Alaska and The Nation's Report Card

January 30, 2026

NATIONAL ASSESSMENT GOVERNING BOARD

The Nation's Report Card

Congress established NAEP

The National Assessment of Educational Progress (NAEP) and the National Assessment Governing Board are codified into law.

ESTABLISHMENT The Commissioner for Education Statistics shall, with the advice of the Assessment Board [...], carry out [...] a National Assessment of Educational Progress, which collectively refers to a national assessment, State assessments, and a long-term trend assessment in reading and mathematics.

ESTABLISHMENT There is established the National Assessment Governing Board (hereafter in this title referred to as the 'Assessment Board'), which shall formulate policy guidelines for the National Assessment.

From P.L. 107-279, Signed by President Bush November 5, 2002, which amended P.L. 107–110, Signed by President Bush January 8, 2002

NAEP is the only common yardstick

Provides comparable data across:

- The nation
- 53 states and jurisdictions
- 25+ urban districts

Grades assessed:

- 4th and 8th grade reading and math every 2 years
- Additional assessments in 8th and 12th grades

NAEP can help answer:

- How are U.S. students doing academically?
- How is this generation faring compared to previous generations?
- How are different groups of U.S. students making progress over time?

Achievement scores for many types of schools

The NAEP Law calls for public and private school participation:

"[C]onduct a national assessment [...] on student academic achievement in public and private elementary schools and secondary schools"

NAEP can report achievement at the national level by:

- Public Schools
- Charter Schools
- Catholic Schools
- Private Schools

From P.L. 107-279, Signed by President Bush November 5, 2002, which amended P.L. 107–110, Signed by President Bush January 8, 2002

NAEP Sampling

NAEP uses a sample, not a census

Sampling for NAEP 2026 occurred from November 2024 – March 2025

Based on data from Common Core of Data and Private School Universe Survey

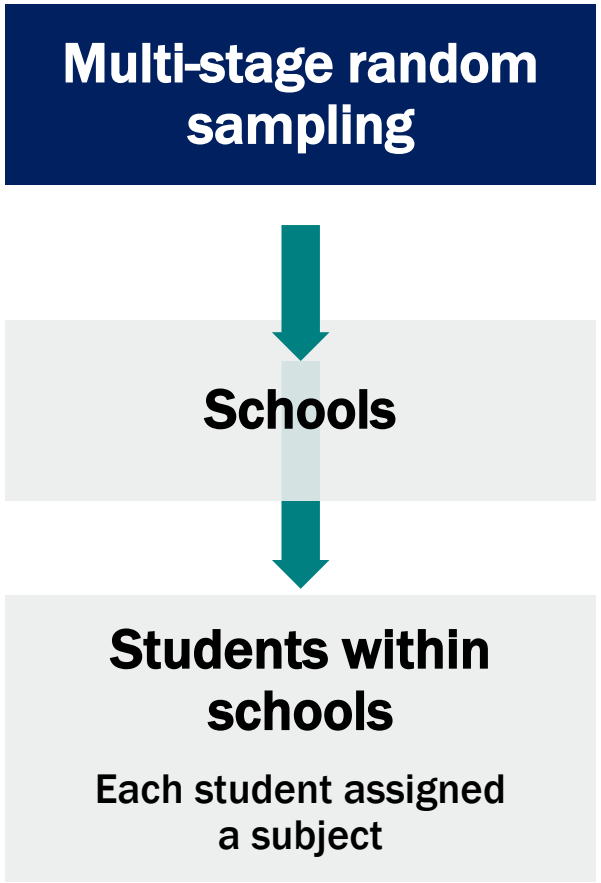
Includes traditional public schools, charter schools, Catholic schools, and private schools

NAEP's design reduces burden on schools, administrators, and students

- Not every student takes NAEP
- No student takes the entire NAEP

NAEP sampling overview

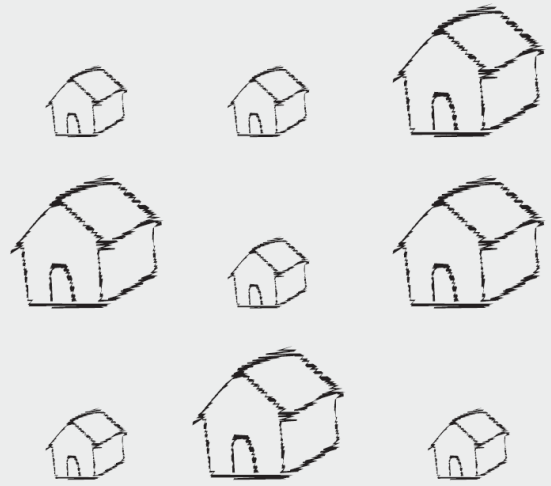
- To get a representative sample of students, NAEP is given in a sample of schools whose students reflect the demographics of a jurisdiction.
- There is no minimum size that makes a school eligible for NAEP. Very small schools, however, are sampled with less likelihood.
- Within each selected school and grade (4th or 8th), students are chosen *at random* to participate in NAEP.



NAEP sampling: Step by step

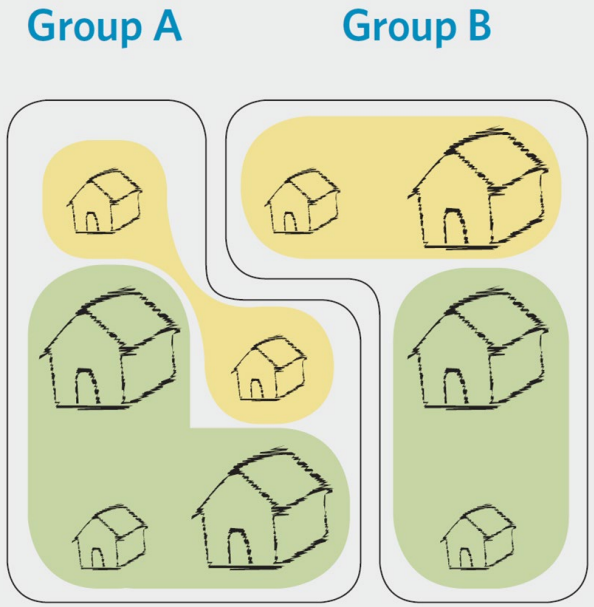
1

Identify all potential schools in each state.



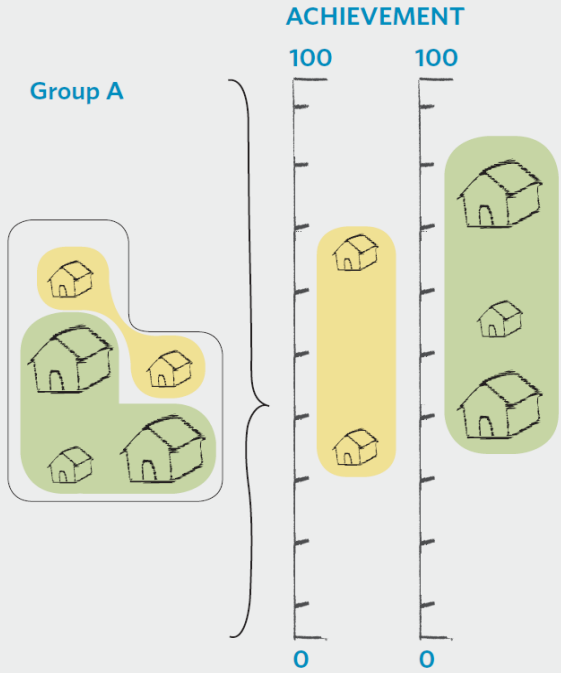
2

Classify schools into groups.



3

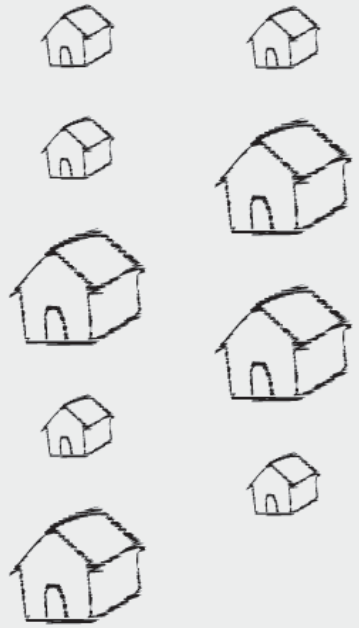
Within each group, order schools by student achievement.



NAEP sampling: Step by step

4

Develop an ordered list for sampling.

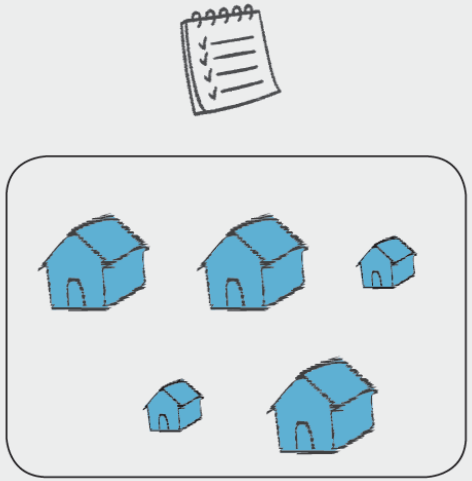


5

Select the school sample.

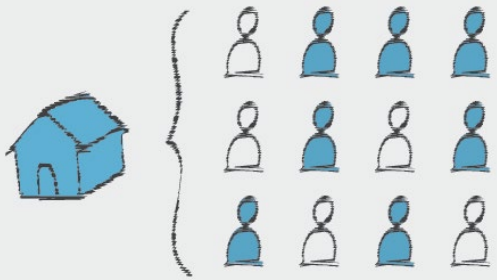
6

Confirm school eligibility.



7

Within sampled schools, select students to participate in NAEP.



NAEP administrators travel to where kids are

Samples reflect the state

NAEP can confidently claim that Alaska's results represent the state.

Each school in Alaska must provide basic data: student race/ethnicity, sex, disability status, English learner status, and eligibility for National School Lunch Program, as well as school enrollment size. NAEP disaggregates results by these subgroups.

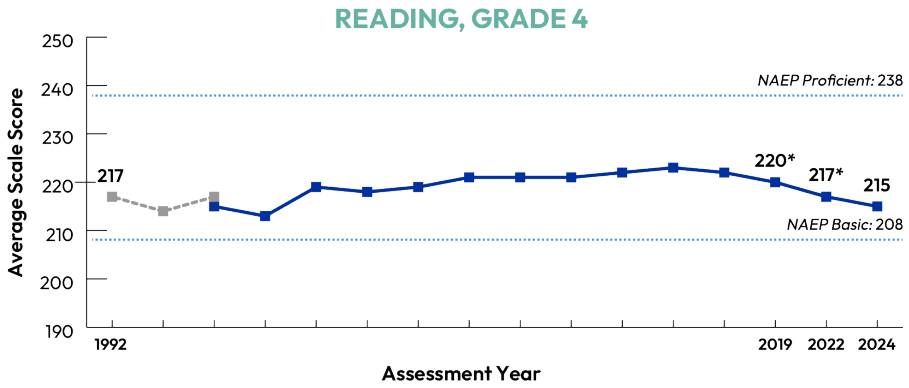
Alaska does not participate in contextual questionnaires so there are no data on the percentage of students reporting living in rural areas or percentage of school administrators reporting on student mobility.

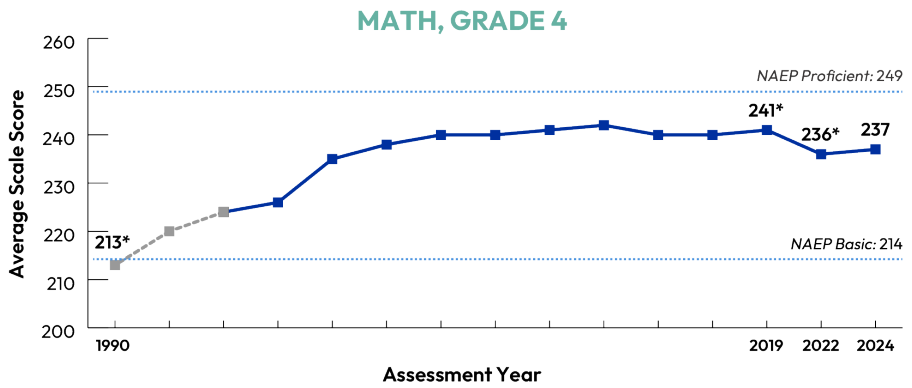
2024 NAEP results

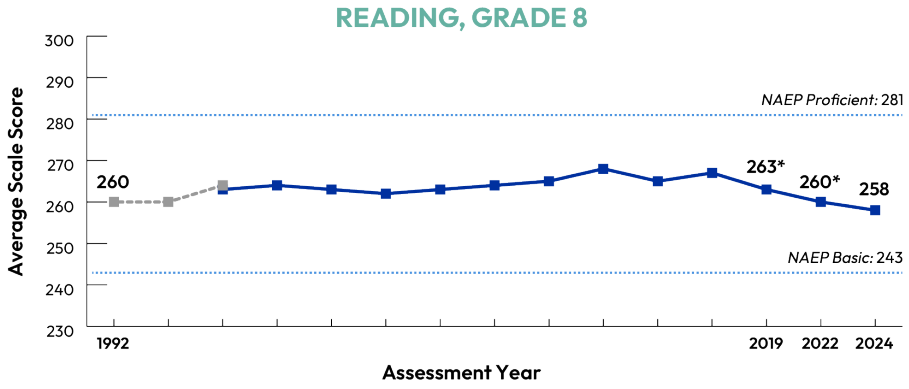
The nation hasn’t recovered from the pandemic

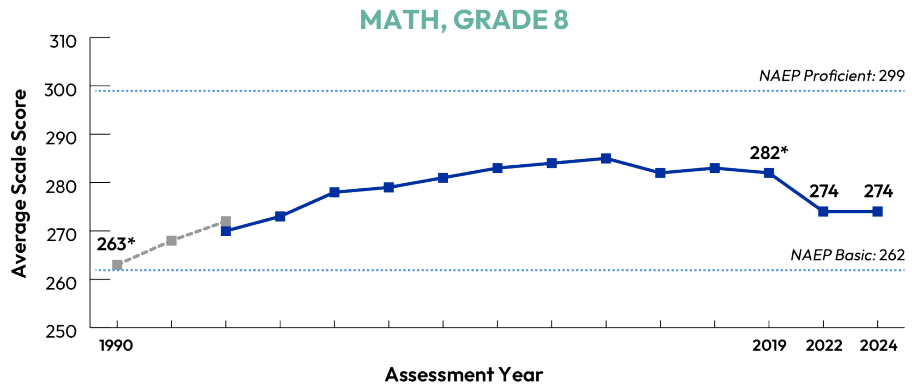
Nationally, reading and math scores are below 2019 levels in 4th and 8th grades.

Compared to 2022, reading scores continue to decline; 8th grade math scores are flat, but 4th grade math shows some promise.









Accommodations not permitted Accommodations permitted

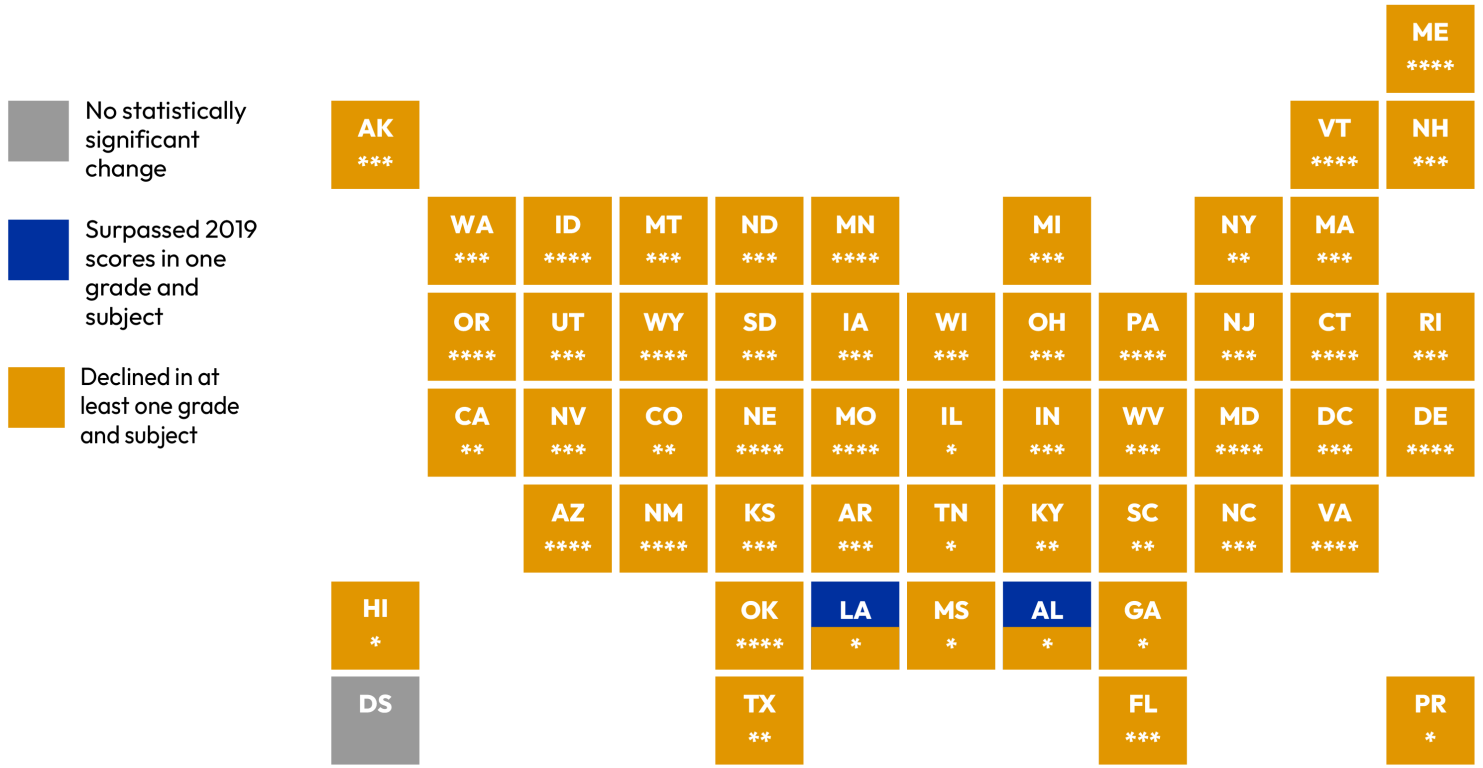
* Significantly different ($p < .05$) from 2024.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Reading and Mathematics Assessments (Grade 4 and 8), 1990 to 2024.

2019 to 2024: All states are below pre-pandemic levels in at least one grade and subject

Only two states surpassed their 2019 scores in a grade and subject: **Louisiana** (4th grade reading) and **Alabama** (4th grade math).

DoDEA showed no significant change between 2019 and 2024.



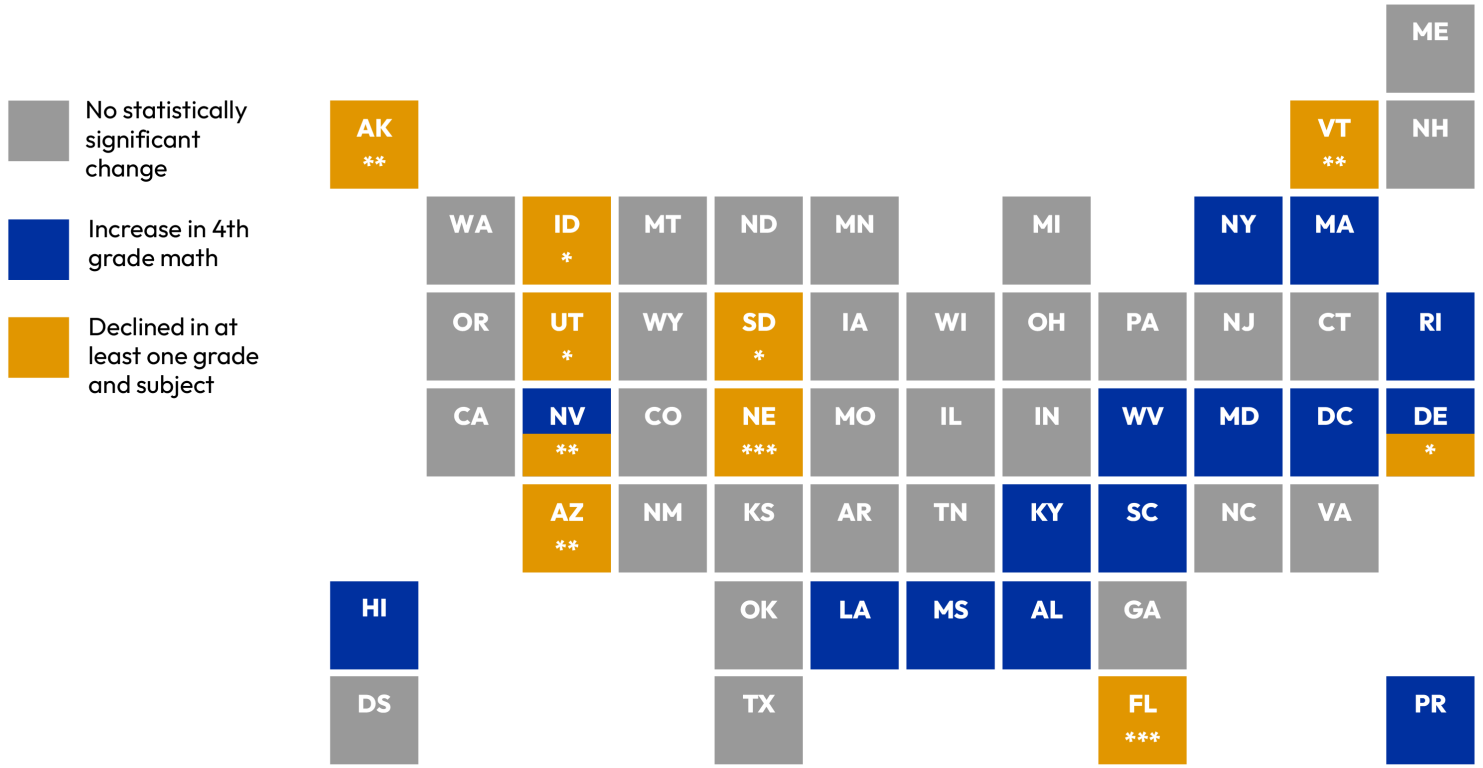
* Significantly different ($p < .05$) from 2019.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Reading and Mathematics Assessments (Grade 4 and 8), 2019 and 2024.

2022 to 2024: Some improvement amid stagnation and further decline

In 15 states, 4th grade math scores increased.

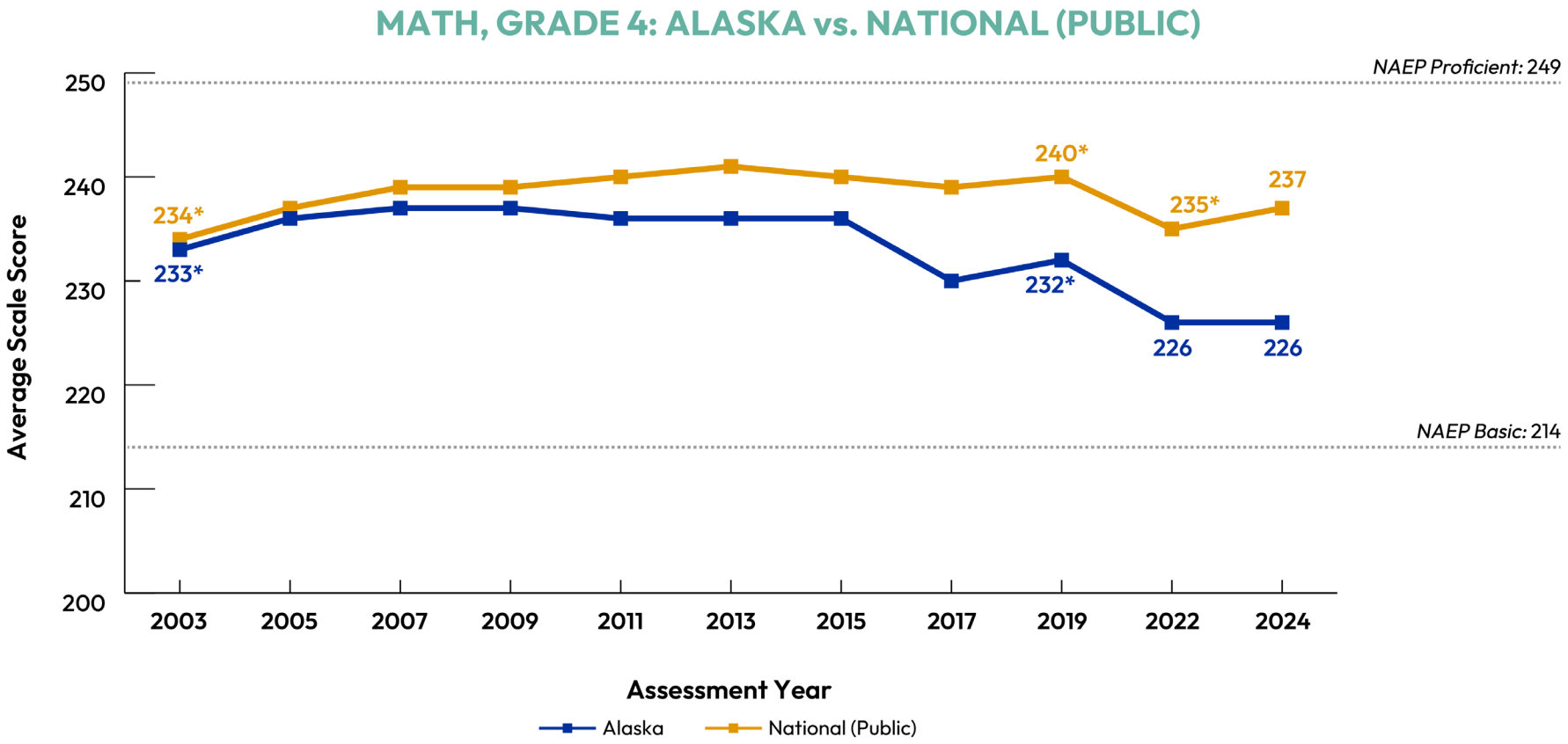
10 states declined in at least one grade and subject.



* Significantly different ($p < .05$) from 2022.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Reading and Mathematics Assessments (Grade 4 and 8), 2022 and 2024.

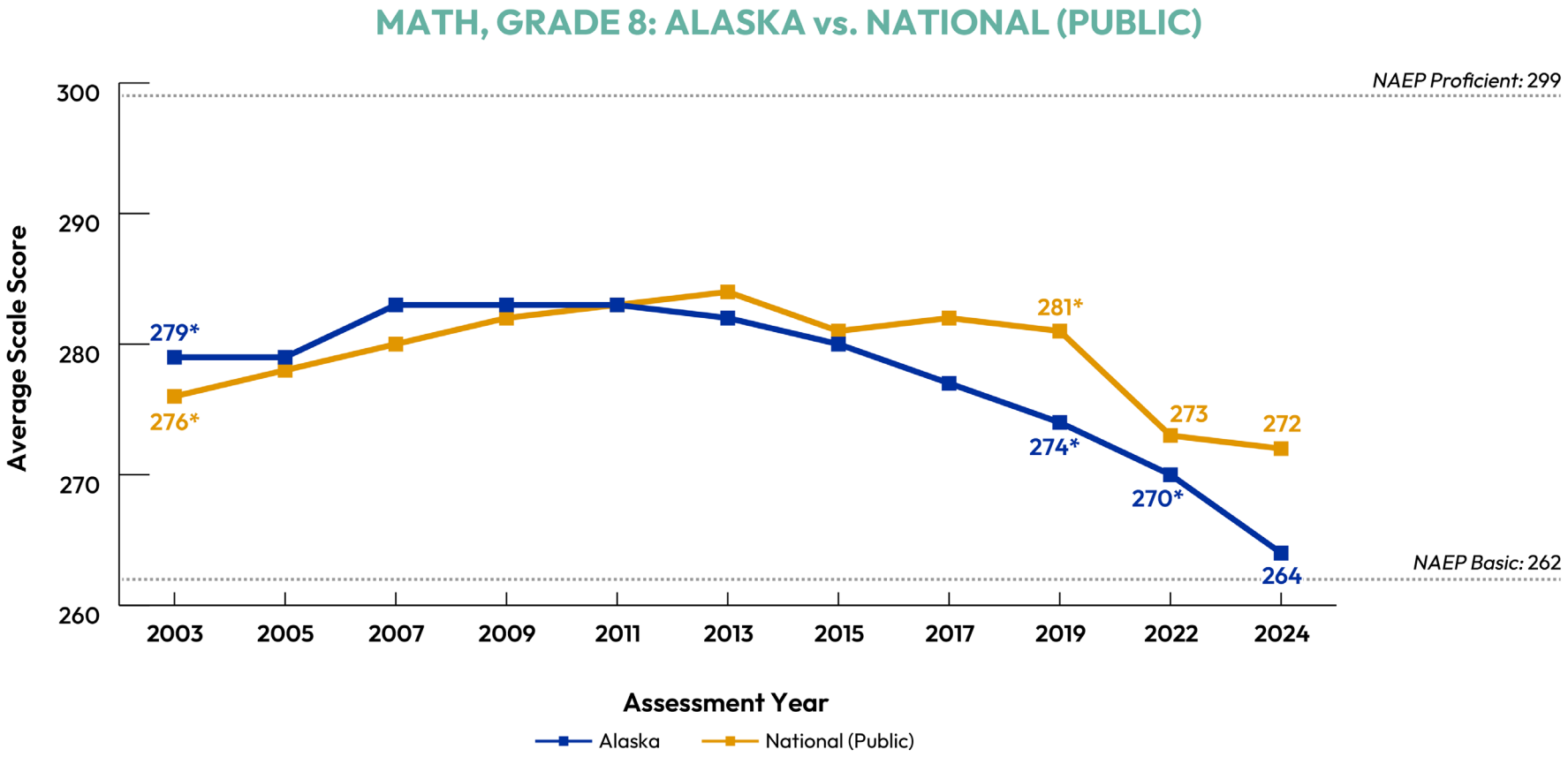
Alaska's 4th grade math results are below the national average



* Significantly different ($p < .05$) from 2024.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Mathematics Assessment (Grade 4), 2003 to 2024.

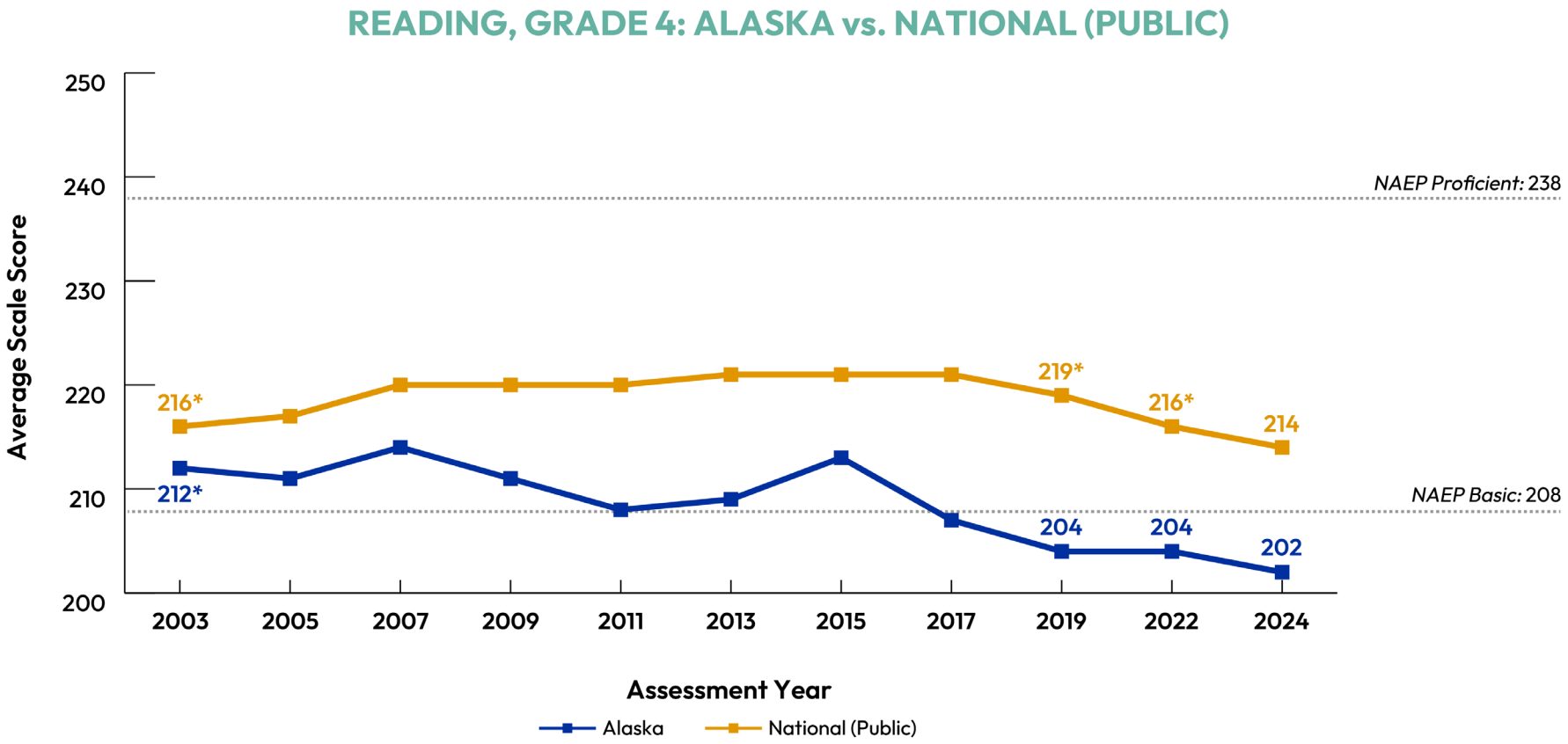
Alaska's 8th grade math results are below the national average



* Significantly different ($p < .05$) from 2024.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Mathematics Assessment (Grade 8), 2003 to 2024.

Alaska's 4th grade reading results are below the national average



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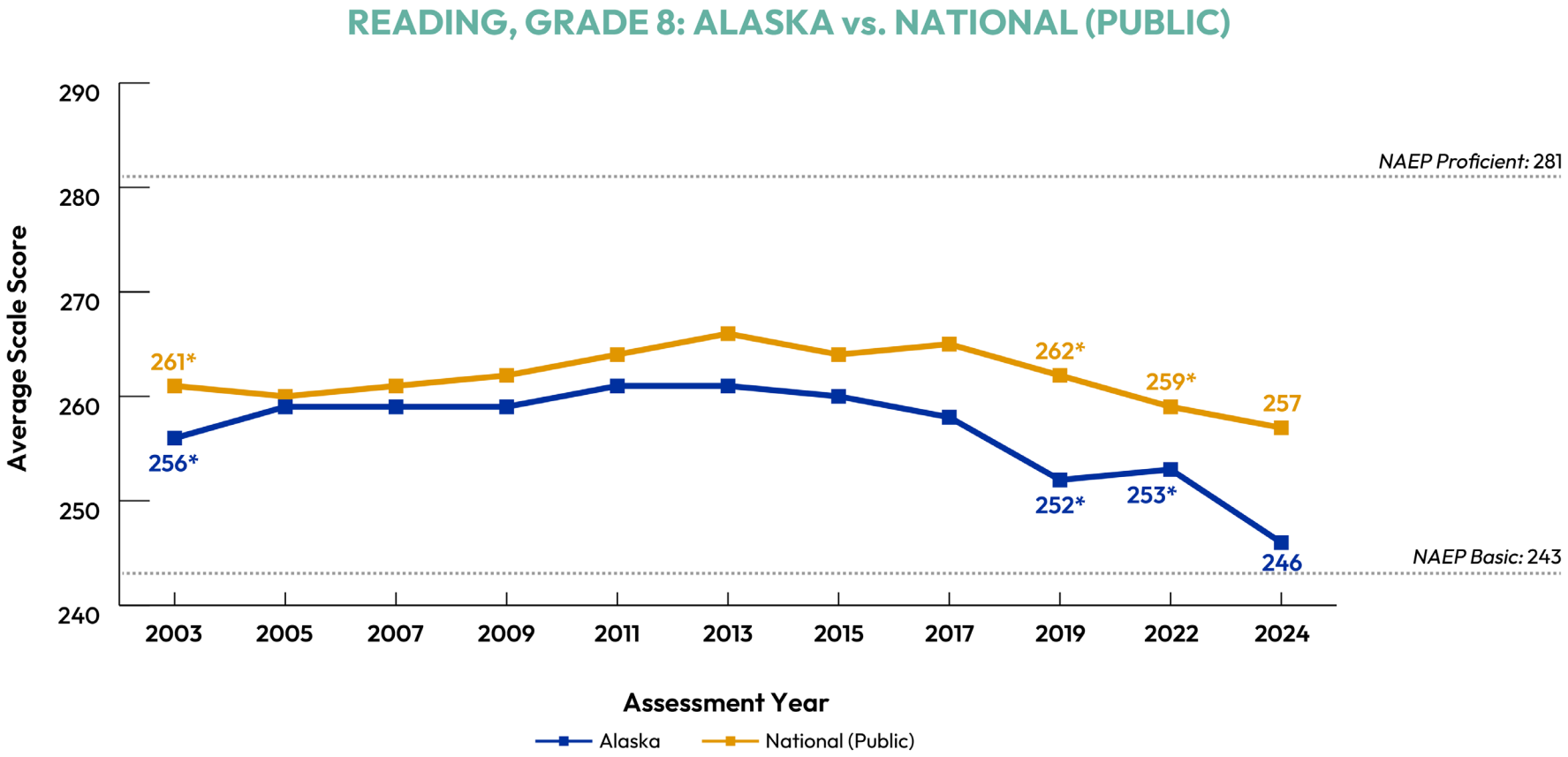

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SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Reading Assessment (Grade 8), 2003 to 2024.

Some improvement among lower-performing students in 4th grade math between 2022 and 2024

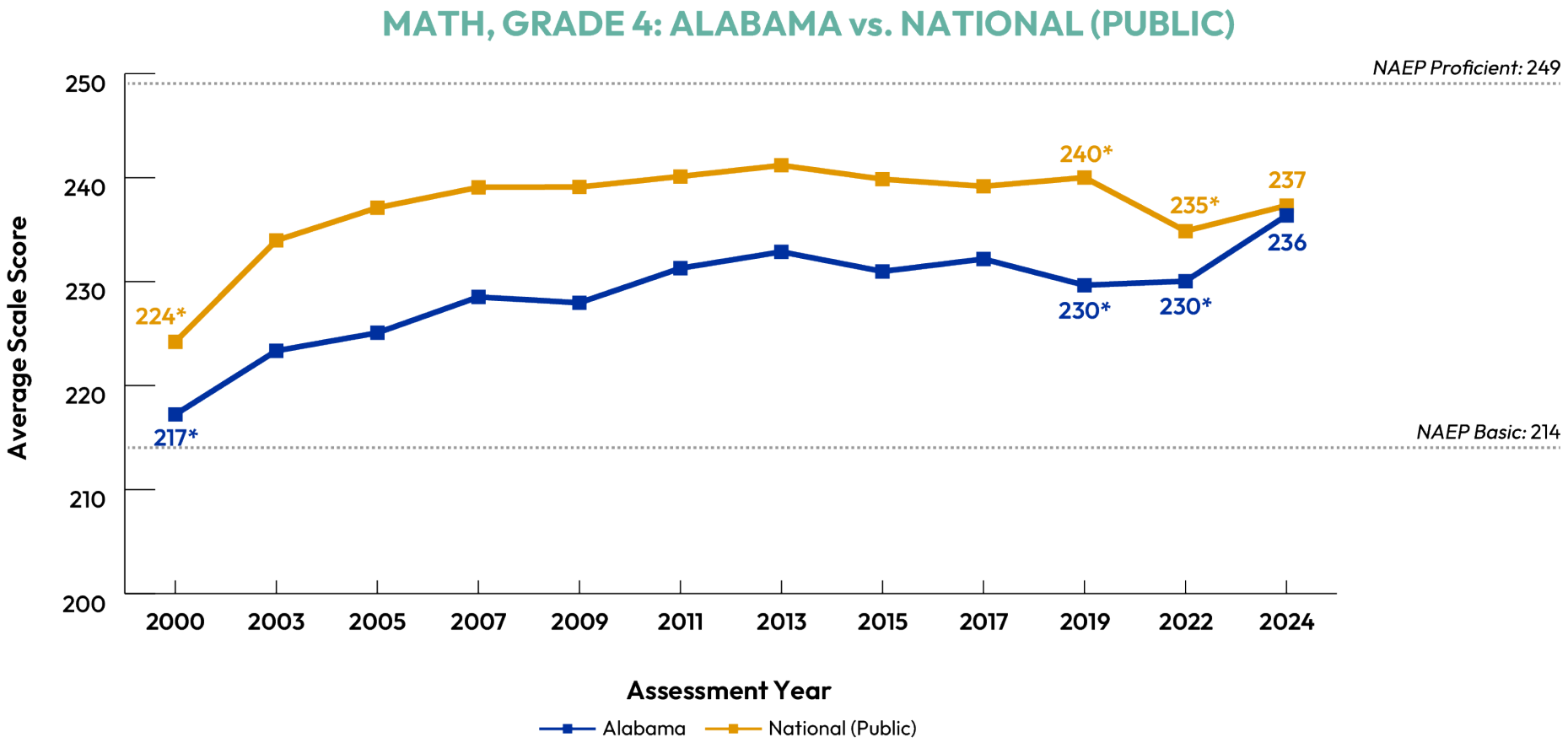
States and Jurisdictions

- Delaware
- Louisiana
- Maryland
- Massachusetts
- Mississippi
- New York
- District of Columbia (DC)
- Puerto Rico

Urban Districts

- Atlanta Public Schools
- Baltimore City Public Schools
- DC Public Schools (DCPS)
- Guilford County Public Schools (NC)
- Houston Independent School District
- Los Angeles Unified School District
- Miami-Dade County Public Schools

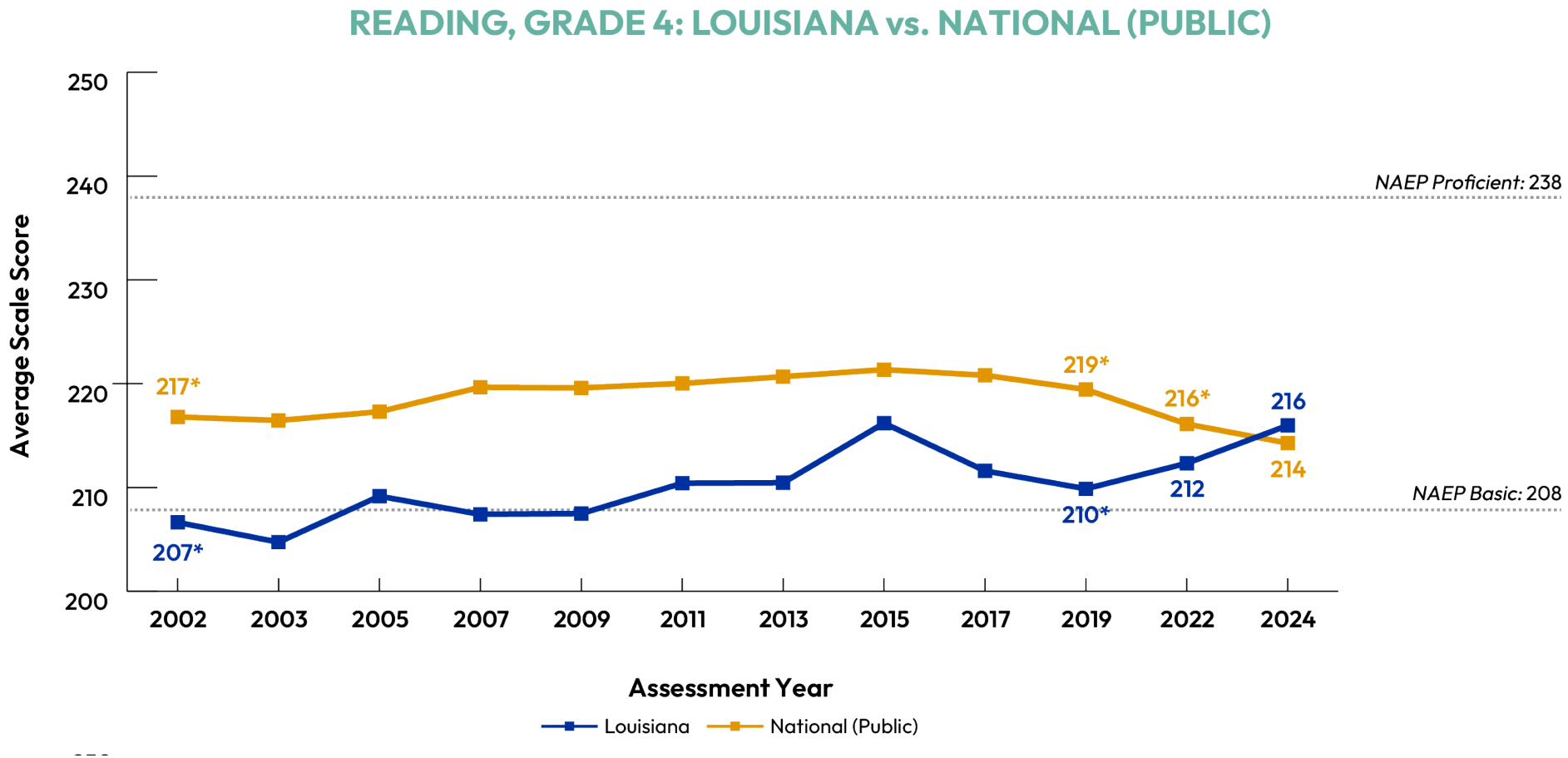
Alabama is making gains in 4th grade math



* Significantly different ($p < .05$) from 2024.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Mathematics Assessment (Grade 4), 2000 to 2024.

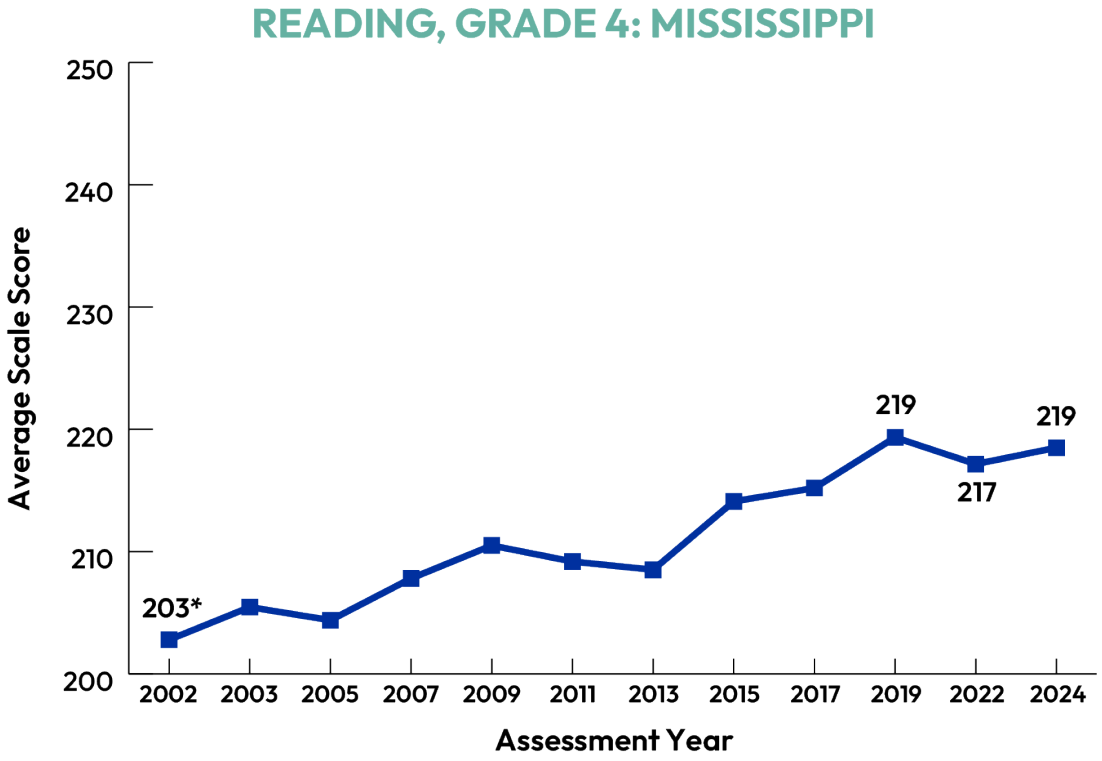
Louisiana is making gains in reading

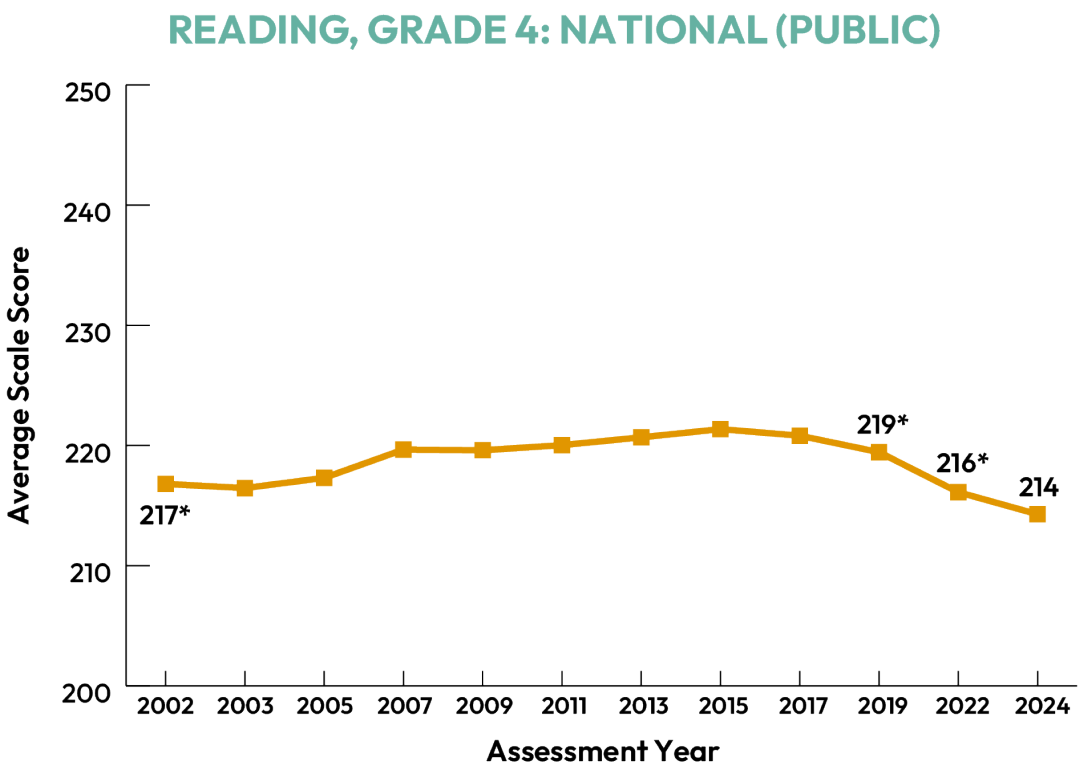


* Significantly different ($p < .05$) from 2024.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Reading Assessment (Grade 4), 2002 to 2024.

Mississippi's work in reading is a marathon, not a miracle





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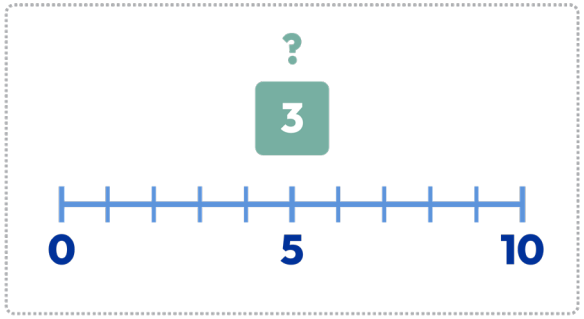
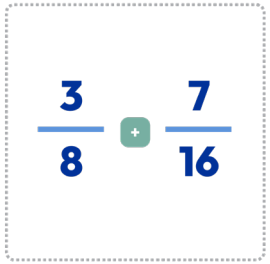
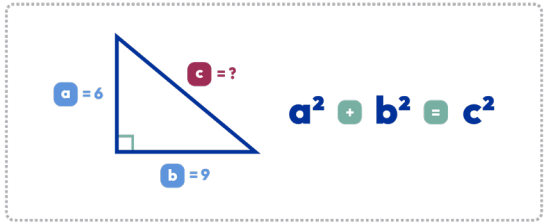
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Mathematics Assessment (Grade 4), 2002 to 2024.

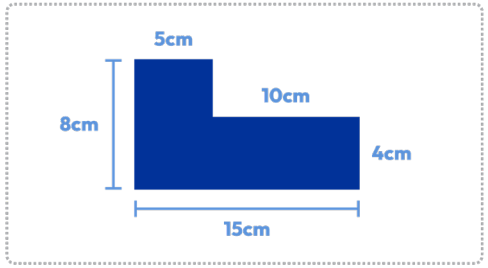
NAEP Proficient is the goal — and a high bar

	NAEP Basic	*NAEP Proficient*	*NAEP Advanced*
Grade 4 Math	Locate whole numbers on a number line	Add and subtract multi-digit whole numbers, fractions, and decimals in single and multi-step problems	Compare and order whole numbers, fractions, and decimals to hundredths
Grade 8 Math	Simplify expressions involving integers	Apply strategies to solve Pythagorean Theorem problems	Solve problems involving area, including composing and decomposing complex figures









SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Mathematics Assessment (Grade 4 and 8), 2024.

NAEP Proficient is the goal — and a high bar

Grade 4 Reading

From *The Tale of Despereaux* by Kate DiCamillo

NAEP Basic	*NAEP Proficient*	*NAEP Advanced*
Recognize a reason for a character's action implied in a section of a story.	**Recognize an inference about a main idea in a story.**	**Select text that supports an idea about a story character's feelings.**
Q. Why does Despereaux refuse to eat the book?	**Q.** The narrative says that 'an interesting fate…awaits almost everyone, mouse or man, who does not **conform**." This suggests something interesting will happen to Despereaux because…	**Q:** Furlough is frustrated because Despereaux isn't listening to his lesson on scurrying. Select one paragraph from the story that supports this idea.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Reading Assessment (Grade 4), 2024.

NAEP Proficient is the goal — and a high bar

Grade 8 Reading

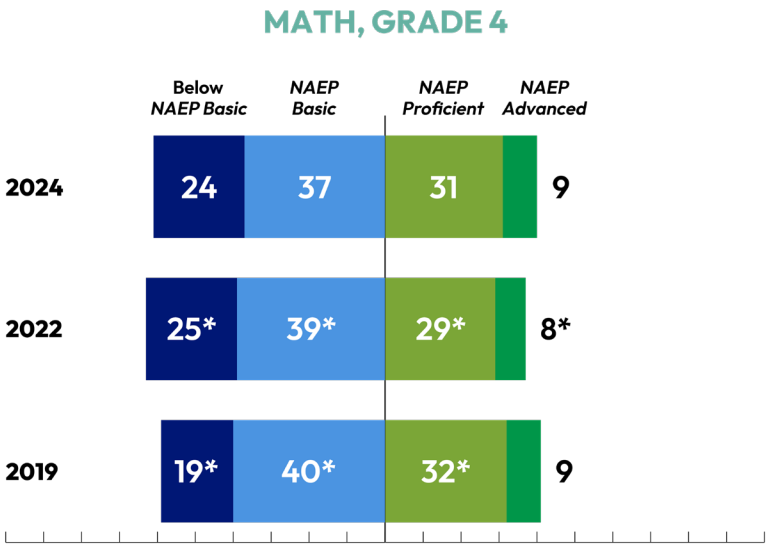
From "Stone in the Road" by William Bennett and "To Be of Use" by Marge Piercy

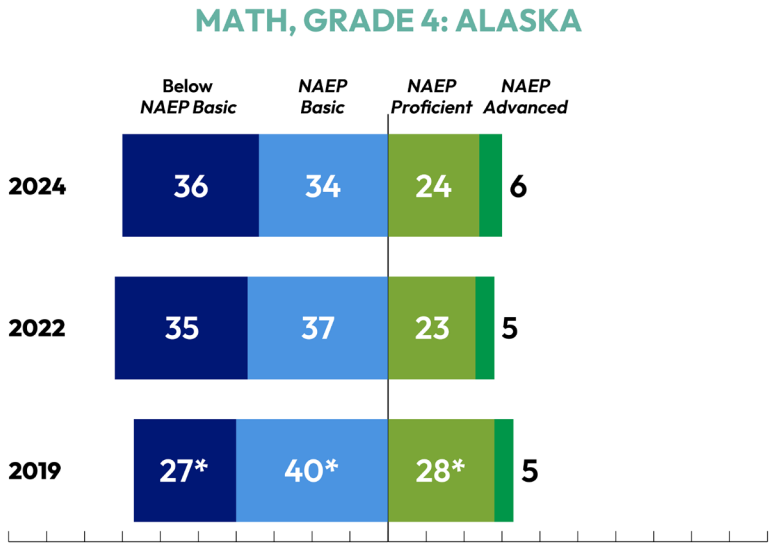
NAEP Basic	*NAEP Proficient*	*NAEP Advanced*
Recognize a simple inference about the main character's motive for initial story action.	**Explain how a statement by the main character applies to another character in the story.**	**Provide an opinion about the effectiveness of comparisons in a poem and explain with reference to the poem.**
Q. In the story, why did the king place a stone in the road?	**Q.** The King says, "Disappointment is usually the price of laziness." Explain how this statement applies to a character in the story other than the king.	*I love people who harness themselves, an ox to a heavy cart,* *who pull like water buffalo, with massive patience,* *who staring in the mud and muck to move things forward,* *who do what has to be done, again and again* **Q.** Do you think these comparisons to animals are an effective way for the speak to make her point?

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Reading Assessment (Grade 8), 2024.

More students scoring below *NAEP Proficient* in math

Some progress in Grade 4 math from 2022 to 2024, but no “recovery.”





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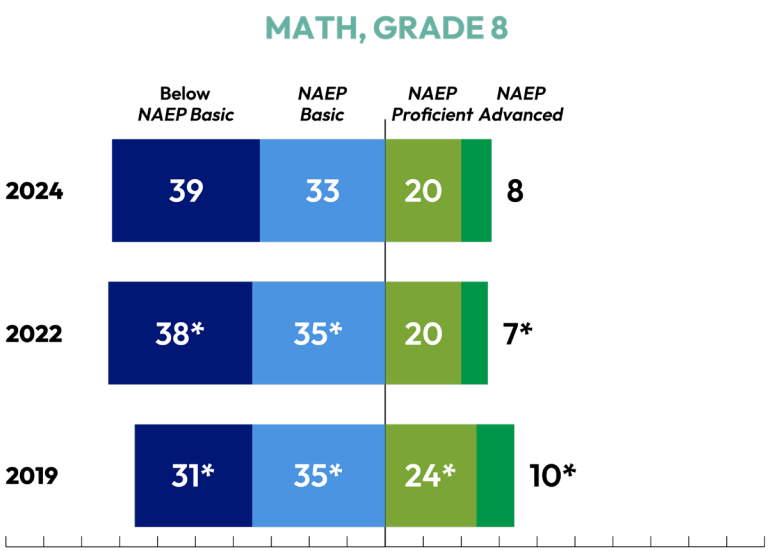
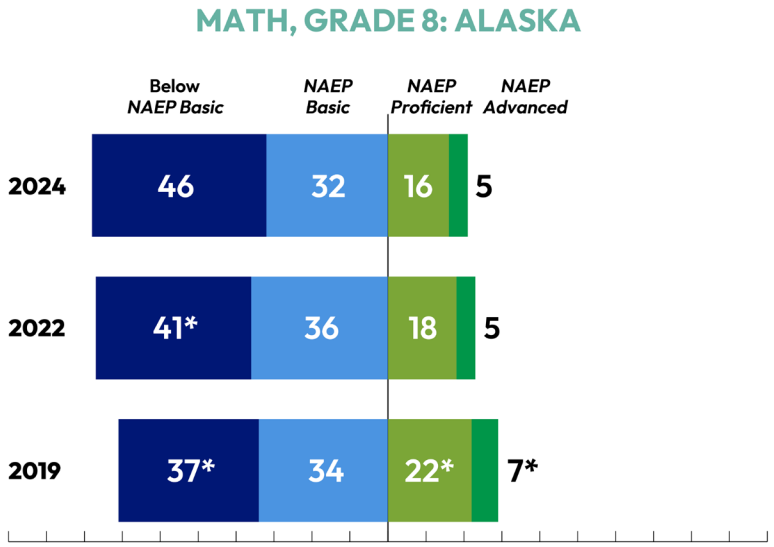
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Mathematics Assessment (Grade 4), 2019 to 2024.

More students scoring below *NAEP Proficient* in math

More students scoring below *NAEP Basic*





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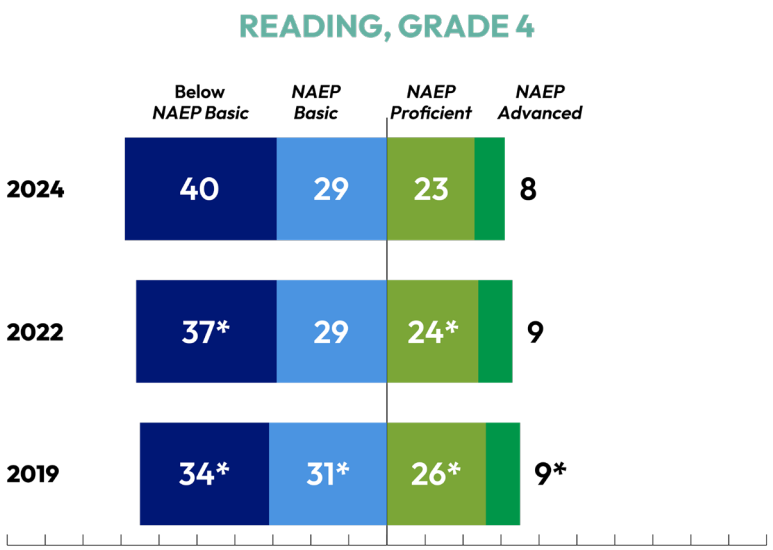
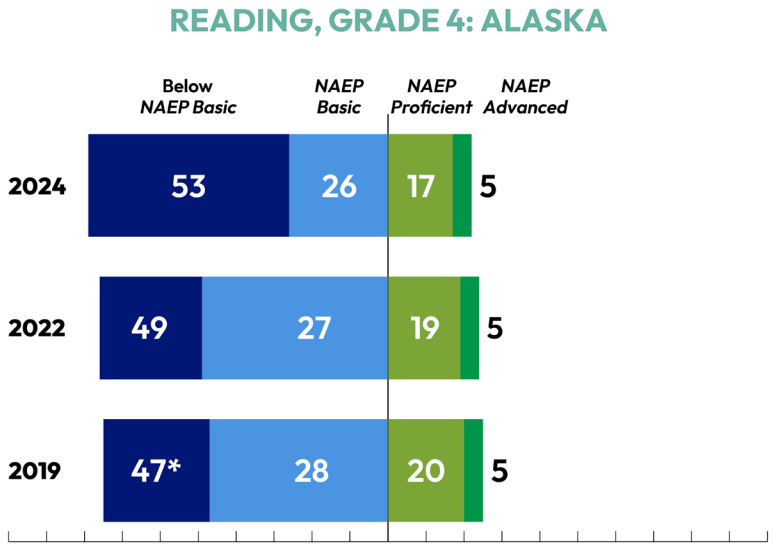
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Mathematics Assessment (Grade 8), 2019 to 2024.

More students scoring below *NAEP Proficient* in reading

Only about one-third of students across tested grades meet the *NAEP Proficient* level.





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More students scoring below *NAEP Proficient* in reading

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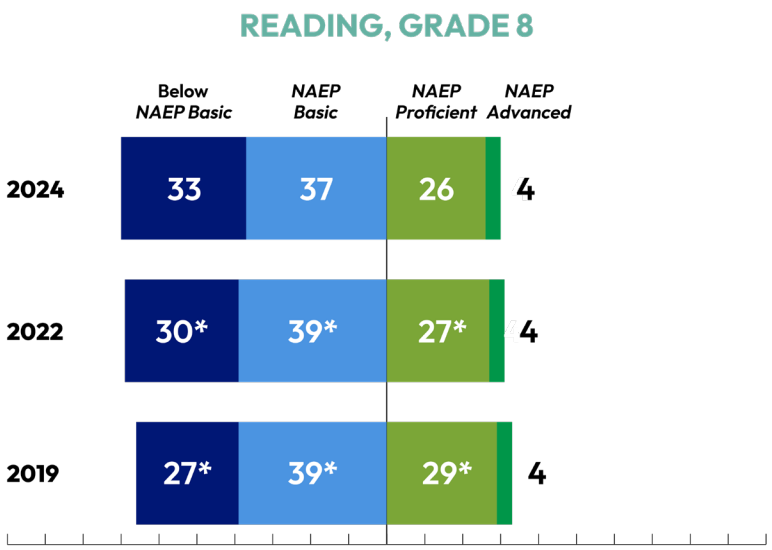

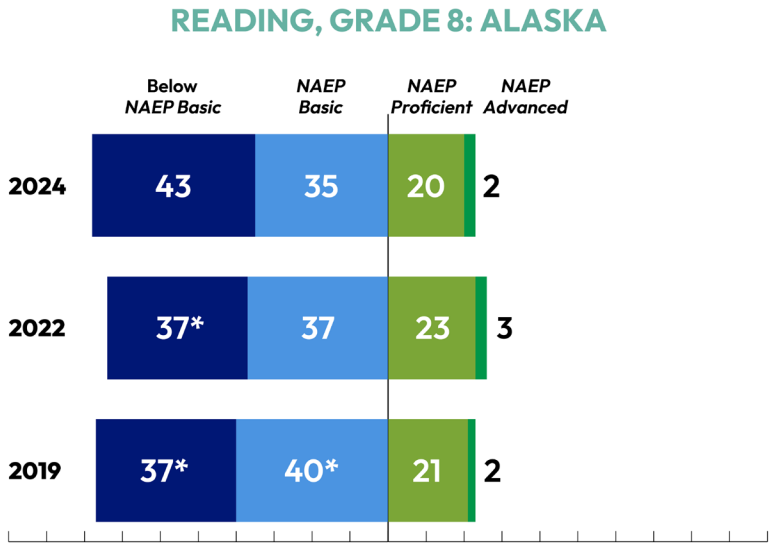

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SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Reading Assessment (Grade 8), 2019 to 2024.

States can learn more from NAEP

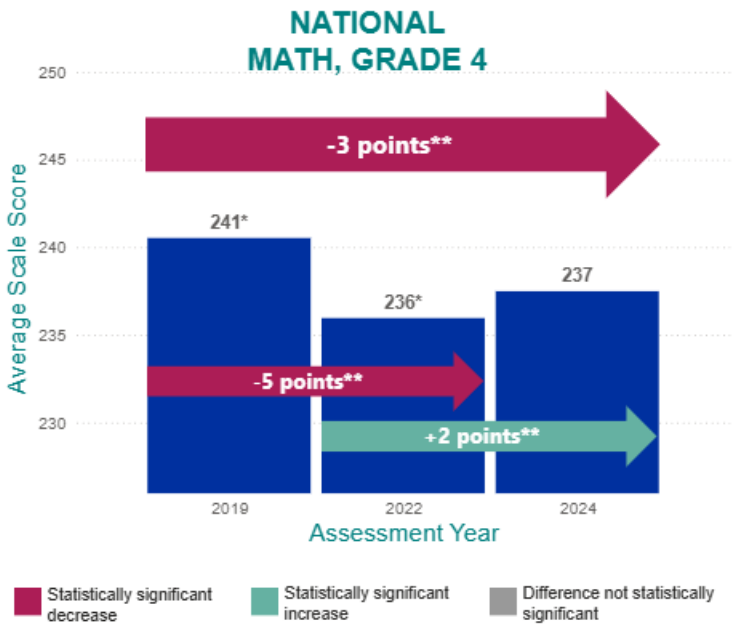
- Understanding NAEP in context with state assessments
- Comparing NAEP results to states like theirs
- Connecting with states that are seeing progress
- Analyzing lower-performing students' results
- Looking at key contextual data

Interactive Data Tools:

- NAEP State Profiles
- NAEP Data Explorer
- Governing Board website

Explore changes in national, state, and district results

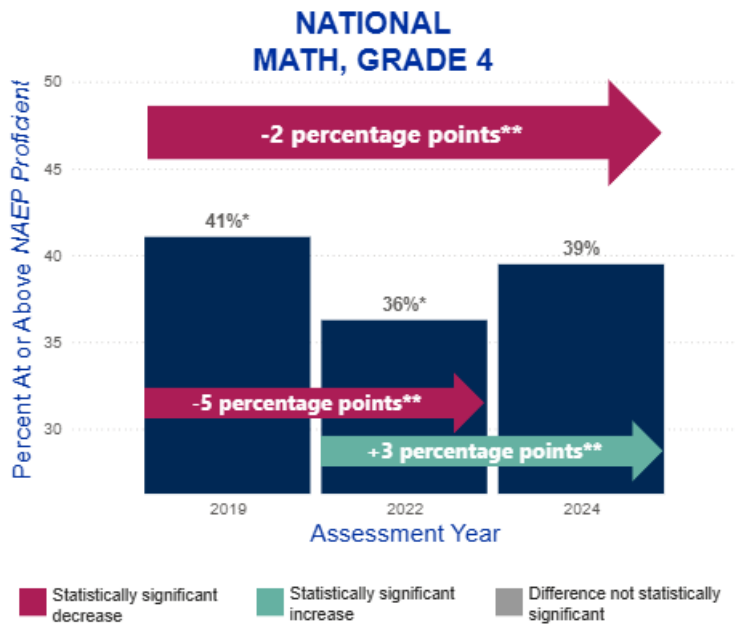
Search for the nation and by state and district to understand score and percentage changes between 2019, 2022, and 2024.



From 2019 to 2022, there was a statistically significant decrease in the average scale score for Grade 4 Math at the national level.

From 2022 to 2024, there was a statistically significant increase.

Overall, the average scale score in 2024 is significantly lower than the average scale score in 2019 for Grade 4 Math at the national level.

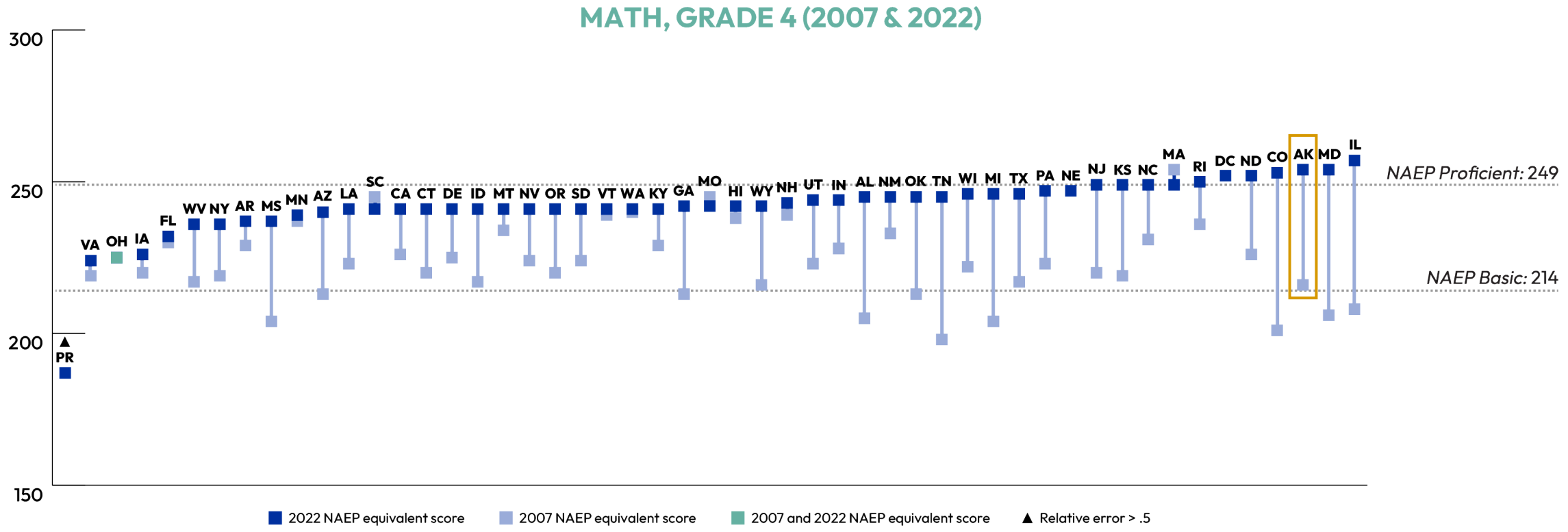


From 2019 to 2022, there was a statistically significant decrease in the percentage of students scoring at or above *NAEP Proficient* for Grade 4 Math at the national level.

From 2022 to 2024, there was a statistically significant increase.

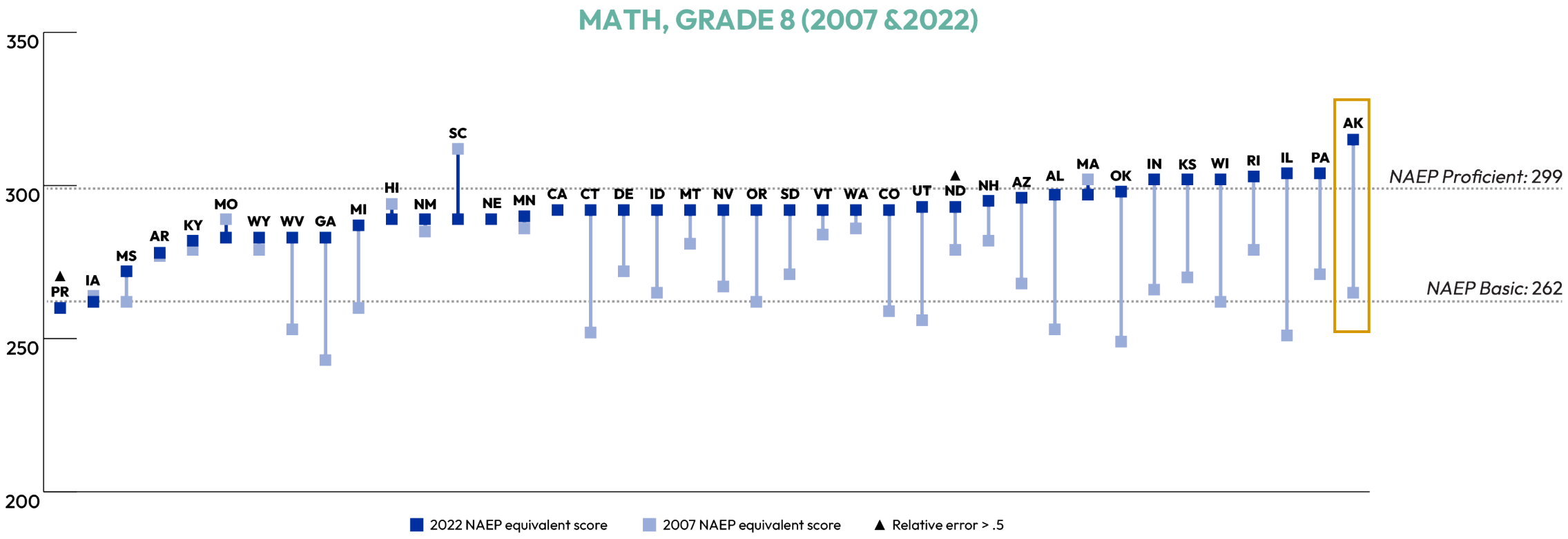
Overall, the percentage of students scoring at or above *NAEP Proficient* in 2024 is significantly lower than in 2019 for Grade 4 Math at the national level.

Placing state standards on the NAEP scale



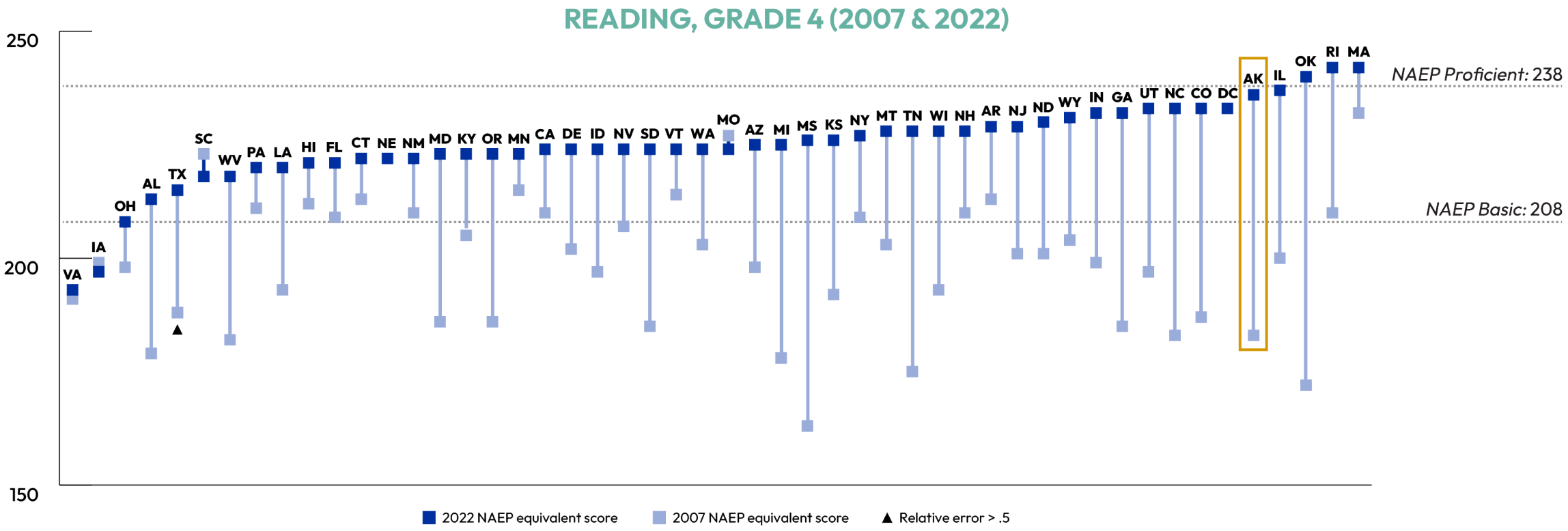
NOTE: For states/jurisdictions that participated in the Smarter Balanced Assessment Consortium testing program (SBAC) all participating states considered as one single jurisdiction. Maine was not included in the study because the state administered an interim assessment in 2021-22. The classification of NAEP equivalent scores into NAEP achievement levels accounts for the margin of error associated with each estimate. All jurisdictions have at least ±2 standard error. The standard of a state/jurisdiction or testing program is assigned the highest NAEP achievement level for which the upper bound of the margin of error of its NAEP equivalent score equals or exceeds the cut score of the achievement level. When a relative error is greater than .5, the results should be interpreted with caution because the error is too large to support useful inferences from the placement of the state standard onto the NAEP scale without additional evidence.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) State Mapping Analyses (Grade 4), 2007 and 2002.

Placing state standards on the NAEP scale



NOTE: For states/jurisdictions that participated in the Smarter Balanced Assessment Consortium testing program (SBAC) all participating states considered as one single jurisdiction. Eleven additional states were not included because their assessment data files had end-of-grade assessment results mixed with other assessment results, and the student participation rate for the end-of-grade assessment was less than 95%. Missouri and New Hampshire administered end-of-course assessments and had student participation rates of less than 95% on their end-of-grade assessments but were included because their assessment data files contained only end-of-grade results. The classification of NAEP equivalent scores into NAEP achievement levels accounts for the margin of error associated with each estimate. All jurisdictions have at least ±2 standard error. The standard of a state/jurisdiction or testing program is assigned the highest NAEP achievement level for which the upper bound of the margin of error of its NAEP equivalent score equals or exceeds the cut score of the achievement level. When a relative error is greater than .5, the results should be interpreted with caution because the error is too large to support useful inferences from the placement of the state standard onto the NAEP scale without additional evidence.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) State Mapping Analyses (Grade 8), 2007 and 2002

Placing state standards on the NAEP scale



NOTE: For states/jurisdictions that participated in the Smarter Balanced Assessment Consortium testing program (SBAC) all participating states considered as one single jurisdiction. Maine was not included in the study because the state administered an interim assessment in 2021-22. Puerto Rico was not included because the NAEP grade 4 reading assessment was not administered in the jurisdiction. Connecticut, Montana, and Oregon were not included in estimating the SBAC reading standard because these states either did not use all SBAC reading assessment components or used a custom blueprint for their reading assessment. The classification of NAEP equivalent scores into NAEP achievement levels accounts for the margin of error associated with each estimate. All jurisdictions have at least ±2 standard error. The standard of a state/jurisdiction or testing program is assigned the highest NAEP achievement level for which the upper bound of the margin of error of its NAEP equivalent score equals or exceeds the cut score of the achievement level. When a relative error is greater than .5, the results should be interpreted with caution because the error is too large to support useful inferences from the placement of the state standard onto the NAEP scale without additional evidence.
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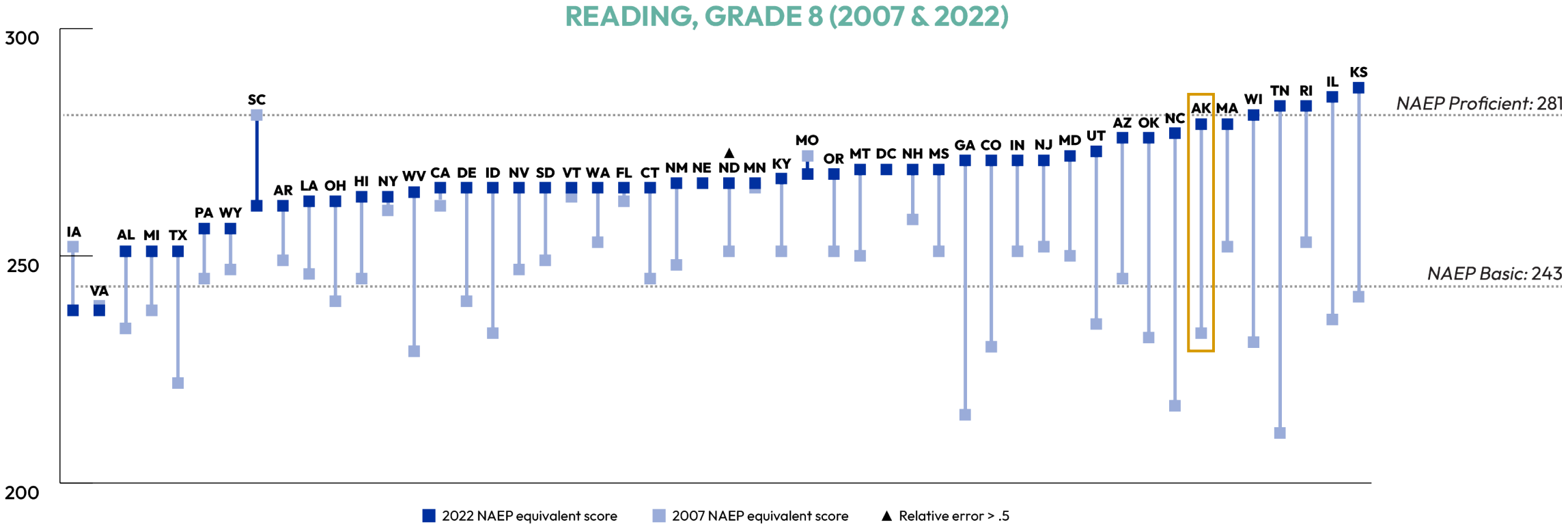

NOTE: For states/jurisdictions that participated in the Smarter Balanced Assessment Consortium testing program (SBAC) all participating states considered as one single jurisdiction. Maine was not included in the study because the state administered an interim assessment in 2021-22. Puerto Rico was not included because the NAEP grade 8 reading assessment was not administered in the jurisdiction. Connecticut, Montana, and Oregon were not included in estimating the SBAC reading standard because these states either did not use all SBAC reading assessment components or used a custom blueprint for their reading assessment. The District of Columbia, New Hampshire, and New York administered end-of-course assessments and had student participation rates of less than 95% on their end-of-grade assessments but were included because their assessment data files contained only end-of-grade results. The classification of NAEP equivalent scores into NAEP achievement levels accounts for the margin of error associated with each estimate. All jurisdictions have at least ±2 standard error. The standard of a state/jurisdiction or testing program is assigned the highest NAEP achievement level for which the upper bound of the margin of error of its NAEP equivalent score equals or exceeds the cut score of the achievement level. When a relative error is greater than .5, the results should be interpreted with caution because the error is too large to support useful inferences from the placement of the state standard onto the NAEP scale without additional evidence.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) State Mapping Analyses (Grade 8), 2007 and 2002.

What's next?

2026 NAEP

- NAEP is in Alaska right now
- 4th and 8th grade math and reading results will be released in **early 2027**
- 8th grade civics and U.S. history results will be released in **Spring 2027**

State Mapping Study

- Currently underway with 2024 NAEP data

Next Gen NAEP

- Launching in February


NATIONAL ASSESSMENT GOVERNING BOARD
The Nation's Report Card
Thank you!
Questions? Email us at NAGB@ed.gov.
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