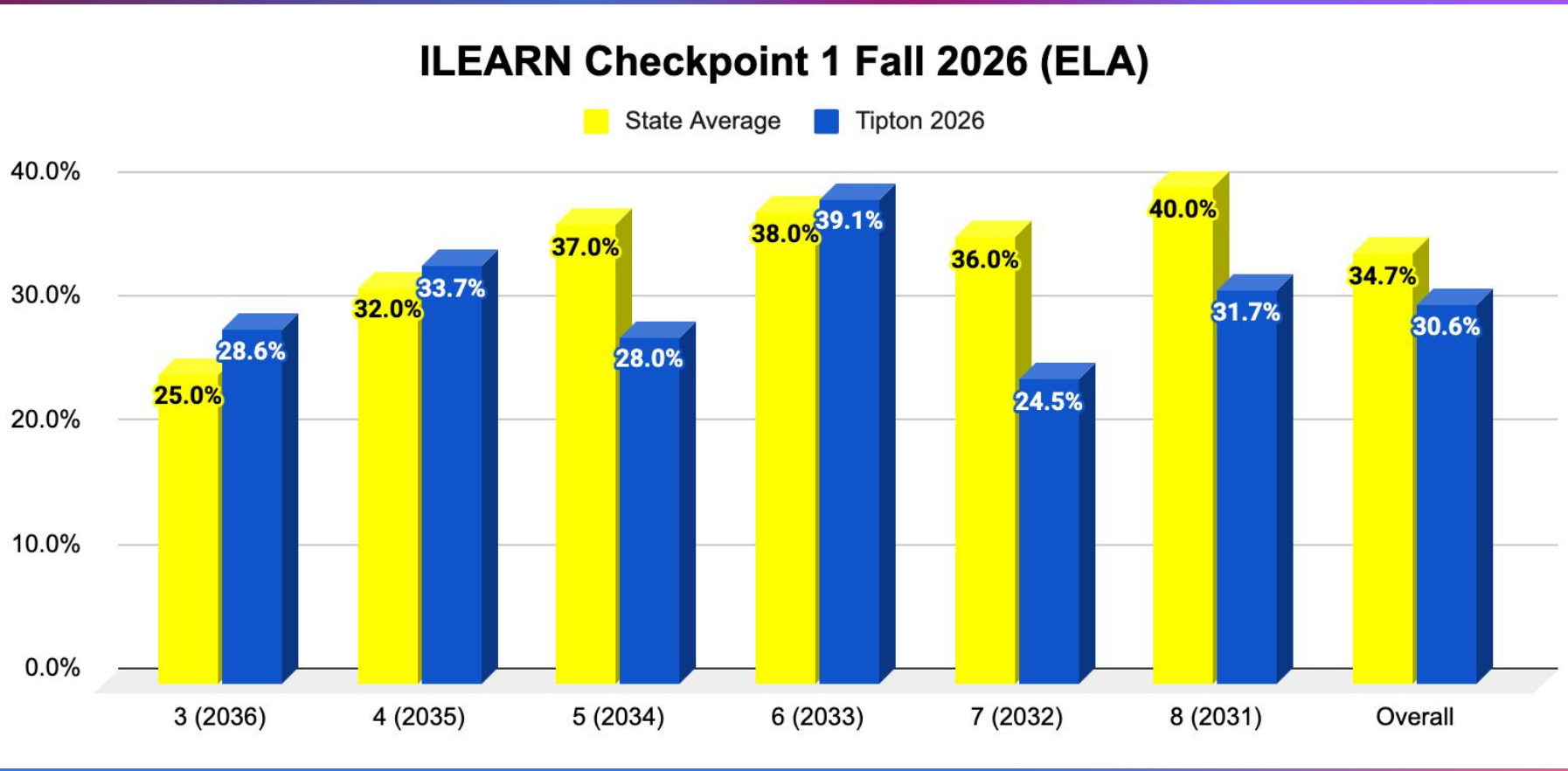
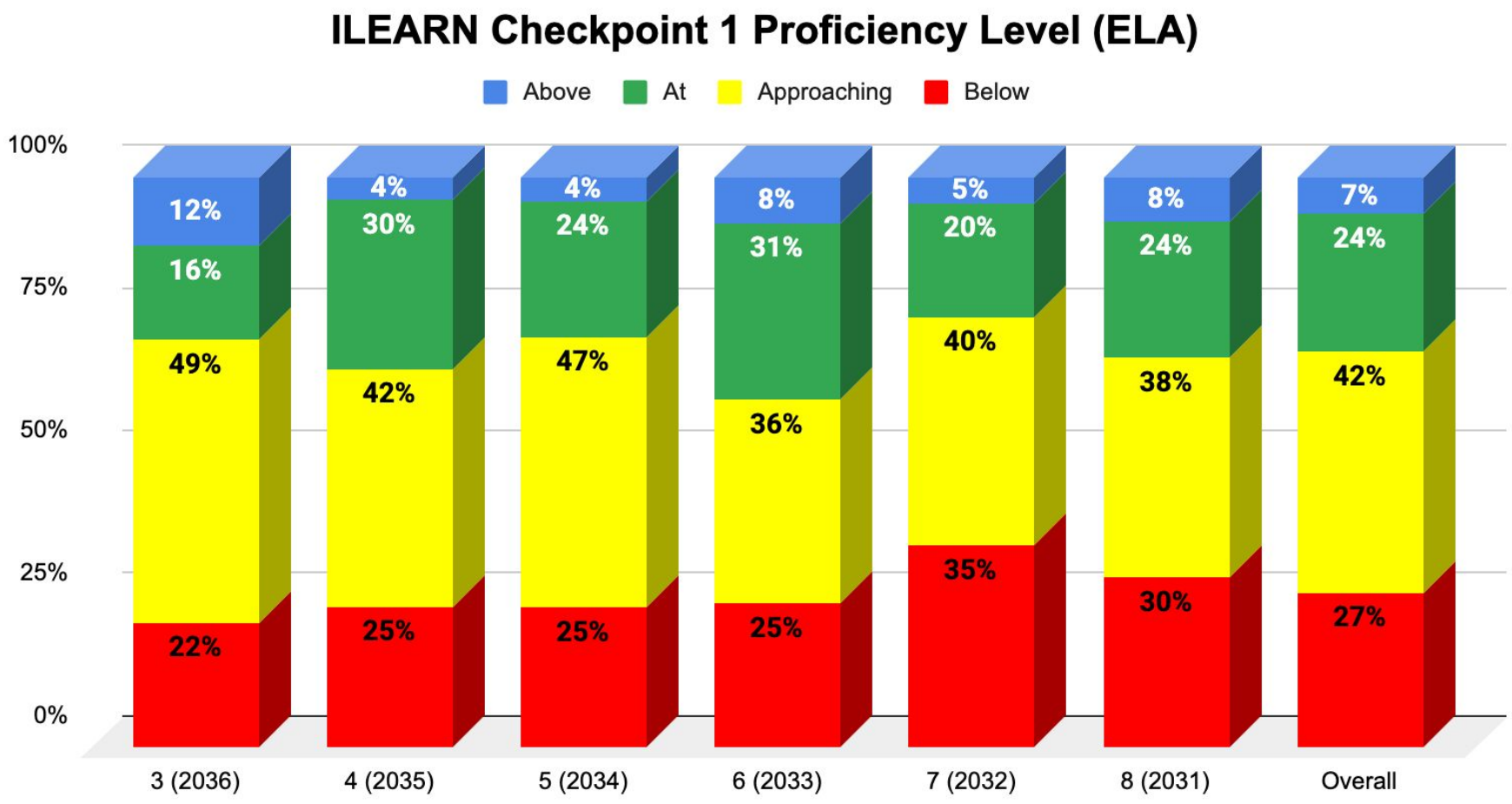
2026-2027 ILEARN Checkpoint #1

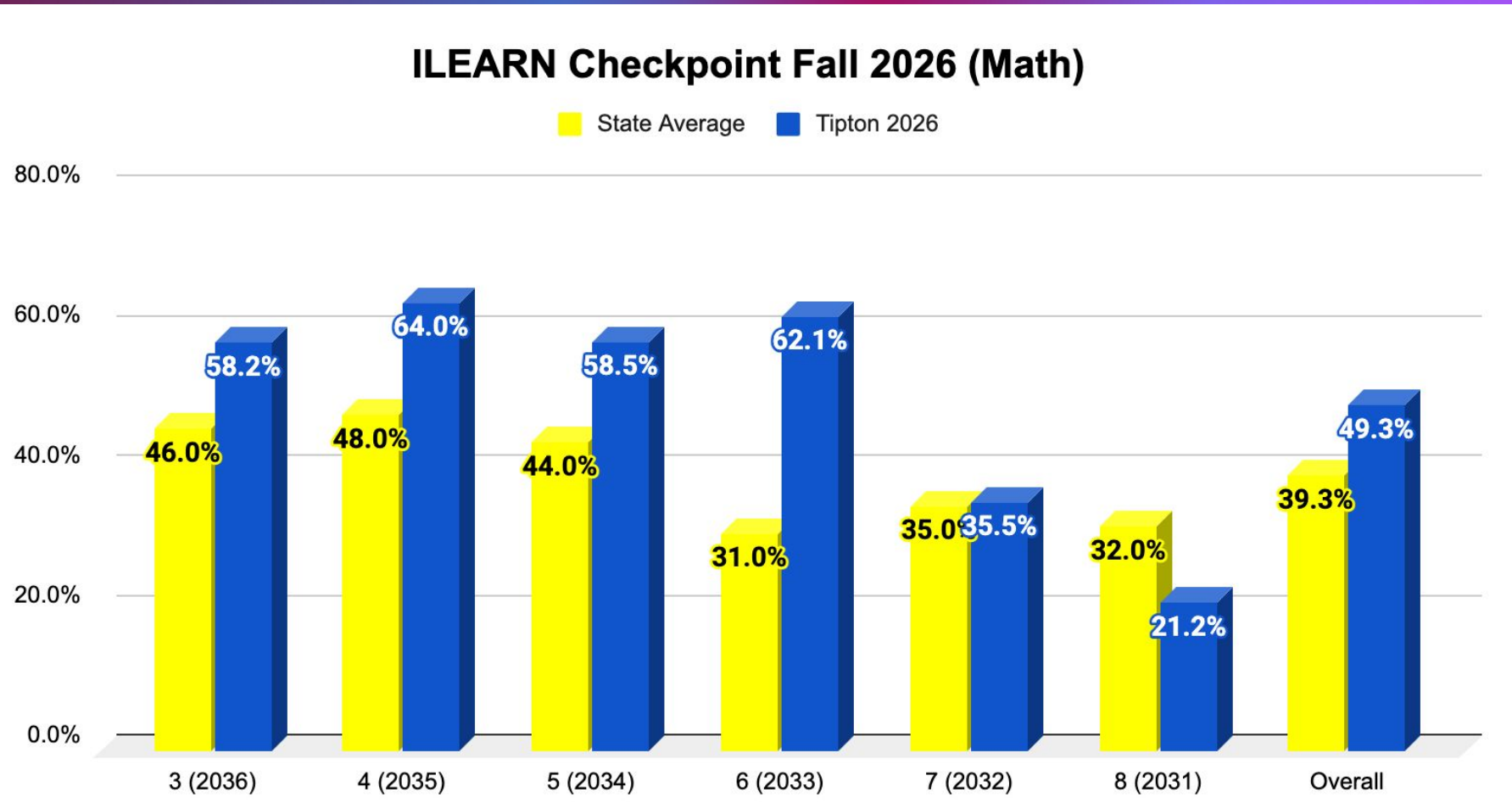
The 2026 Checkpoint #1 results show strong improvement in mathematics, while ELA proficiency remains nearly unchanged. In both subjects, fewer students scored “below proficiency,” but more students are concentrated in “approaching” or “at” rather than “above proficiency” .

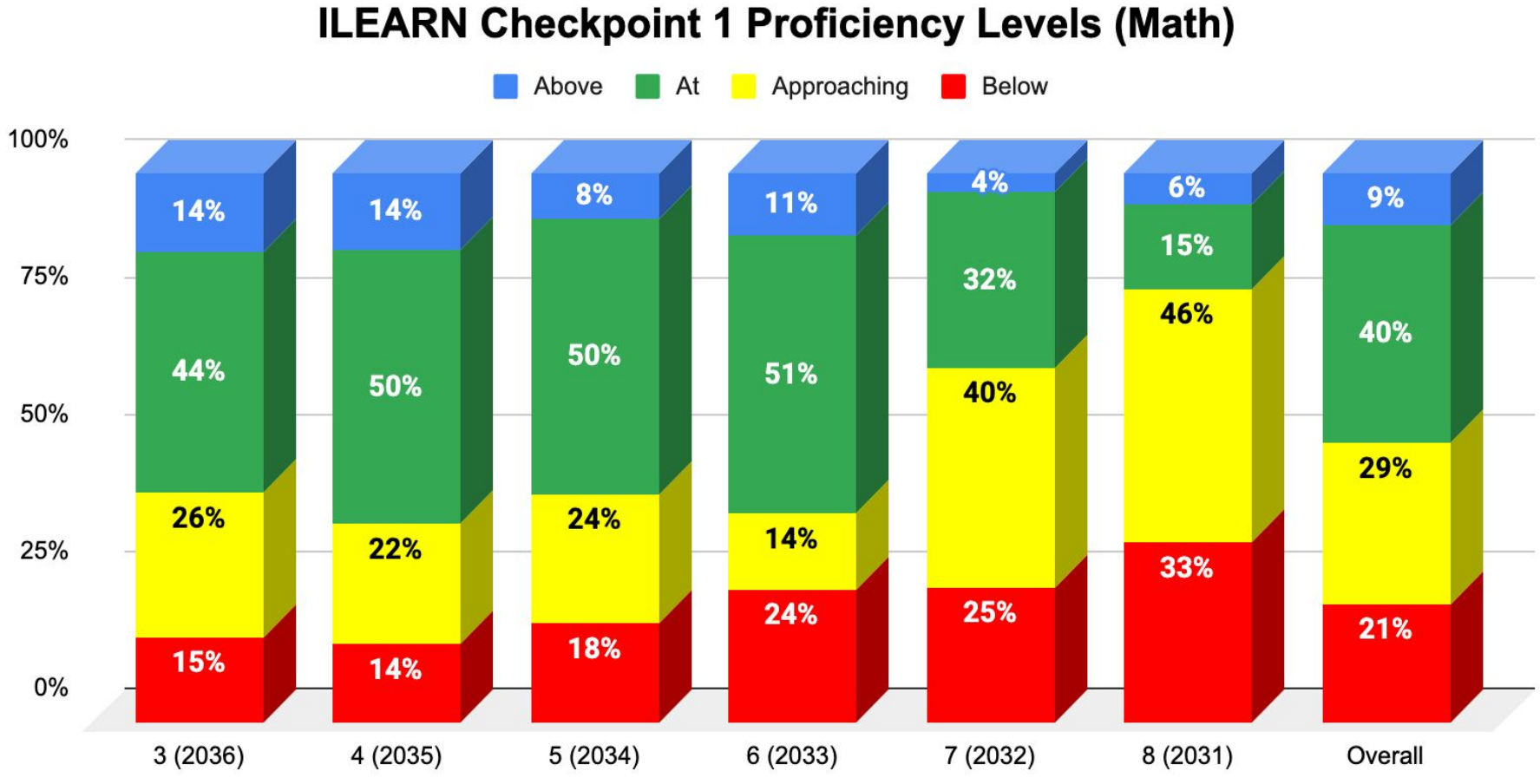

ILEARN Checkpoint 1 Fall 2026 (ELA)
State Average
Tipton 2026
40.0%
30.0%
20.0%
10.0%
0.0%
25.0%
28.6%
32.0%
33.7%
37.0%
28.0%
38.0%
39.1%
36.0%
24.5%
40.0%
31.7%
34.7%
30.6%
3 (2036)
4 (2035)
5 (2034)
6 (2033)
7 (2032)
8 (2031)
Overall


ILEARN Checkpoint 1 Proficiency Level (ELA)
Above
At
Approaching
Below
100%
75%
50%
25%
0%
12%
16%
49%
22%
4%
30%
42%
25%
4%
24%
47%
25%
8%
31%
36%
25%
5%
20%
40%
35%
8%
24%
38%
30%
7%
24%
42%
27%
3 (2036)
4 (2035)
5 (2034)
6 (2033)
7 (2032)
8 (2031)
Overall

- Sixth grade had the district's highest proficiency rate at 39.1%, followed by fourth grade at 33.7%.
- Seventh grade had the lowest proficiency rate and the largest gap with the state. Of its 110 students, 39 scored Below and 44 scored Approaching proficiency.
- Fifth grade also presents a significant opportunity. Nearly half of its students—56 of 118—scored Approaching proficiency.

- Third grade deserves attention despite exceeding the state rate. Forty-five of its 91 students scored Approaching proficiency, indicating that many students still need support in the assessed reading foundations and fiction skills.
- Only 40 students district-wide, approximately 6.5%, scored Above proficiency.

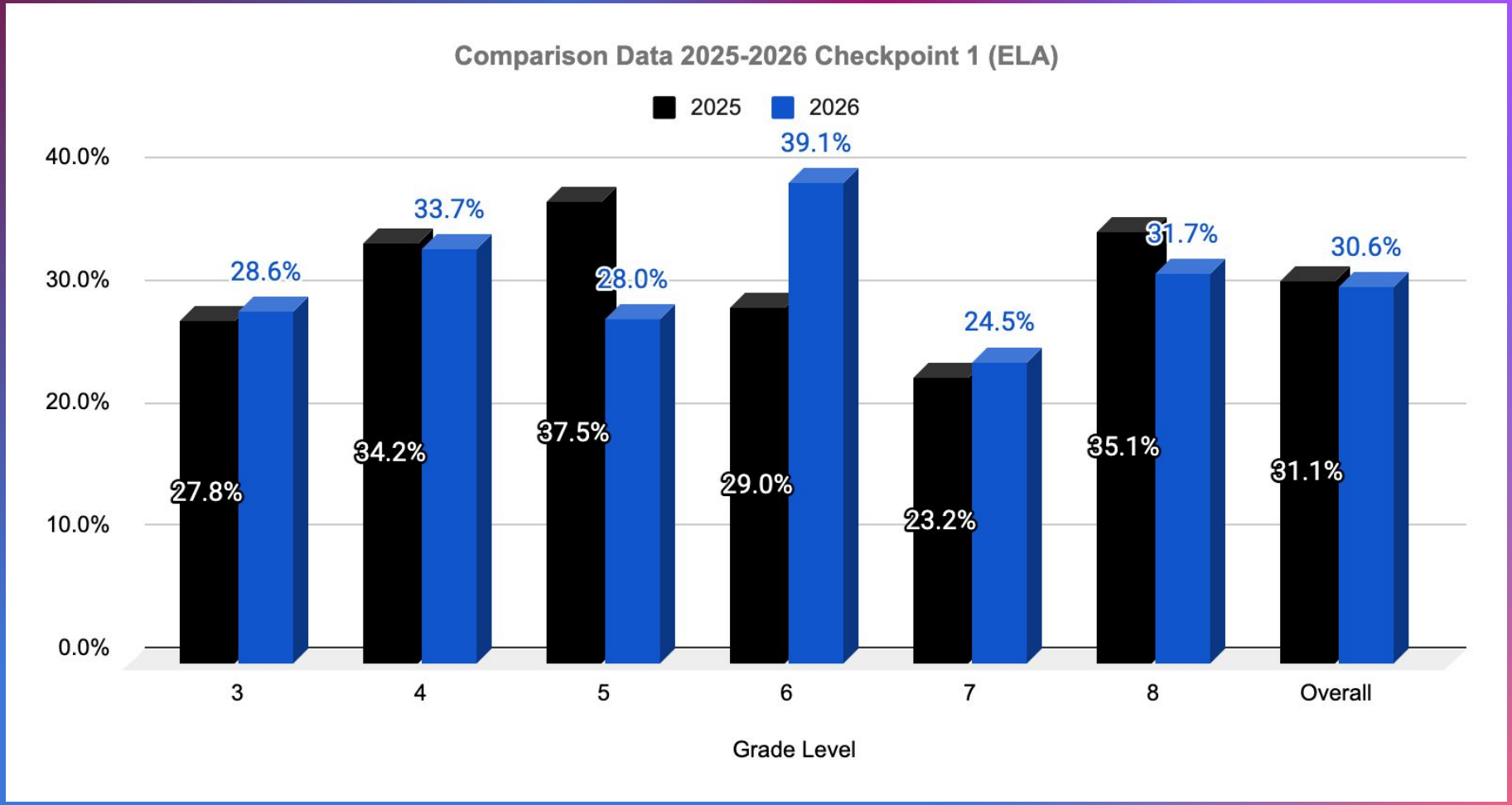

ILEARN Checkpoint Fall 2026 (Math)
State Average
Tipton 2026
80.0%
60.0%
40.0%
20.0%
0.0%
46.0%
58.2%
48.0%
64.0%
44.0%
58.5%
31.0%
62.1%
35.0%
35.5%
32.0%
21.2%
39.3%
49.3%
3 (2036)
4 (2035)
5 (2034)
6 (2033)
7 (2032)
8 (2031)
Overall


ILEARN Checkpoint 1 Proficiency Levels (Math)
Above
At
Approaching
Below
100%
75%
50%
25%
0%
14%
44%
26%
15%
14%
50%
22%
14%
8%
50%
24%
18%
11%
51%
14%
24%
4%
32%
40%
25%
6%
15%
46%
33%
9%
40%
29%
21%
3 (2036)
4 (2035)
5 (2034)
6 (2033)
7 (2032)
8 (2031)
Overall

- Fourth grade had the district's highest proficiency rate at 64.0%, followed by sixth grade at 62.1%. Sixth grade exceeded its state rate by 31.1 percentage points.
- Third- and fifth-grade results also show strengths. Third grade demonstrated 58.2% proficiency on the assessed place value, addition, subtraction, and money skills. Fifth grade achieved 58.5% proficiency on multiplication, division, and volume. Both grades exceeded their state rates by more than 12 percentage points.

- Seventh grade presents an opportunity to move more students into proficiency. Although its proficiency rate slightly exceeded the state, 44 of 110 students—40.0%—scored Approaching. Another 27 students scored Below.
- Eighth-grade mathematics requires focused attention. Only 22 of 104 students scored At or Above proficiency. Forty-eight students, approximately 46.2%, scored Approaching, and 34 students, approximately 32.7%, scored Below.

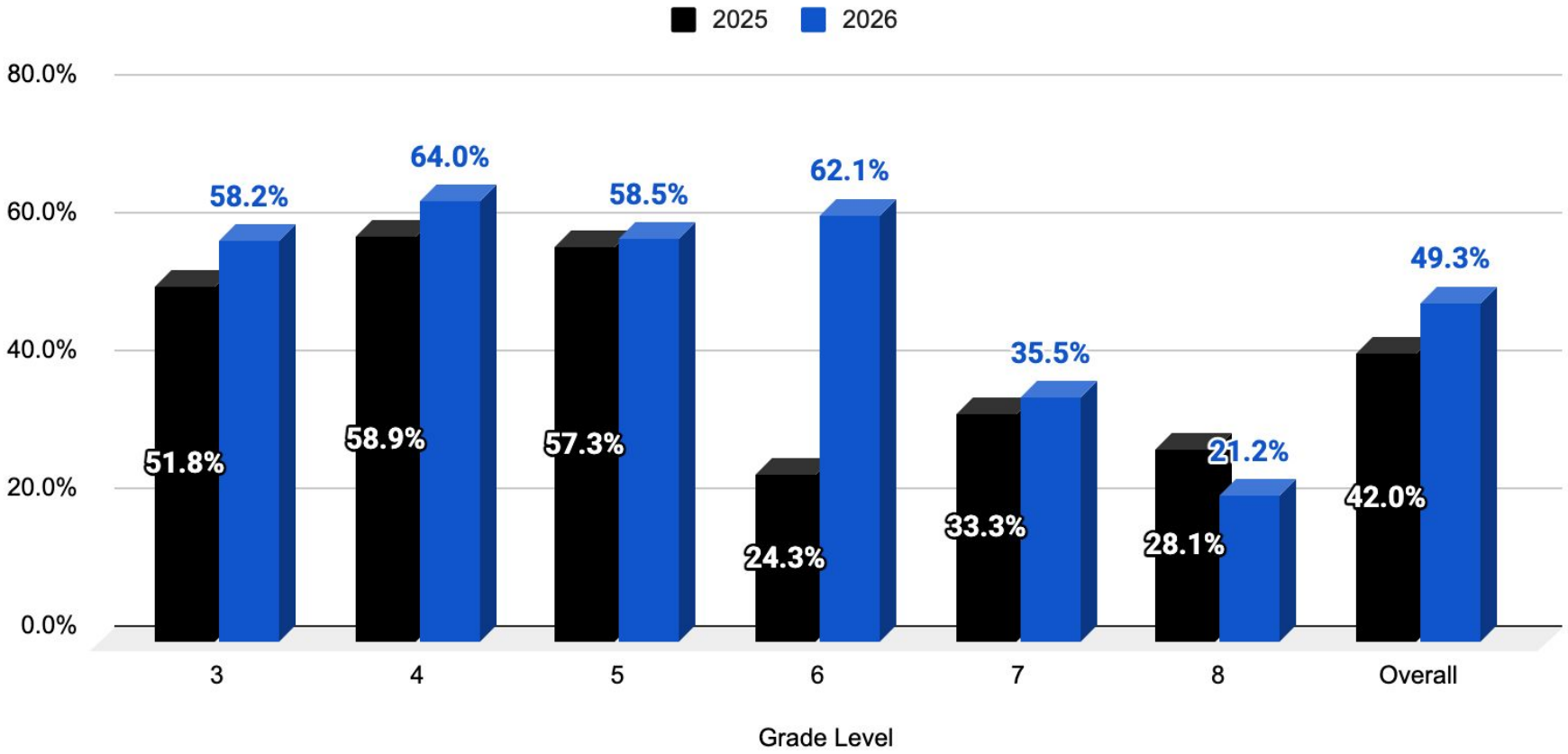
- District-wide, the 178 students scoring Approaching represent a substantial opportunity for improvement. Targeted small-group instruction and frequent checks for understanding can help teachers determine whether students are closing specific skill gaps.
- At the same time, 57 students, approximately 9.3%, scored Above proficiency. These students should receive enrichment that emphasizes mathematical reasoning, complex problem-solving, and application.


Comparison Data 2025-2026 Checkpoint 1 (ELA)
2025
2026
40.0%
30.0%
20.0%
10.0%
0.0%
27.8%
28.6%
34.2%
33.7%
37.5%
28.0%
29.0%
39.1%
23.2%
24.5%
35.1%
31.7%
31.1%
30.6%
3
4
5
6
7
8
Overall
Grade Level

ELA:

- Same-grade proficiency increased in grades 3, 6, and 7 and declined in grades 4, 5, and 8. Sixth grade showed the largest increase, rising from 29.0% to 39.1%, while fifth grade experienced the largest decline, falling from 37.5% to 28.0%.
- Despite essentially flat overall proficiency, the percentage scoring Below decreased from approximately 41.3% to 27.2%. More students scored Approaching, indicating an opportunity for targeted instruction to move students into proficiency.

Comparison Data 2025 2026 Checkpoint 1 (Math)



Mathematics:

- Same-grade proficiency increased in grades 3–7. Sixth grade showed the largest increase, rising from 24.3% to 62.1%. Eighth grade declined from 28.1% to 21.2% and remains the primary mathematics concern.

- District-wide, the percentage scoring Below decreased from approximately 36.1% to 21.5%. In 2026, Tipton exceeded state mathematics proficiency rates in five of six grades.

Cohort Trends ILEARN Checkpoint 1 (ELA)

Cohort	2025	2026
3 (2035)	27.8%	28.6%
4 (2034)	34.2%	33.7%
5 (2033)	37.5%	28.0%
6 (2032)	29.0%	39.1%
7 (2031)	23.2%	24.5%
8 (2030)	35.1%	31.7%

ELA trends:

- Three cohorts increased proficiency, while two declined. The current eighth-grade cohort demonstrated the largest increase, gaining 8.5 points. The current fourth-grade cohort also improved, gaining 5.9 points.

- Declines among the current fifth- and seventh-grade cohorts suggest a need to examine skill gaps, instructional alignment, and students' responses to intervention.

Cohort Trends ILEARN Checkpoint 1 (Math)

Cohort	2025	2026
3 (2035)	51.8%	**58.2%**
4 (2034)	58.9%	**64.0%**
5 (2033)	57.3%	**58.5%**
6 (2032)	24.3%	**62.1%**
7 (2031)	33.3%	**35.5%**
8 (2030)	28.1%	**21.2%**

Mathematics trends:

- The current fourth- and seventh-grade cohorts posted substantial gains of 12.2 and 11.2 points, respectively.

- The current sixth-grade cohort also improved, indicating that this group maintained and strengthened its relatively strong mathematics performance during the transition to middle school.

- The current fifth-grade cohort remained essentially stable.

Conclusion:

The 2025–2026 cohort results show encouraging progress, particularly in mathematics, while identifying areas requiring focused support. Three of five continuing cohorts improved proficiency in each subject. The current fourth-grade cohort improved in both ELA and mathematics, and the current sixth-grade cohort maintained and strengthened its performance during the transition to middle school.

- Progress remains uneven, ELA declines among the current fifth- and seventh-grade cohorts and the mathematics decline among the current eighth-grade cohort warrant targeted review and intervention.
- Moving forward, TCSC will use PLC collaboration, individual student data, and frequent progress monitoring to address specific skill gaps.
- These cohort comparisons offer useful direction but should be interpreted alongside changes in enrollment and grade-level assessment content since the assessment is adaptive.

THANK YOU

Any questions?