

NOME PUBLIC SCHOOLS Driven By Data

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Programs,
Assessment
Board Report
December 2025

Mission Statement: We inspire and empower students to be culturally grounded responsible citizens who are deeply connected to our community and world.

Vision Statement:
Together, strong in
identity, purpose,
potential



December Report Focus


- This report will focus on Assessments which can impact a wide range of educational systems. For instance:
 - Curriculum Design
 - Instructional Practices
 - Student Support Systems
 - Professional Development
 - Accountability systems
- These systems are all interconnected, and assessments help ensure that each one supports student growth and success.


Assessment Calendar

	#1: September 2 -26, 2025 <u>mClass</u> – grade K-5
September 17 - November 1, 2025 <u>Alaska Developmental Profile (ADP) Reading Readiness</u> – grade K	
	<u>Measures of Academic Progress (MAP)</u>
#2: December 8, 2025 - January 16, 2026 <u>mClass</u> – grades K-5	
	<u>Measures of Academic Progress (MAP)</u>
	March 23 - May 8, 2026 <u>Alternate Assessment (Dynamic Learning Maps)</u> grades 3-10 (If indicated in student's IEP.)
<u>AK Systems of Academic Readiness (AK STAR) & AK Science</u>	
May <u>Measures of Academic Progress (MAP)</u> <u>Required Reading, Language, & Math – grades K- 2 and 10 Only</u>	
	#3: April 27 - May22, 2026 <u>mClass</u> – grades K-5
(Date TBD) <u>Work Keys</u> Locating Info, Reading for Info, Applies: grades 11-some 12	
	(Date TBD) <u>PSAT</u> Reading, Writing, Math grades 10-11
(Date TBD) <u>ASVAB</u> Various: grades 10, 11, 12	
	December 14, 2025 <u>ACT</u> Reading, Writing, Math, Science: grades 11, 12
(Registration Dates TBD) Test Dates: October 4, 2025 November 8, 2025 December 6, 2025 May 2, 2026 <u>SAT (no Essay)</u> Language Arts, Math: grades 11, 12	





MAPS - NWEA Data

- NWEA refers to the results from Northwest Evaluation Association Assessments, primarily the MAP growth computer- adaptive test
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What NWEA data shows



- **Achievement and growth:** The data helps track how much a student has learned over time and how they are progressing academically.
 - **Performance on a RIT scale:** Scores are based on the RIT (RASCH unit) scale, which is an equal-interval measurement scale, similar to a ruler, that simplifies the interpretation of test results and allows for accurate tracing of progress.
 - **Student and Class performance:** Teacher can see individual student performance and overall class performance in specific subject area to identify strengths and areas of improvement
 - **National and state comparisons:** The data can be compared to national norms to provide context for a student's performance and help educators see how students are performing relative to their peers nationwide.
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How the data is used



Personalized learning: Teachers use the data to tailor lessons and create learning plans that meet each student's unique needs and abilities.



Plan Instruction: the results inform lesson planning and allow educators to make data-driven decisions about curriculum and teaching strategies



Support students: the data can help identify students who may need additional support or intervention and can be used to set goals with students.



Support different subjects: While the tests focus on math, reading, language, and science, the data can also be used to support instruction in other subjects like history

What strategies do teachers use to help student improve their RIT scores based on NWEA data?



Data Analysis and
Instructional
Planning:



Identify Strengths and
Weaknesses



Leverage the Learning
Continuum

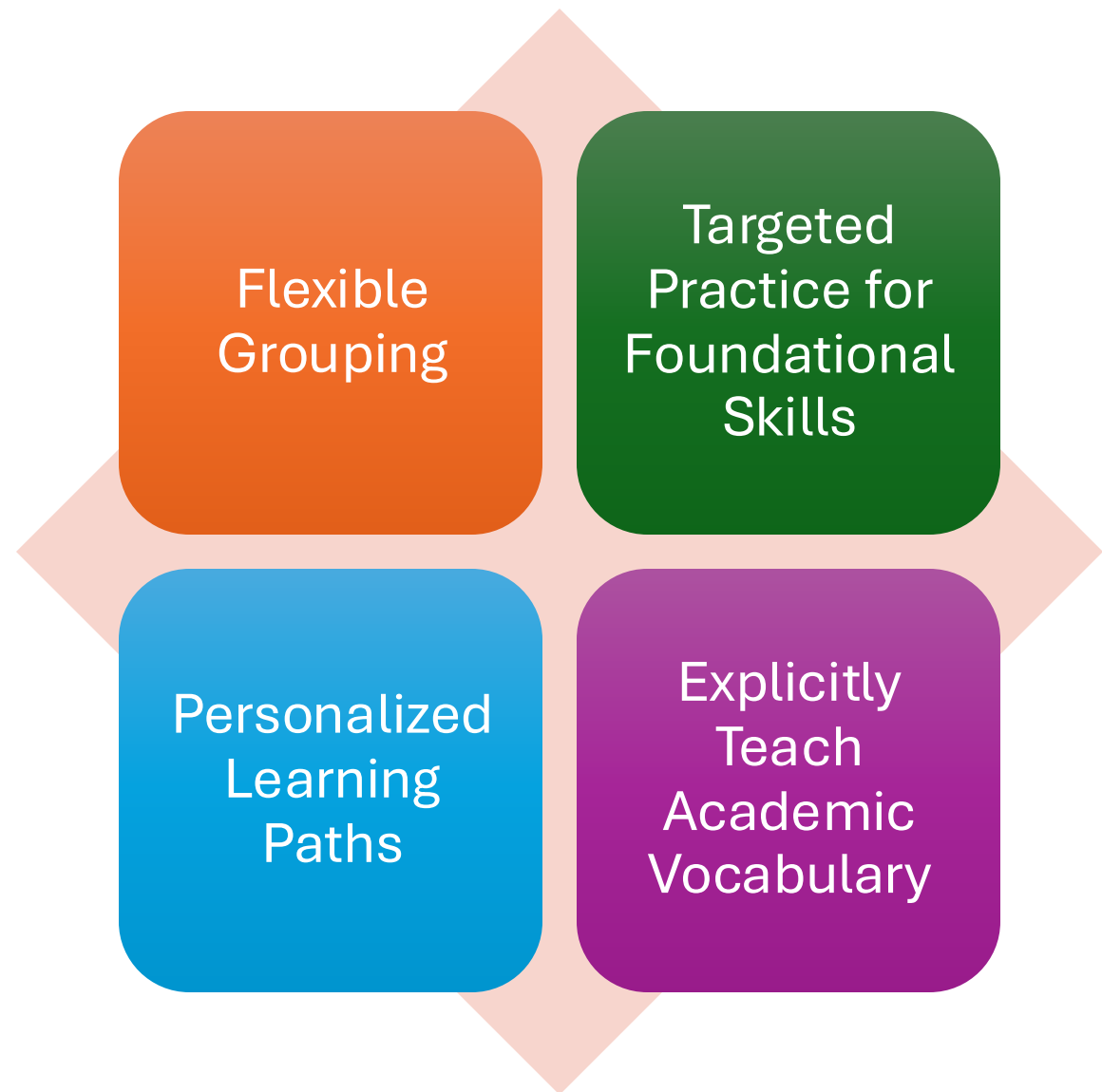


Combine with
Formative
Assessment

Nome Public School – Deep Dive

- Building a strong student culture
- Working on character development
- Developing dedicated teachers
- Understanding data analysis and use of data
- Dedicating summer work on curriculum and perhaps interim assessments for Kindergarten – eighth grade
- Developing an interim assessment calendar
- Developing formal data-drive instruction for new teachers
- Re-teaching focus with a series of PD around checking for understanding
- Training for school leadership in leading assessment analysis meetings

Differentiated Instruction and Interventions



Goal Setting and Student Engagement



COLLABORATIVE
GOALS SETTING



STUDENT
CONFERENCES



POSITIVE
REINFORCEMENT

General Classroom and Test-Taking Strategies



PRACTICE TEST-
TAKING SKILLS



ENSURE COMPUTER
LITERACY



ACTIVE PRIOR
KNOWLEDGE

AK STAR DISTRICT RESULTS –Math K-12

District Profile

Achievement by Grade

Nome School District | Math K-12

Grade ↑	Achievement Fall 2025-2026 Median and Distribution	Sort by -- select an option --	Average RIT	Number of Students
K	<div><div>59th</div><div><div>12%</div><div>12%</div><div>29%</div><div>29%</div><div>18%</div></div></div>		144	49
Grade 1	<div><div>63rd</div><div><div>16%</div><div>19%</div><div>12%</div><div>37%</div><div>16%</div></div></div>		160	32
Grade 2	<div><div>63rd</div><div><div>15%</div><div>13%</div><div>15%</div><div>32%</div><div>25%</div></div></div>		175	40
Grade 3	<div><div>35th</div><div><div>27%</div><div>34%</div><div>12%</div><div>16%</div><div>11%</div></div></div>		178	64
Grade 4	<div><div>38th</div><div><div>28%</div><div>23%</div><div>15%</div><div>21%</div><div>13%</div></div></div>		192	53
Grade 5	<div><div>41st</div><div><div>21%</div><div>29%</div><div>32%</div><div>11%</div><div>7%</div></div></div>		201	56
Grade 6	<div><div>34th</div><div><div>38%</div><div>29%</div><div>14%</div><div>12%</div><div>7%</div></div></div>		202	56
Grade 7	<div><div>17th</div><div><div>57%</div><div>13%</div><div>11%</div><div>11%</div><div>8%</div></div></div>		207	47
Grade 8	<div><div>21st</div><div><div>47%</div><div>25%</div><div>12%</div><div>8%</div><div>8%</div></div></div>		207	51
Grade 9	<div><div>37th</div><div><div>22%</div><div>33%</div><div>23%</div><div>14%</div><div>8%</div></div></div>		220	51
Grade 10	<div><div>46th</div><div><div>15%</div><div>27%</div><div>31%</div><div>21%</div><div>6%</div></div></div>		224	33
Percentiles Key <div><div></div> 1st - 20th<div></div> 21st - 40th<div></div> 41st - 60th<div></div> 61st - 80th<div></div> >80th</div>			Rostered Winter 2025-2026 Tested Fall 2025-2026	

AK STAR DISTRICT RESULTS – Reading K-12

District Profile

Achievement by Grade

Nome School District | Reading

Grade ↑	Achievement Fall 2025-2026 Median and Distribution					Sort by	-- select an option --	Average RIT	Number of Students
K	50th	4%	25%	35%	22%	14%		140	49
Grade 1	52nd	24%	12%	18%	28%	18%		156	33
Grade 2	55th	16%	19%	22%	27%	16%		169	37
Grade 3	23rd	46%	17%	8%	20%	9%		176	65
Grade 4	40th	31%	19%	25%	19%	6%		189	52
Grade 5	42nd	24%	25%	29%	11%	11%		198	55
Grade 6	33rd	39%	16%	27%	7%	11%		201	56
Grade 7	23rd	47%	25%	13%	11%	4%		202	47
Grade 8	22nd	46%	23%	21%	6%	4%		203	48
Grade 9	43rd	21%	19%	37%	19%	4%		212	53
Grade 10	44th	22%	25%	17%	22%	14%		214	36

Percentiles Key

1st - 20th

21st - 40th

41st - 60th

61st - 80th

>80th

Rostered Winter 2025-2026

Tested Fall 2025-2026

AK STAR DISTRICT RESULTS – Language Usage K-12

District Profile

Achievement by Grade

Nome School District | Language Usage

Grade ↑	Achievement Fall 2025-2026 Median and Distribution	Sort by -- select an option --	Average RIT	Number of Students
Grade 2	84th 43% 57%		188	7
Grade 3	31st 43% 16% 9% 21% 11%		176	63
Grade 4	35th 34% 21% 24% 15% 6%		187	53
Grade 5	36th 27% 35% 16% 11% 11%		195	55
Grade 6	39th 38% 18% 21% 12% 11%		197	56
Grade 7	33rd 36% 26% 26% 8% 4%		199	47
Grade 8	21st 48% 26% 16% 10%		199	50
Grade 9	41st 22% 27% 24% 27%		209	49
Grade 10	46th 19% 26% 35% 10% 10%		212	31

Percentiles Key 1st - 20th 21st - 40th 41st - 60th 61st - 80th >80th

Rostered Winter 2025-2026
Tested Fall 2025-2026

AK STAR DISTRICT RESULTS – Science K-12

District Profile

Achievement by Grade

Nome School District | Science K-12

Grade ↑	Achievement Fall 2025-2026 Median and Distribution	Sort by -- select an option --	Average RIT	Number of Students
Grade 5	<div> <div>38th</div> <div> <div>29%</div> <div>23%</div> <div>23%</div> <div>18%</div> <div>7%</div> </div> </div>		197	56
Grade 6	<div> <div>47th</div> <div> <div>27%</div> <div>7%</div> <div>40%</div> <div>6%</div> <div>20%</div> </div> </div>		204	15
Grade 7	<div> <div>47th</div> <div> <div>28%</div> <div>43%</div> <div>29%</div> </div> </div>		210	14
Grade 8	<div> <div>40th</div> <div> <div>30%</div> <div>22%</div> <div>26%</div> <div>18%</div> <div>4%</div> </div> </div>		204	50
Grade 9	<div> <div>45th</div> <div> <div>15%</div> <div>27%</div> <div>29%</div> <div>18%</div> <div>11%</div> </div> </div>		211	45
Grade 10	<div> <div>52nd</div> <div> <div>19%</div> <div>19%</div> <div>22%</div> <div>18%</div> <div>22%</div> </div> </div>		214	27
Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th			Rostered Winter 2025-2026 Tested Fall 2025-2026	

AK STAR DISTRICT RESULTS – Life Science

District Profile				
Achievement by Grade				
Nome School District Life Sciences				
Grade ↑	Achievement Fall 2025-2026 Median and Distribution	Sort by -- select an option --	Average RIT	Number of Students
Grade 10	<div><div>12th</div><div>100%</div></div>		198	1
Percentiles Key			Rostered Winter 2025-2026 Tested Fall 2025-2026	

Laying the Foundation for Effective Action

- For analysis to be useful it must be timely.
- Systems must be put in place to ensure insights of the data-driven instruction are put to use.
- Calendar for interim assessments are analyzed with 48 hours of being scored - use Wednesday PLCs:
 - ½ days following each round of interim assessments to allow for analysis resulting in a 3-day turnaround from results to action plans.
- Teacher and Leader Side By Side:
 - Leadership training is crucial
- Implement with fidelity

Circle Back: Nome Public School – Deep Dive

- Building a strong student culture
- Working on character development
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Foundations of Effective Analysis

- If assessments define the ultimate goals, analysis identifies the strategy and tactics needed to get there



Mathematics Strategies by RIT Range

- Focus of the specific concepts students in a given RIT band

RIT Band	Typical Skills & Concepts	Instructional Strategies & Activities
151-160	<ul style="list-style-type: none">○ Simple fractions (equivalence, representation)○ Basic place value with multi-digit numbers○ Whole number multiplication/division concepts	<ul style="list-style-type: none">○ Use visual aides like fraction bars or pie charts to model equivalence○ Provide hands-on activities with manipulatives to build number sense○ Use word problems to introduce basic multiplication/division concepts
161-170	<ul style="list-style-type: none">○ Problem-solving with basic units (foot, inch, mile)○ Data representation (bar graphs, pictographs)○ Simple angle measurement concepts	<ul style="list-style-type: none">○ Integrate measurement activities using rulers and yardsticks○ Have students create simple bar graphs from collected classroom data (e.g., favorite colors).○ Introduce money concepts through simulations using coins and dollars.
180 - 190	<ul style="list-style-type: none">○ More complex multiplication concepts○ Introduction to decimals○ Area and perimeter calculations	<ul style="list-style-type: none">○ Focus on repeated addition to reinforce multiplication concepts○ Use graph paper for drawing rectangles and calculating area and perimeter○ Teach academic vocabulary related to these geometric and computation concepts.

Reading Strategies by RIT Range

- For reading, strategies align with increasing complexity in vocabulary, comprehension, and analysis.

RIT Band	Typical Skills & Concepts	Instructional Strategies & Activities
161-170	<ul style="list-style-type: none">○ Recognizing simple sight words and decoding○ Identifying basic story elements (character, setting)○ Comprehending simple, explicit instructions	<ul style="list-style-type: none">○ Engage in frequent paired reading and shared reading activities.○ Use word families and phonetics exercises to build decoding skills.○ Practice following multi-step written directions in fun activities.
180-190	<ul style="list-style-type: none">○ Understanding the main idea and supporting details in simple texts○ Making simple inferences and predictions○ Expanding basic vocabulary	<ul style="list-style-type: none">○ Practice summarizing paragraphs orally or in writing.○ Use the text to “find the evidence” for predictions and inferences.○ Introduce new vocabulary through context clues with the reading material.
200+	<ul style="list-style-type: none">○ Analyzing text development and structure○ Determining the author’s purpose○ Citing specific textual evidence to support analysis	<ul style="list-style-type: none">○ Implement active reading strategies like note-taking, highlighting key points, and summarizing sections of texts.○ Facilitate student discourse and debates about the author’s message or argument.○ Provide opportunities for self-directed learning and research on related topics



Looking for patterns – Questions to Ask During Interim Assessment Analysis

Dig in” Questions

- Bombed questions – did students all choose same wrong answer? Why or Why not?
- Break down each standard: Did students do similarly on every question within the standard or were some questions harder? Why?
- Compare similar standards: Do results in one influence the other?
- Sort data by student scores: Are there questions that separate proficient and nonproficient students?
- Look horizontally by student: Are there any anomalies occurring with certain students?

Changing Teaching to Enhance Learning

- School Improvement Plans are strategic:
 - Data-driven instruction is worthless unless that information is used in the classroom
 - Data drives instruction resulting in instructional change
 - What is NPSs' Data-Driven Success Story?
 - DRIP/MTSS Plans
 - ATSI Plans
 - Professional Development is impacted
 - Implement with fidelity
- Curriculum – Absolutely Required
 - Unit and lesson plan
 - Implement with fidelity
- Grants:
 - Individual grant requirements are met
 - Tribal Consultation
 - Implement with fidelity
- Collaborative Process:
 - Directors
 - School Leadership
 - Parents
 - Community



An Example - Action Plan Template

TASK	ACTIVITY	TIMELINE	PERSON RESPONSIBLE	EVALUATION
RE-TEACH STANDARDS: What standards need to be re-taught to the whole class?	ANALYSIS: Why didn't the students learn it?	6-Week Instructional Plan	Principal Teacher	
	INSTRUCTIONAL PLAN: What techniques will you use to address these standards?			

Week 1 Dates 10/27 - 31	Week 1 Dates 11/3- 11/7	Week 1 Dates 11/10 - 14
Standards for Review and Re-Teach	Standards for Review and Re-Teach	Standards for Review and Re-Teach
10/27 – Multiplication	11/3 - Algebraic Subtraction	11/11 - Comparison
10/30 – OE (Exponents)	11/4 – Place Value: Value Identity	11/12 – OE (Eggs)



School Board Comments and Questions

