



# Spring 2025–2026 Assessment Results

NWEA MAP Growth · mCLASS (DIBELS 8th Edition)

# Overview

## 01 **MAP Growth — Grades 3–10**

Reading, Math, and Language Usage, with a two-year spring-to-spring comparison

## 02 **mCLASS (DIBELS 8) — Year-end Results, K–5**

Fall-to-spring benchmark movement and the Alaska Reads Act response

## 03 **Looking Ahead —2026–2027 Assessment Calendar**

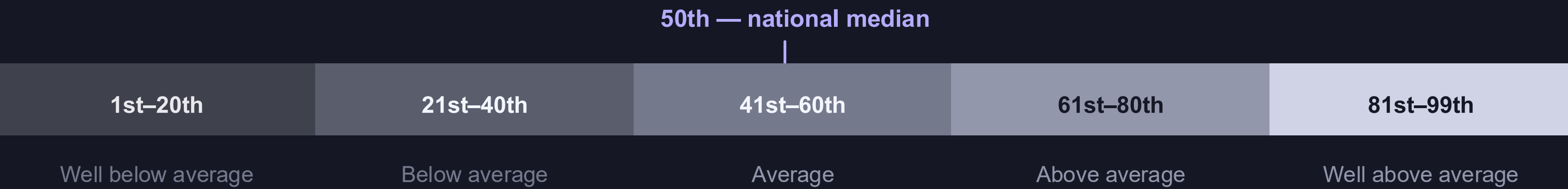
Windows for every district and state assessment next year

**AK STAR & AK Science** State results will be presented after the public release on September 3, 2026 (district release July 29 · school administrators August 11 · report deadline October 2).

CONTEXT

# The Percentile Continuum

Imagine 100 students nationwide standing in a line, lowest to highest. A percentile is a student's **place in that line** — the same idea on every assessment, in every subject.



## A position, not a score

The 30th percentile does not mean 30% correct — it means ahead of 30 of 100 peers.

## The same line every time

Every assessment tonight places students on this same national line, whatever its own labels or colors.

## Moving right is growth

Holding a percentile means growing a full year in one year; moving up the line means growing faster than peers.

# MAP Growth: Spring 2026

Grades 3–10

Reading · Math · Language Usage

CONTEXT

# Reading These Charts

## Percentile

Where a student stands among peers nationally. The 50th percentile is the national midpoint.

## Achievement vs. Growth

Achievement is where students are performing now. Growth is how much they moved this year compared to peers who started in the same place.

## Median

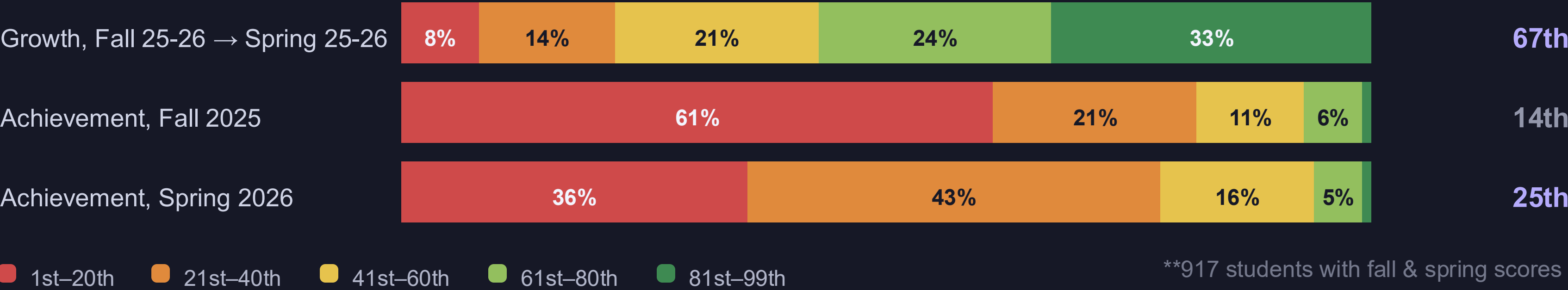
The middle student — half of our students are above this point, half below.

Every MAP chart tonight uses this five-band percentile scale:



Red and orange bands sit below the national average; green bands sit at or above it.

# Reading: District Results



**Our readers grew faster than two-thirds of their peers nationally.** That growth lifted the median from the 14th to the 25th percentile in one year, and cut the share of students in the lowest band from 61% to 36%.

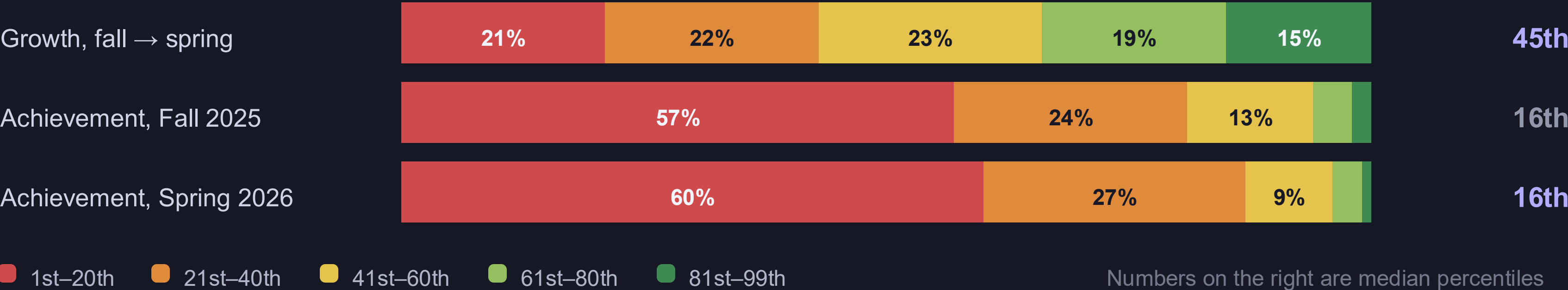
# Reading: Results by Grade

| GRADE | STUDENTS | FALL | SPRING | GROWTH | GROWTH PERCENTILE      |
|-------|----------|------|--------|--------|------------------------|
| 3     | 145      | 13th | 26th   | 71st   | <div><div></div></div> |
| 4     | 117      | 12th | 23rd   | 70th   | <div><div></div></div> |
| 5     | 115      | 13th | 19th   | 61st   | <div><div></div></div> |
| 6     | 126      | 12th | 24th   | 69th   | <div><div></div></div> |
| 7     | 132      | 10th | 23rd   | 68th   | <div><div></div></div> |
| 8     | 130      | 12th | 26th   | 77th   | <div><div></div></div> |
| 9     | 88       | 27th | 39th   | 65th   | <div><div></div></div> |
| 10    | 64       | 30th | 36th   | 53rd   | <div><div></div></div> |

Every grade grew at or above the 53rd percentile, and every grade's median achievement rose from fall to spring — **grade 8 readers grew faster than 77% of peers nationally.**

# Math: District Results

920 students with fall & spring scores



**Math growth sits just under the national median (45th percentile).** The median held at the 16th percentile and the lowest band grew slightly — math is our clearest area for focused support this year.

# Math: Results by Grade

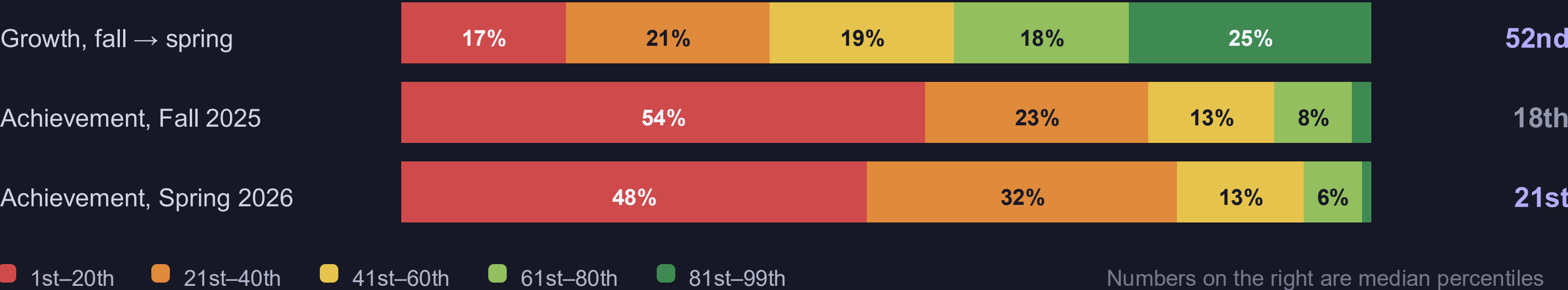
Median percentiles

| GRADE | STUDENTS | FALL ACH. | SPRING ACH. | GROWTH | GROWTH PERCENTILE      |
|-------|----------|-----------|-------------|--------|------------------------|
| 3     | 145      | 17th      | 16th        | 44th   | <div><div></div></div> |
| 4     | 121      | 17th      | 13th        | 31st   | <div><div></div></div> |
| 5     | 109      | 19th      | 18th        | 51st   | <div><div></div></div> |
| 6     | 131      | 16th      | 15th        | 45th   | <div><div></div></div> |
| 7     | 126      | 13th      | 19th        | 57th   | <div><div></div></div> |
| 8     | 134      | 11th      | 16th        | 48th   | <div><div></div></div> |
| 9     | 95       | 16th      | 21st        | 48th   | <div><div></div></div> |
| 10    | 59       | 23rd      | 24th        | 41st   | <div><div></div></div> |

**Grades 7–9 improved their standing.** Grades 3, 4, and 6 grew below the national median — this is where our math work concentrates in 2026–27.

# Language Usage: District Results

844 students with fall & spring scores



**Growth above the national median (52nd percentile).** A quarter of students grew in the top national band, lifting median achievement from the 18th to the 21st percentile.

# Language Usage: Results by Grade

Median percentiles

| GRADE | STUDENTS | FALL ACH. | SPRING ACH. | GROWTH | GROWTH PERCENTILE      |
|-------|----------|-----------|-------------|--------|------------------------|
| 3     | 136      | 19th      | 27th        | 52nd   | <div><div></div></div> |
| 4     | 78       | 8th       | 16th        | 63rd   | <div><div></div></div> |
| 5     | 108      | 15th      | 17th        | 45th   | <div><div></div></div> |
| 6     | 119      | 16th      | 19th        | 56th   | <div><div></div></div> |
| 7     | 128      | 15th      | 21st        | 63rd   | <div><div></div></div> |
| 8     | 133      | 19th      | 20th        | 51st   | <div><div></div></div> |
| 9     | 93       | 24th      | 27th        | 52nd   | <div><div></div></div> |
| 10    | 49       | 48th      | 38th        | 32nd   | <div><div></div></div> |

**Most grades grew above the national median.** Grade 10 — a group of 49 students — is the exception we are watching, with the median slipping from the 48th to the 38th percentile.

# Two-Year Comparison: Spring 2025 to Spring 2026

|                                                                                                                                                |                                                                                                                                             |                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>Reading</div> <div>24th → 25th</div> <div>Median percentile, all grades</div> <div>Students in the lowest band</div> <div>39% → 36%</div> | <div>Math</div> <div>16th → 17th</div> <div>Median percentile, all grades</div> <div>Students in the lowest band</div> <div>62% → 60%</div> | <div>Language Usage</div> <div>20th → 21st</div> <div>Median percentile, all grades</div> <div>Students in the lowest band</div> <div>51% → 48%</div> |
|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|

Spring-to-spring medians rose in all three subjects, and the share of students in the lowest national band fell in all three. Each spring reflects that year's tested students (2025: ~880 · 2026: ~980), so groups differ slightly.

PART TWO

# mCLASS with DIBELS 8: K–5 Reading

Composite score · Beginning, middle, and end of year

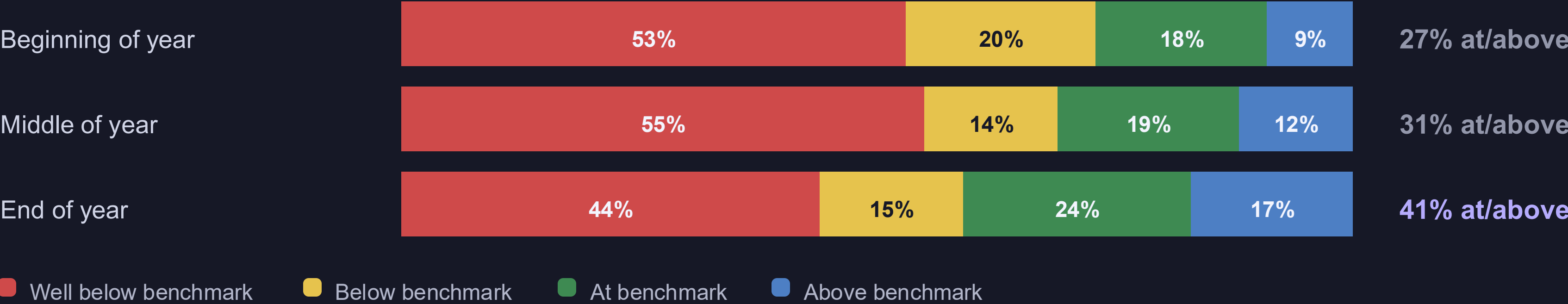
# Our Response: K–5 and the Alaska Reads Act

| STEP 1                                                                                                        | STEP 2                                                                                                                            | STEP 3                                                                                                                         | STEP 4                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>Screen</div> <div>Every K–3 student screens with mCLASS at the beginning, middle, and end of year.</div> | <div>Notify families</div> <div>Families of students scoring well below benchmark are notified within 15 days of screening.</div> | <div>Build a plan</div> <div>An Individual Reading Improvement Plan is finalized with a parent signature within 30 days.</div> | <div>Monitor progress</div> <div>Tier I students are monitored monthly; Tiers II–III every two weeks, with monthly IRIP reviews by intervention teams.</div> |

This cycle runs at every school, every screening window — it is the engine behind the K–2 gains on the previous slides.

# K-5 Composite: Fall to Spring

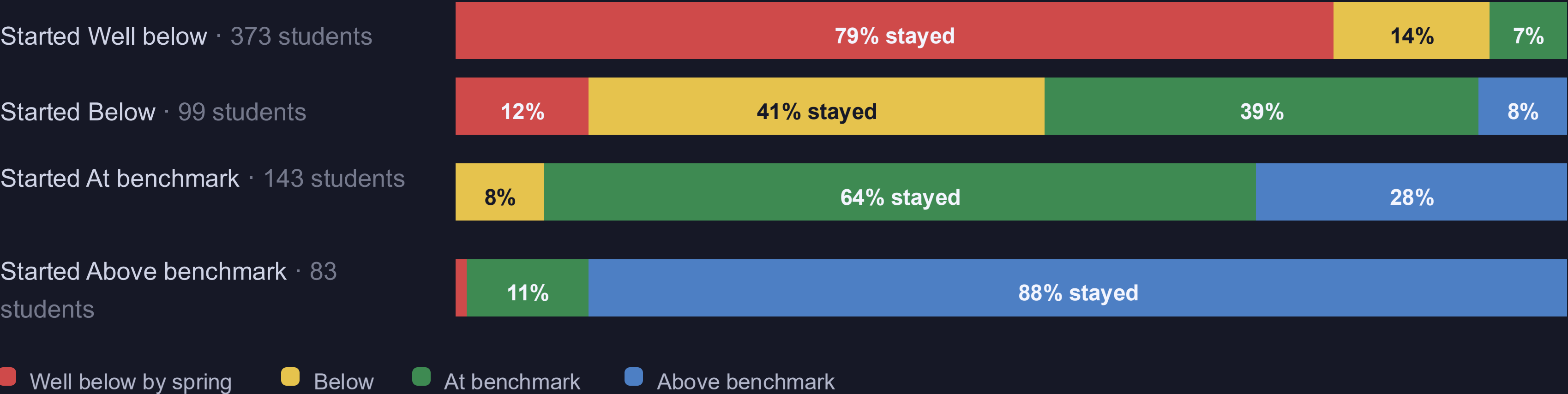
722 students tested in spring



**At-or-above benchmark rose from 27% in fall to 41% in spring.** Well-below fell from 53% to 44%, with the strongest movement between winter and spring.

# Student Movement: Winter to Spring

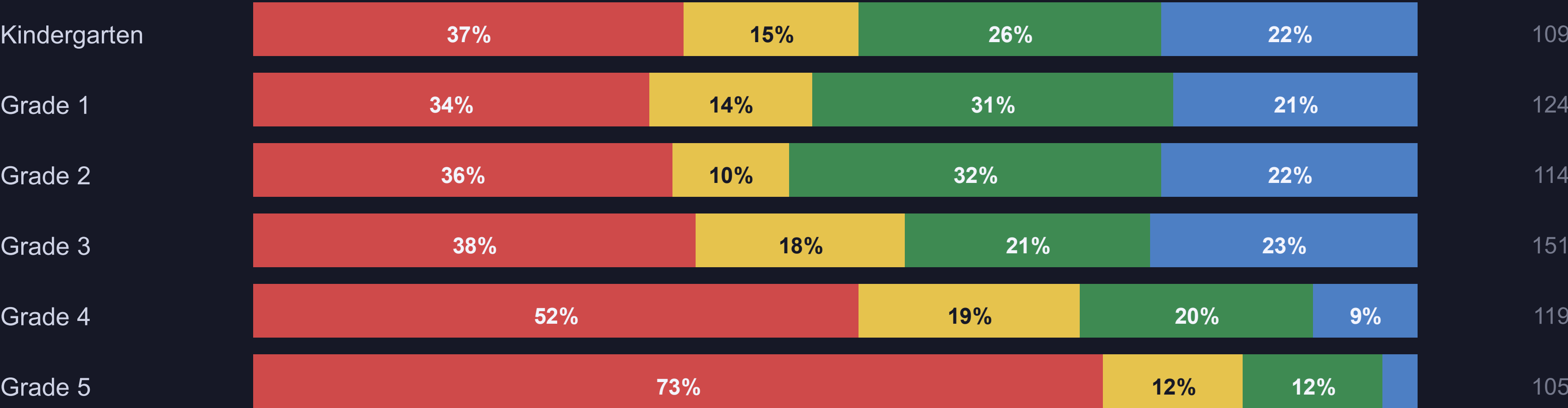
Where each winter group landed by spring



**Nearly half of students who started winter just below benchmark reached it by spring.** One in five of the well-below group moved up a level; students at or above benchmark largely held their ground.

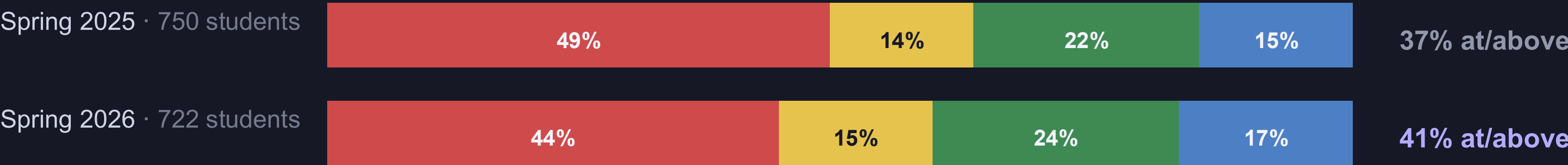
# End of Year by Grade

722 students



**K–2 finish the year with roughly half of students at or above benchmark.** Grades 4 and 5 carry the largest well-below groups and remain our most intensive reading need.

# Two-Year Comparison: End of Year



Students at or above benchmark, by grade:

| Kindergarten | Grade 1   | Grade 2   | Grade 3   | Grade 4   | Grade 5   |
|--------------|-----------|-----------|-----------|-----------|-----------|
| 43% → 48%    | 51% → 52% | 41% → 54% | 49% → 44% | 25% → 29% | 16% → 15% |

**Well-below fell five points year over year; at-or-above rose four.** Gains concentrate in K–2, where Alaska Reads Act supports have run longest.

LOOKING AHEAD

# 2026–2027 Assessment Windows

| ASSESSMENT                             | WINDOW          | GRADES                                     |
|----------------------------------------|-----------------|--------------------------------------------|
| mCLASS — Beginning of Year             | Aug 31- Sep 25  | K–3 · <i>4–6 if below 21st %ile on MAP</i> |
| Fall MAP                               | Sep 14 – Sep 25 | 1–10 · <i>Science 5, 8, 10</i>             |
| Winter MAP                             | Nov 30 – Dec 11 | 1–10 · <i>Science 5, 8, 10</i>             |
| mCLASS — Middle of Year                | Jan 4 – Jan 15  | K–3 · <i>4–6 if below 21st %ile on MAP</i> |
| WIDA — English Language Proficiency    | Feb 1 – Feb 19  | K–12**                                     |
| AK STAR · Spring MAP Math · AK Science | Mar 29 – Apr 30 | 3–10 · 1–2 · 5, 8, 10                      |
| mCLASS — End of Year                   | Apr 26 – May 7  | K–3 · <i>4–6 if below 21st %ile on MAP</i> |

Also this year: ACT (site determined), Kindergarten Developmental Profile, WorkKeys, Alaska Alternate Assessment, and TS Gold for preschool.

# Quyanaqpak!

AK STAR and AK Science results will be presented following the state's public release on September 3, 2026.