ELA Data Analysis: Class of 2033

Current 6th-grade students | 4th-grade iLEARN (2024–2025) to 5th-grade iLEARN (2025–2026)

The most important finding is that the Class of 2033 demonstrated meaningful improvement in the percentage of students scoring at or above proficiency from 4th to 5th grade, but the cohort still has a substantial literacy need. The data suggest progress in moving students out of the Below Proficiency category, while also showing that many students remain below grade-level proficiency.

1. Year-over-year comparison

At/Above Proficiency · Grade 4

34.3% | 197 of 575 students

At/Above Proficiency · Grade 5

32.7% | 167 of 510 students

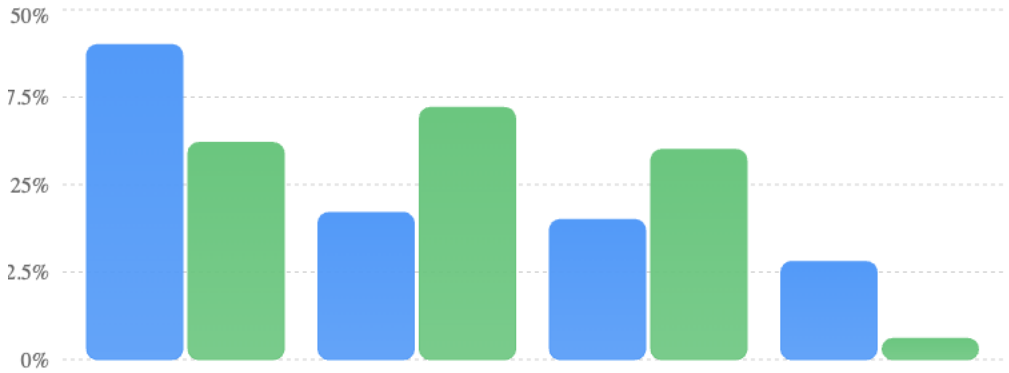
Change in proficiency rate: **−1.6** percentage points

The reported proficiency rate decreased slightly, from 34.3% to 32.7%. However, the performance-level distribution shows a meaningful reduction in the percentage of students scoring Below Proficiency.

2. What changed across performance levels?

ELA Performance-Level Distribution

Percentage of students in each iLEARN performance category in Grade 4 and Grade 5.



■ Grade 4

■ Grade 5

Performance level	Grade 4	Grade 5	Change
Below Proficiency	45%	31%	−14 percentage points
Approaching Proficiency	21%	36%	+15 percentage points
At Proficiency	20%	30%	+10 percentage points
Above Proficiency	14%	3%	−11 percentage points

Three important takeaways

1. **Fewer students are scoring Below Proficiency**.

The **percentage decreased from 45% to 31%.** That is a 14-percentage-point reduction, or approximately a 31% relative reduction in the Below Proficiency rate.

This is an encouraging shift. It suggests that a **smaller share** of the tested population is **performing in the lowest achievement category**.

2. **More students** are **approaching** or **meeting** proficiency.

The **Approaching Proficiency category increased from 21% to 36%,** while **At Proficiency increased from 20% to 30%.**

Combined, the percentage scoring At or Approaching Proficiency increased from 41% to 66%. This suggests that the distribution shifted toward the middle performance categories.

However, 66% of students were still below proficiency in 5th grade: 31% Below Proficiency and 36% Approaching Proficiency, subject to rounding. That remains a substantial instructional concern.

3. The **decrease in Above Proficiency** deserves attention.

The Above Proficiency category **declined from 14% to 3%.** This is the most concerning part of the distribution for students who are ready for advanced work.

Possible explanations include changes in assessment participation, differences in student composition, or students performing in lower categories on the later assessment. *These aggregate figures cannot establish which explanation is correct.*

For Sunnyside, this suggests a need to consider two complementary priorities: accelerating students who are below grade level while maintaining appropriate challenge for students who demonstrate advanced reading and writing skills.

3. A critical data-quality consideration

Before using this comparison to evaluate Sunnyside's effectiveness or set school improvement targets, I would investigate the difference in the number of students tested.

Measure	Grade 4	Grade 5
Students tested	575	510
At/Above Proficiency	197	167
Proficiency rate	34.3%	32.7%

The number tested decreased by 65 students, or approximately 11.3%.

Because this is intended to represent the same cohort, I would verify whether the difference reflects student mobility, missing assessments, different reporting populations, or a data-entry issue. Until that is resolved, the percentages describe the reported testing populations, but they do not necessarily describe the growth of the exact same students.

I would also request student-level transition data, if available, to determine how many students moved from Below to Approaching, from Approaching to At Proficiency, or from At to Above Proficiency. That would provide a much stronger picture of actual student growth.

4. Implications for Sunnyside's instructional priorities

For this cohort, I would recommend three priorities.

Priority 1: Accelerate students below proficiency

Use current 6th-grade diagnostic and formative assessment data to identify specific skill gaps in comprehension, vocabulary, fluency, and written response. Provide targeted intervention during WIN while monitoring progress regularly.

Priority 2: Move approaching students to proficiency

With 36% of the 5th-grade tested population in Approaching Proficiency, this is a particularly important group. Examine item-level results and common assessment data to pinpoint the skills that could move students into the proficient category.

Priority 3: Strengthen advanced literacy opportunities

Investigate the sharp decline in Above Proficiency and ensure students who have mastered grade-level standards receive meaningful enrichment, deeper text analysis, complex writing tasks, and appropriately challenging instruction.

Class of 2033: ELA Performance Analysis

The Class of 2033's 4th- and 5th-grade iLEARN ELA results show a shift in the distribution of achievement levels. The percentage of students scoring Below Proficiency decreased from 45% in 4th grade to 31% in 5th grade, while the percentage scoring At Proficiency increased from 20% to 30%. The Approaching Proficiency category also increased from 21% to 36%.

Despite these encouraging shifts, only 32.7% of the reported 5th-grade testing population scored At or Above Proficiency. Additionally, the percentage of students scoring Above Proficiency decreased from 14% to 3%, highlighting the importance of providing appropriate enrichment alongside targeted intervention.

As this cohort progresses through middle school, our instructional focus should be on accelerating literacy growth for students below grade level, moving approaching students toward proficiency, and maintaining rigorous learning opportunities for advanced students. We should use current diagnostic data, common assessments, and progress-monitoring measures to identify specific skill gaps and adjust instruction.

Before drawing firm conclusions about year-over-year growth, we should also verify the difference in testing populations: 575 students in 4th grade compared with 510 in 5th grade.

My overall assessment: The data show a promising reduction in the share of students Below Proficiency, but they do not demonstrate an overall increase in the reported At/Above Proficiency rate. For Sunnyside, I would use this as a baseline for the Class of 2033, then pair it with current 6th-grade ELA checkpoint results to identify whether students are continuing to make progress.

Mathematics Data Analysis: Class of 2033

Current 6th-grade students | 4th-grade iLEARN (2024–2025) to 5th-grade iLEARN (2025–2026)

The mathematics data show a more concerning pattern than the ELA results. The percentage of students scoring Below Proficiency increased, while the percentage scoring At or Above Proficiency decreased substantially. This cohort appears to need a strong, sustained focus on mathematics achievement as students progress through middle school.

1. Year-over-year comparison

At/Above Proficiency · Grade 4

39.7% | 228 of 575 students

At/Above Proficiency · Grade 5

25.2% | 129 of 511 students

Change in proficiency rate: **−14.5** percentage points

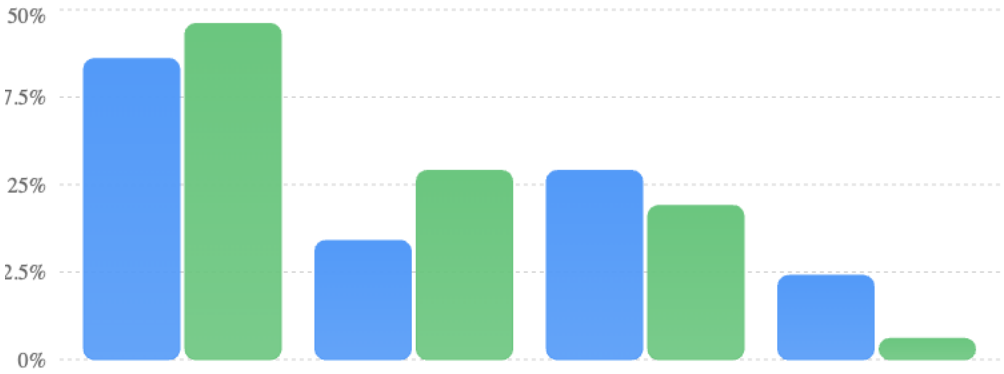
The reported At/Above Proficiency rate declined by approximately 36.5% relative to the 4th-grade rate.

This is a substantial decline in reported achievement. It is important to distinguish this from a direct measure of individual student growth: the number of students tested also changed, so student-level data would be needed to determine how individual students progressed between assessments.

2. What changed across performance levels?

Mathematics Performance-Level Distribution

Percentage of students in each iLEARN performance category in Grade 4 compared with Grade 5.



Grade 4

Grade 5

Performance level	Grade 4	Grade 5	Change
Below Proficiency	43%	48%	+5 percentage points
Approaching Proficiency	17%	27%	+10 percentage points
At Proficiency	27%	22%	−5 percentage points
Above Proficiency	12%	3%	−9 percentage points

Four important takeaways

1. Nearly half of the 5th-grade students scored Below Proficiency.

The percentage increased from 43% to 48%. This means nearly one out of every two students in the 5th-grade testing population was below the proficiency standard.

This should be a central concern as the cohort moves into more complex middle school mathematics, where students must apply foundational skills to fractions, ratios, expressions, equations, and multistep problem-solving.

2. The Approaching Proficiency category grew substantially.

The percentage increased from 17% to 27%. This could reflect students moving into the Approaching category from Below Proficiency, but aggregate data alone cannot confirm individual student movement.

The increase suggests that a larger share of students were near the proficiency threshold. This group may offer an important opportunity for targeted instruction, provided teachers identify the specific skills preventing students from demonstrating proficiency.

3. The percentage At Proficiency declined.

The percentage fell from 27% to 22%, a five-percentage-point decrease. This is particularly concerning because it indicates a smaller share of students met the proficiency standard on the later assessment.

4. The decline in Above Proficiency is especially noteworthy.

The percentage dropped from 12% to 3%. That represents a nine-percentage-point decline and a 75% relative reduction in the share of students in the highest performance category.

This warrants investigation. Sunnyside should examine whether this reflects changes in student performance, the testing population, or other factors, while ensuring that students who have mastered grade-level standards continue to receive appropriately challenging instruction.

3. The broader picture: More students below proficiency, fewer meeting standards

Students below proficiency

Below + Approaching Proficiency

Grade 4 : **60%** | Grade 5: **75%**

A 15-percentage-point increase in the share of students who had not yet reached proficiency.

Students meeting or exceeding proficiency

Grade 4: **39.7%** | Grade 5: **25.2%**

A 14.5-percentage-point decrease in the share meeting or exceeding proficiency.

The central concern is not simply that the Below Proficiency category increased. It is that 75% of the reported 5th-grade testing population scored below proficiency, while only about one in four students scored At or Above Proficiency.

That is a significant instructional challenge for a cohort entering middle school.

4. Implications for Sunnyside's instructional priorities

I would recommend four priorities for this cohort.

Priority 1: Identify and address foundational skill gaps

Use 6th-grade diagnostic data to identify gaps in computation, number sense, fractions, decimals, and other prerequisite skills. Avoid assuming that every student in the Below category needs the same intervention.

Priority 2: Target students approaching proficiency

With 27% of the 5th-grade testing population in Approaching Proficiency, this group is an important focus for small-group instruction, reteaching, feedback, and progress monitoring. Use item-level results to identify the specific standards students have not yet mastered.

Priority 3: Monitor progress throughout 6th grade

Establish regular checks using common formative assessments and the current math checkpoint data. Review results by standard and student group during PLC and data-team meetings, then adjust WIN interventions based on evidence of learning.

Priority 4: Maintain rigor for students at and above proficiency

Investigate the decline in Above Proficiency and ensure that intervention efforts do not come at the expense of enrichment, mathematical reasoning, and complex problem-solving for students ready for advanced work.

5. Questions I would investigate with the math team

Before determining the causes of this trend, I would ask:

- Which math standards showed the greatest weakness on the 5th-grade iLEARN assessment?
- How many students who scored Below Proficiency in 4th grade remained Below in 5th grade, and how many moved to higher categories?
- Did the cohort experience changes in curriculum, instructional time, staffing, or intervention services between 4th and 5th grade?
- What do current 6th-grade diagnostic and checkpoint results tell us about students' present skill levels?
- Are students receiving intervention matched to their specific needs, with progress monitoring to determine whether the intervention is working?

The testing population also decreased from 575 students in 4th grade to 511 in 5th grade, a difference of 64 students (about 11.1%). Verify the reason before making definitive claims about individual student growth or instructional effectiveness.

Class of 2033: Mathematics Performance Analysis

The Class of 2033's 4th- and 5th-grade iLEARN mathematics results show a concerning decline in reported achievement. The percentage of students scoring Below Proficiency increased from 43% in 4th grade to 48% in 5th grade. Meanwhile, the percentage scoring At Proficiency declined from 27% to 22%, and the percentage scoring Above Proficiency declined from 12% to 3%.

Overall, the percentage of students scoring At or Above Proficiency decreased from 39.7% to 25.2%, a decline of 14.5 percentage points. By 5th grade, approximately 75% of the reported testing population had not reached proficiency.

As this cohort progresses through middle school, our instructional priority should be to identify foundational skill gaps, provide targeted intervention, and monitor progress through diagnostic and formative assessments. Students approaching proficiency represent an important opportunity for focused support, while students at or above proficiency must continue to receive appropriately rigorous instruction.

The math team should analyze standard-level results, examine current 6th-grade assessment data, and use student-level performance information to determine whether students are making progress. We should also verify the difference in testing populations before drawing conclusions about individual growth or the causes of the achievement trends.

Overall assessment

Compared with the ELA results, mathematics is the more urgent area of concern for this cohort based on these historical assessment distributions. The ELA data showed a lower Below Proficiency percentage in 5th grade, whereas mathematics showed an increase in Below Proficiency and a substantial decrease in the percentage meeting or exceeding standards.

These results are a reason to investigate and respond, not proof of what caused the decline. The next step is to connect the historical results to current 6th-grade mathematics performance and establish measurable goals for student growth during this school year.