

Lafayette School Corporation

2026 IREAD-3 Results

School	# Passed	# Tested	% Proficient	2025 Difference
Earhart	85	92	92.4	-3.2%
Edgelea	84	89	94.4	+0.7%
Glen Acres	103	119	86.6	-3.1%
Miami	67	78	85.9	-1.0%
Miller	55	58	94.8	+3.9%
Murdock	33	42	78.6	-2.4%
Oakland	28	29	96.6	+12.9%
Vinton	58	64	89.2	-4.5%
LSC	513	572	89.7	-0.1%

2026 IREAD-3 DISAGGREGATED RESULTS

School	ETHNICITY			
	Black	Hispanic	Multiracial	White
Earhart	81.8% (18/22)	93.1% (27/29)	***8	96.9% (31/32)
Edgelea	***7	93.9% (28/30)	***8	97.7% (43/44)
Glen Acres	86.8% (33/38)	74.4% (29/39)	***7	96.7% (29/30)
Miami	84.4% (27/32)	85.2% (23/27)	***5	85.7% (12/14)
Miller	100% (17/17)	***3	***7	90.3% (28/31)
Murdock	***10	66.7% (10/15)	***3	85.7% (12/14)
Oakland	***2	***7	***2	94.4% (17/18)
Vinton	76.9% (10/13)	100% (11/11)	***7	88.2% (30/34)
LSC	86.5% (122/141)	85.7% (138/161)	95.7% (45/47)	93.1% (202/217)
STATE	80.1%	79.8%	89.1%	92.6%

School	SUBGROUPS		
	F/R	ML	SPED
Earhart	89.8% (53/59)	94.4% (17/18)	76.0% (19/25)
Edgelea	93.9% (46/49)	86.7% (13/15)	82.6% (19/23)
Glen Acres	86.9% (73/84)	71.0% (22/31)	66.7% (10/15)
Miami	83.3% (55/66)	77.3% (17/22)	71.4% (15/21)
Miller	92.3% (36/39)	***3	92.3% (24/26)
Murdock	82.4% (28/34)	***9	***11
Oakland	94.7% (18/19)	***2	***6
Vinton	87.0% (53/59)	***6	63.2% (12/19)
LSC	88.1% (356/404)	79.2% (84/106)	74.7% (109/146)
STATE	84.1%	74.5%	66.9%

PEER GROUP COMPARABLES

Corporation	# Passed	# Tested	% Proficient
La Porte	389	433	89.8%
LSC	513	572	89.7%
Decatur Township	404	460	87.8%
Richmond	292	338	86.4%
Goshen	360	423	85.1%
Merrillville	319	381	83.7%
Kokomo	287	370	77.6%
Anderson	306	439	69.7%

STATE	71,943	81,137	88.7
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TSC	921	1015	90.7%
WLCSC	171	182	94.0%

IREAD-3 State Results

- 88.7% in 2026
- 87.3% in 2025
- 82.5% in 2024
- 81.9% in 2023
- 81.6% in 2022
- 81.2% in 2021

IREAD-3 LSC Results

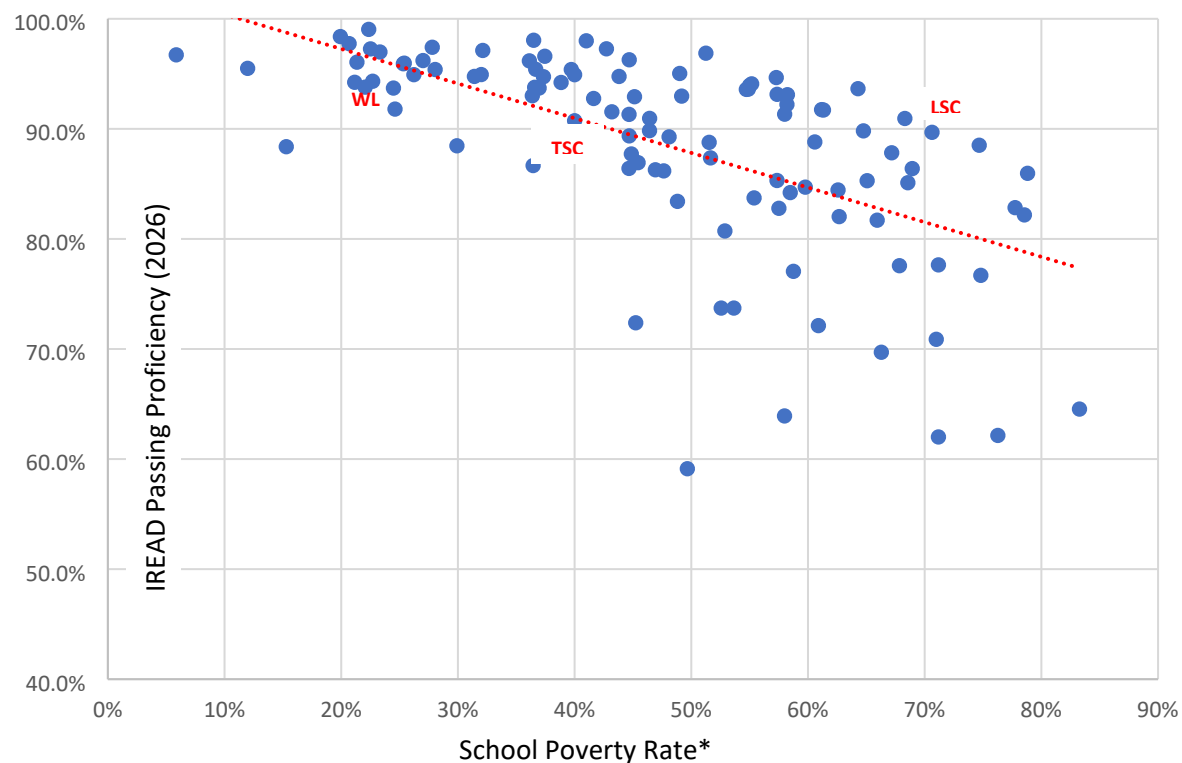
- 89.7% in 2026
- 89.8% in 2025
- 89.6% in 2024
- 87.6% in 2023
- 88.4% in 2022
- 83.9% in 2021

Reading Between the Lines: Poverty & IREAD-3 Performance

School*	School's Free/Reduced Lunch %	2026 IREAD3 Proficiency
Miami	85.88%	85.9%
Murdock	80.99%	78.6%
Vinton	77.27%	89.2%
Miller	70.06%	94.8%
Glen Acres	69.52%	86.6%
Oakland	65.99%	96.6%
Earhart	63.13%	92.4%
Edgelea	58.23%	94.4%

**In order of Title I eligibility application*

Does Poverty Rate Predict IREAD Proficiency in Indiana School Districts? A Simple Regression Analysis



of School Districts** n = 108

Correlation r = -.606

Regression R² = .368

Statistical Significance p < .01

Interpretation School Poverty Rate and IREAD Proficiency have a statistically significant negative correlation in Indiana (i.e., as poverty rate increases, IREAD proficiency % decreases).

*Poverty measured by Free/Reduced Lunch rate of 3rd graders (SY 25-26)

**Only school districts with 200+ students taking IREAD were included in this analysis

LSC 2026 District Results 2nd Grade Final with Summer Test Session						
Result	# of students	Percentage	SpEd	ML	SpEd & ML	Gen Ed
Did Not Pass	201	35.02%	87	54	21	81
Earhart Elementary School	31	31.96%	16	11	6	10
Edgelea Elementary School	19	25.33%	6	7	2	8
Glen Acres Elementary School	41	39.42%	14	13	7	21
Miami Elementary School	36	43.90%	14	9	2	15
Miller Elementary School	36	52.94%	16	7	1	14
Murdock Elementary School	13	33.33%	6	0	0	7
Oakland Elementary School	7	18.42%	4	2	0	1
Vinton Elementary School	18	25.35%	11	5	3	5
Pass*	373	64.98%	54	72	13	260
Earhart Elementary School	66	68.04%	11	10	2	47
Edgelea Elementary School	56	74.67%	6	7	2	45
Glen Acres Elementary School	63	60.58%	8	25	4	34
Miami Elementary School	46	56.10%	8	10	2	30
Miller Elementary School	32	47.06%	7	6	2	21
Murdock Elementary School	26	66.67%	1	4	0	21
Oakland Elementary School	31	81.58%	2	2	0	27
Vinton Elementary School	53	74.65%	11	8	1	35
Grand Total	574					

***State 2nd Grade Passing Rate = 62%**

Points of Emphasis:

- IREAD-3 tests phonics, vocabulary, and reading comprehension
- 207 2nd graders “At Risk” from spring test; 108 3rd graders DNP.
 - 315 students offered summer remediation (by law)
 - 187 students started summer school
 - 175 students completed summer school with at least 90% attendance
- 51 3rd graders re-tested (summer): 9 passed; 41 did not pass; 1 did not retake the test
- ML subgroup: of the 106 ML students, 22 students DNP. Vast majority of students are Level 1.0 – 2.8 LEP (studies show they are unlikely to pass IREAD-3). Four MLs also identified with SpEd exceptionality.
- Disaggregated data show we are above state average in all subgroups (6 consecutive years).
- We had four schools meet or exceed 90% proficiency.
- LSC is defying the trend.
 - LSC outperformed six of the seven Peer Group School Corporations and had an IREAD passing rate comparable to the seventh.
 - LSC outperformed 36% of school corporations included in the analysis (39/108) with district poverty rates ranging from 15%-69%. Those are all lower than LSC’s poverty rates of 71%.
 - LSC performed comparably (IREAD proficiency within 1%) to TSC despite serving a student population with a much higher poverty rate (71% vs. 40%).
- LSC results are especially notable since they defy the inverse relationship between poverty rates and IREAD proficiency clearly established in the state data set. Furthermore, these results suggest that LSC’s reading intervention strategies are effective in moderating the relationship between poverty and achievement.

Looking Ahead:

- We are still working toward 95% proficiency by 2027 (aligns with state’s goal and LSC board resolution).
- We are already working to continue improvement:
 - After two years of implementation of *myView Literacy* (SoR aligned; IDOE approved curriculum), we have made revisions to curriculum maps and common formative assessments.
 - Training for teachers to LSC includes *myView Literacy* and Reading Horizons.
 - Administrators have been tasked to audit for fidelity of Reading Horizons implementation.
 - All 2nd graders took the IREAD-3 test so we have data/information to remediate students in reading areas as needed.
 - Supports through Title I (instructional materials and interventionists). We have narrowed our intervention options across the district. This will help with transient students as well to ensure interventions can continue at another school within LSC.