as crucial as achievement!



Conclusion

- There are some bright spots, but it's time to get serious about student achievement
- If we are graduating students who cannot read or do math at grade level, are we meeting our mission and vision and our responsibility to students?
 - Principals must include student achievement in their school improvement plan and an action plan
 - Reset of PLCs and including Kagan and Visible Learning Strategies is more crucial than ever.