

District Assessment Report – February 2026

To: Kasie Luke
and LPSP School Board Members

From: Moon McCarley, Director of
Assessment

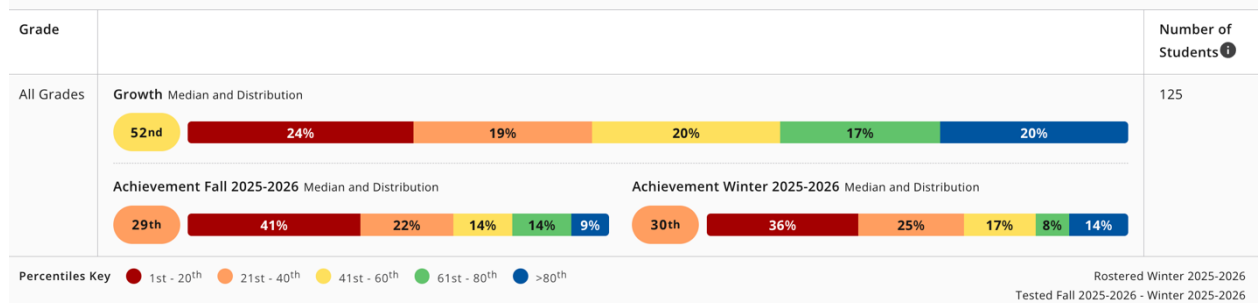
NWEA MAP Growth Assessments – Students in grades K-9 – Used to make instructional decisions for individual students, classes, and schools.

- Students in grades 3-9 take assessments in math, reading, and language usage. Students in grades K-2 take assessments in math.
- Here are the results of the MOY MAP Growth benchmark Assessments. They show the growth percentile and show the fall and winter achievement levels for comparison.
- Overall the district showed some gains in reading and math.

READING +2

Growth and Achievement Overview

Lake And Peninsula School Dist | Reading

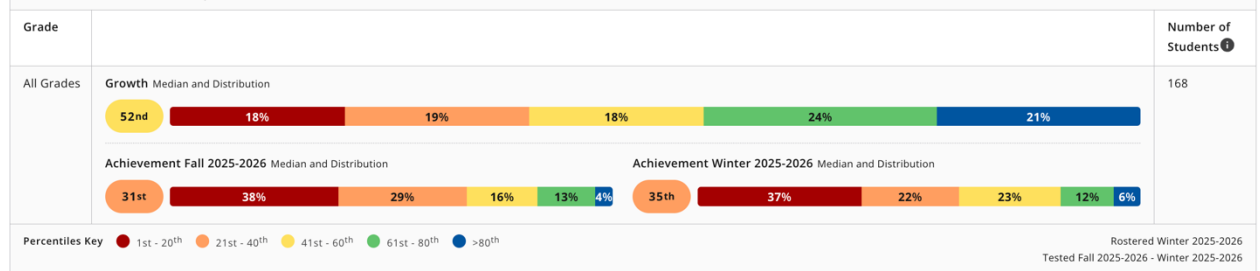


MATH +8

District Profile

Growth and Achievement Overview

Lake And Peninsula School Dist | Math K-12

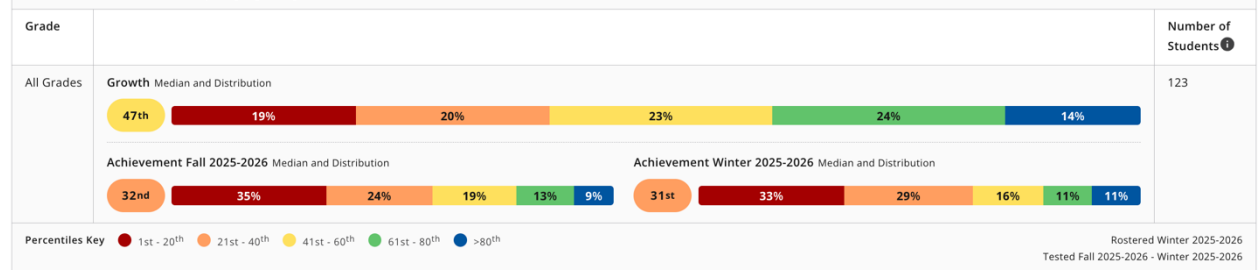


LANGUAGE USAGE -4

District Profile

Growth and Achievement Overview

Lake And Peninsula School Dist | Language Usage



AK Star and Alaska Science Assessment – Students in grades 3-10 – Used to inform decisions at the district and state level.

- The updated testing window for spring AK Star assessments is March 30 – April 3.

Amplify mClass with Dibels 8 – Students in grades K-6 – Used to make instructional decisions at the student, class, and school level.

- The MOY window closed on January 16.
- Amplify scores are used identify students who will benefit from literacy intervention instruction.
- Following are the results of the Middle of Year benchmark assessments compared to the Beginning of Year results. The number to the right indicate points gained.

ASSESSMENT	REPORTING PERIOD	POPULATION
DIBELS 8th Edition	25–26: BOY, MOY	Lake and Peninsula School District, All schools, All grades

Benchmark performance

Well below Below At Above

Population	Measure	Levels	Students
Lake and Peninsula School District	Composite Score	BOY	52% (81) 22% (33) 18% 8% 153
		MOY	54% (70) 19% (25) 16% 11% 130

View: By grade

Population	Measure	Levels	Students
Grade K	Composite Score	BOY	54% (13) 29% (7) 17% (4) 24
		MOY	70% (14) 10% 20% (4) 20
Grade 1	Composite Score	BOY	64% (11) 24% (4) 12% 17
		MOY	64% (9) 29% (4) 7% 14
Grade 2	Composite Score	BOY	53% (13) 17% (4) 17% (4) 13% 24
		MOY	57% (13) 13% 26% (6) 4% 23
Grade 3	Composite Score	BOY	40% (10) 16% (4) 20% (5) 24% (6) 25
		MOY	39% (9) 22% (5) 26% (6) 13% 23
Grade 4	Composite Score	BOY	42% (11) 27% (7) 31% (8) 26
		MOY	45% (10) 32% (7) 5% 18% (4) 22
Grade 5	Composite Score	BOY	72% (16) 9% 14% 5% 22
		MOY	65% (9) 14% 7% 14% 14
Grade 6	Composite Score	BOY	47% (7) 33% (5) 7% 13% 15
		MOY	43% (6) 14% 14% 29% (4) 14

ADP - Alaska Developmental Profile – Kindergarten students - Used to provide a baseline skill level for students entering kindergarten.

Fall 2025 ADP results:

Group	Count of Students with Ratings	Consistently Met All 13 Goals	Consistently Met At Least 11 of the 13 Goals
Statewide	7530	18.65%	31.54%
Lake and Peninsula Borough School District	23	<=10%	17.39%

- More detailed fy26 ADP results data can be found here:
<https://education.alaska.gov/assessment-results/ADP/ADPResults?DistrictYear=2025-2026&DistrictId=30>

DLM -Alternative Assessment, Dynamic Learning Maps – Select students in grades 3-10

- LPSD does not currently have any students that qualify for the DLM

NAEP- The National Assessment of Education Progress – Select students in select grades – Used to compare nations, have a single comparable measure across the country, and to inform decisions at the national level.

- The NAEP assessment is administered by professional educators employed by NAEP. They visit the school site and give the assessment to select students. This ensures a very standardized test experience and allows homesite teachers to continue instruction.
- NAEP assessment dates have been assigned for selected schools:
Chignik Lagoon School – no students testing in the selected grade
Chignik Lake School – Tuesday, March 19, 2026
Igiugig School – Wednesday, March 18, 2026
Perryville School – Thursday, February 19, 2026
Tanalian School – Thursday, March 5, 2026

Please contact me if you would like to further discuss any of these assessments, the resulting data, or anything related to LPSD’s administration of the Alaska Reads Act.

Available results for any statewide assessment can be accessed here:

<https://education.alaska.gov/assessments/results>

Glossary of assessment terms:

Formative Assessment – ongoing monitoring of student learning used to make changes to instructions and provide timely feedback for students. Examples are; teachers asking questions, having students write a few sentences about what they learned, checking a student’s homework, observing students doing a task. It happens throughout each day. Teachers may use it to make immediate changes to what they are teaching and/or to inform future instructional planning. It’s most impactful for students when they get feedback about their progress.

Interim Assessments – assessments used to measure where students are in their learning and predict success on summative assessments and other educational measures. These are usually

given at specific intervals. Examples are; benchmark assessments (MAP Growth) and progress monitoring of intervention programs. These give teachers objective measures of student academic progress. Both teachers and students can see if they are “on the right track.” These are most impactful when they are used by educators to change or continue with specific instructional plans.

Summative Assessments – assessments used at the end of an instructional unit to measure learning, mastery, skills acquired, etc. They are generally only given once. Examples are; End of Levels, chapter tests, mid-terms/finals, the PEAKS assessment. These are not intended to be given frequently or repeatedly. Summative assessments are often standardized in what they measure and how. This means they are very objective but not always individualized for different learning needs. They are a valuable *part* of an overall data system.

Criterion Reference Assessment – A criterion referenced assessment measures whether or not a student has mastered a fixed criteria or standard. Example: A 3rd grade reading standard is “Read grade-appropriate irregularly spelled words.” A criterion reference assessment would provide a predetermined list of 3rd grade appropriate irregularly spelled words. If the student can read the words they pass. If they can’t, they don’t.

Norm Reference Assessment – A norm referenced assessment measures how well a student compares to other, similar students, in their understanding of specific standards. Example: With the same standards as above – A student is presented with the same list of words. They read as many of the words as they can. This number is compared to how many words other 3rd graders can accurately read. The results are a percentile.