



Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Ali Finn
CC: Dr. Katie Reynolds
Date: October 27, 2026
Re: Fall 2026 MAP Scores

Fall 2026 MAP Scores

The Fall 2026 Measures of Academic Progress (MAP) assessment results provide an overview of student achievement and academic growth in Mathematics and Reading across grades 2–8. The accompanying ECRA report summarizes districtwide, building-level, and grade-level performance, including the percentage of students meeting benchmark expectations and growth relative to expected performance.

Overall, District 103 continues to demonstrate strong academic achievement, with 85% of students meeting benchmark expectations across subjects. Districtwide growth remains within the expected range in both Mathematics and Reading.

Understanding Growth Effect Size

Growth effect size measures how students performed compared to their expected academic growth, taking into account their prior achievement. An effect size of 0.00 indicates that students grew as expected, while positive values indicate growth above expectations and negative values indicate growth below expectations. ECRA considers effect sizes between -0.29 and +0.29 to be within the expected growth range. Scores of +0.30 or higher indicate higher-than-expected growth, while scores of -0.30 or lower indicate lower-than-expected growth. This measure helps the district evaluate student progress beyond achievement scores alone, providing a more complete picture of academic performance.

- **Academic Achievement:** In Mathematics, 84% of students met benchmark expectations, while 86% met benchmarks in Reading.
- **Districtwide Growth:** Mathematics demonstrated an overall growth effect size of 0.00, while Reading demonstrated -0.05. Both results fall within the expected growth range.
- **Mathematics Highlights:** Third and fourth grades demonstrated the highest mathematics achievement, with 92% of students meeting benchmarks. Third grade demonstrated a positive growth effect size of +0.28, followed by eighth grade at +0.20.
- **Reading Highlights:** Reading achievement was particularly strong in the middle grades, with 91% of eighth graders and 89% of seventh graders meeting benchmarks. Second grade demonstrated positive reading growth of +0.10.

- **Areas for Continued Focus:** Fifth-grade Mathematics* demonstrated a growth effect size of -0.35, falling slightly below the expected growth range.
 - *The current fifth-grade cohort presents an important distinction between academic proficiency and student growth. While 76% of students met mathematics benchmark expectations in Fall 2026, the cohort demonstrated a growth effect size of -0.35, indicating lower-than-expected growth. This suggests that although a substantial majority of students continue to perform at or above grade-level expectations, their progress was below what was predicted based on prior achievement. Students who begin at higher achievement levels are still expected to demonstrate continued academic growth. The district will examine individual student performance and instructional data to better understand this trend and ensure students are appropriately challenged and supported.
- **Building-Level Performance:** All three schools demonstrated overall growth within expected ranges. Sprague demonstrated positive growth in Reading (+0.10), while Daniel Wright demonstrated positive growth in Mathematics (+0.04).

Summary

Fall 2026 MAP results reflect continued strong academic achievement throughout District 103. While districtwide growth remains within expected ranges, grade-level results provide important opportunities to examine instructional practices and student learning needs.

The Curriculum and Instruction Department will continue working with building administrators and instructional teams to analyze student performance, identify areas for targeted support, and monitor academic progress throughout the school year.