Lincolnshire-Prairie View School District 103

Memo

To: Board of Education

From: Ali Finn, Assistant Superintendent of Curriculum and Instruction

CC: Dr. Katie Reynolds

Date: September 14, 2026

Re: IAR Data and Growth 2025-2026

This report provides an update on student performance and growth as measured by the Illinois Assessment of Readiness (IAR) during the 2025–2026 school year. The information below includes a year-over-year comparison of the percentage of students meeting IAR benchmarks, followed by an analysis of student growth.It is important to note that slight differences may exist between the state-reported data and ECRA data. ECRA uses only year-over-year data for students with prior IAR results and therefore does not include students who are new to IAR testing in our district.

IAR Benchmark Performance

Overall, the percentage of District 103 students meeting benchmark increased in both English Language Arts and Mathematics from Spring 2025 to Spring 2026. In ELA, the district increased from 80% to 88% meeting benchmark, while mathematics increased from 75% to 81%.

English Language Arts – % Met Benchmark

Grade	Spring 2025	Spring 2026	Change
3	67%	83%	+16
4	70%	81%	+11
5	76%	88%	+12
6	83%	90%	+7
7	83%	92%	+9
8	95%	90%	-5
District	**80%**	**88%**	**+8**

ELA benchmark performance increased in five of six grade levels. The largest increase occurred in third grade, which increased 16 percentage points, followed by fifth grade at 12 percentage points and fourth grade at 11 percentage points. Districtwide, 88% of students met the ELA benchmark in Spring 2026.

Mathematics – % Met Benchmark

Grade	Spring 2025	Spring 2026	Change
3	68%	89%	+21
4	75%	76%	+1
5	68%	81%	+13
6	76%	74%	-2
7	78%	84%	+6
8	84%	81%	-3
District	**75%**	**81%**	**+6**

Mathematics benchmark performance also increased overall, with gains in four of six grade levels. Third grade demonstrated the largest increase at 21 percentage points, followed by fifth grade at 13 percentage points. Districtwide, the percentage of students meeting the mathematics benchmark increased six percentage points, from 75% to 81%.

IAR Growth Update

IAR Achievement and Growth Comparison

Content Area	Spring 2025 % Met Benchmark	Spring 2026 % Met Benchmark	2025 Growth Effect Size	2026 Growth Effect Size
ELA	80%	88%	+0.11	+0.15
Mathematics	75%	81%	+0.27	-0.21

*Note: ECRA range for expected growth is -0.29 - +0.29

The chart above highlights the importance of considering achievement and growth together. District 103 students continue to demonstrate high levels of achievement, with the percentage of students meeting benchmark increasing from Spring 2025 to Spring 2026 in both ELA and mathematics. Growth measures provide a different lens by comparing students' actual performance to projections based on their prior achievement. For students who are already

performing at high levels, these projections are also high, which can make additional growth more difficult to demonstrate. This is particularly important when interpreting the mathematics results: 81% of students met benchmark in Spring 2026, an increase from 75% in Spring 2025, while the mathematics growth effect size decreased from +0.27 to -0.21, which is still within the expected growth category. The district will continue to examine both measures together to ensure students are maintaining high levels of achievement while also demonstrating continued academic growth.

The attached growth report was created by ECRA, an analytics firm contracted by the district to analyze student data and measure growth. ECRA uses prior assessment data to establish projected student performance and compares those projections with students' actual results. This allows the district to consider both overall achievement and whether students performed above, at, or below their projected performance. On ECRA's growth scale, effect sizes between -0.29 and +0.29 represent expected growth, while scores outside that range represent lower- or higher-than-expected growth.

Across ELA and mathematics combined, District 103 demonstrated expected growth, with an overall growth effect size of -0.03, which is in line with expected growth. Eighty-four percent of students met benchmark, with 15% demonstrating high growth, 68% expected growth, and 17% low growth.

English Language Arts Growth

ELA continues to demonstrate strong performance. Districtwide ELA growth was +0.15, with 88% of students meeting benchmark. Half Day School demonstrated growth of +0.16 and Daniel Wright demonstrated growth of +0.15.

All six grade levels demonstrated expected or higher-than-expected growth in ELA. Fifth grade demonstrated higher-than-expected growth at +0.36, and eighth grade also reached the higher-than-expected range at +0.30. Grades 3, 4, 6, and 7 remained within the expected range.

Mathematics Growth

Mathematics presents a more nuanced picture when achievement and growth are considered together. District 103 continues to demonstrate high levels of mathematics achievement, with 81% of students meeting benchmark in Spring 2026, an increase from 75% the previous year. At the same time, districtwide mathematics growth was -0.21, which remains within ECRA's expected growth range of -0.29 to +0.29.

It is important to consider growth within the context of the district's already-high achievement levels. Because ECRA establishes growth expectations based on students' prior performance, students who begin at high levels of achievement also begin with high projected outcomes. As a result, maintaining very high performance may not always produce large positive growth effect sizes. Growth data therefore provide an important additional lens but should be considered alongside overall achievement and other district assessment data.

At the grade level, grades 3 (-0.33), 5 (-0.39), and 8 (-0.31) demonstrated lower-than-expected growth, while grades 4 (-0.15), 6 (+0.03), and 7 (-0.15) remained within the expected growth range. These results will be reviewed alongside MAP Growth and standards-level IAR data to better understand the patterns within each grade.

Student Groups and Attendance

Student-group data provide additional areas for analysis. In ELA, English learners demonstrated expected growth at 0.00, while students with IEPs demonstrated growth of -0.28, also within ECRA's expected range. In mathematics, English learners demonstrated expected growth at -0.13, while students with IEPs demonstrated lower-than-expected growth at -0.44.

Attendance also continues to show a relationship with academic growth. In mathematics, students with attendance rates of 89% or lower demonstrated growth of -0.51, compared with -0.14 for students attending 95% or more of the school year. In ELA, students attending 95% or more demonstrated +0.21 growth, compared with -0.17 for students attending 89% or less.

Next Steps

Overall, the 2025–2026 IAR results demonstrate increased benchmark performance in both ELA and mathematics, continued strength in ELA growth, and areas for further analysis within mathematics growth.

The Curriculum and Instruction Department will continue to examine IAR results alongside MAP Growth, classroom performance, and curriculum data. Particular attention will be given to mathematics in grades 3, 5, and 8 and to growth among students receiving special education services. The purpose of this analysis is to identify whether specific standards, units of study, instructional practices, or student supports require additional attention while continuing to maintain the district's high levels of student achievement.