

Indiana Academic Performance and Recovery Update

TODAY'S AGENDA

- **Overall Assessment Participation**
- **2021-2022 ILEARN Results**
- **National Center for Assessment Academic Impact/Recovery Updates**
- **Ongoing Supports & Next Steps**

Overall Assessment Participation

2021-2022 PARTICIPATION RATES

| Assessment | Date | Percentage* |
|---|----------------------|--|
| SAT (Grade 11) | March 2022 | 96% |
| WIDA ACCESS (English Learners) | January - March 2022 | 97% |
| IREAD-3 (Grade 3) | March 2022 | 99% |
| I AM (Alternate Assessment, Significant Disabilities) <ul style="list-style-type: none"> • Math, English/Language Arts (Grades 3-8) • Science (Grades 4 and 6) • Social Studies (Grade 5) | April - May 2022 | 95% - English/Language Arts 94% - Math 94% - Science 95% - Social Studies |
| ILEARN (Grades 3-8) <ul style="list-style-type: none"> • Math, English/Language Arts (Grades 3-8) • Science (Grades 4 and 6) • Social Studies (Grade 5) | April - May 2022 | 99% - English/Language Arts 99% - Math 98% - Science 99% - Social Studies |

**Preliminary due to validation and analysis; values may not include paper assessments.*

PARTICIPATION RATES: **KEY TAKEAWAYS**

- Indiana continues to have **strong participation rates** for all state and federally-required assessments.
- While 2020-2021 participation rates were high, **overall participation rates increased 3%** across most assessments.
 - Indiana continues to have some of the highest assessment completion rates in the country—99% of grade 3-8 students completed ILEARN.
 - 1% of population is eligible to take “I AM” (significant cognitive disabilities, special education). I AM participation rates increased 15% across all content areas. The 2020-2021 I AM participation rates were 78-81% for all content areas.
- High student assessment participation allows for schools to have **actionable data** to impact instruction and decision making.

2021-2022 ILEARN Results

ITEMS TO NOTE BEFORE DIVING IN

Each table includes raw data for the 2021-2022 ILEARN Grades 3-8 Mathematics and English/Language Arts (ELA) assessments.

Results do not include data from the alternate assessment, I AM.

- Pass rates include students who scored “**Proficient**” and “**Above Proficient.**”
- All schools tested **in person**.
- All students participated in **online assessments** unless an accommodation required a paper assessment.
- The **National Center for Assessment** completed additional analyses on state- and school-level data to provide a review of **academic recovery** and **growth achieved**.

2022 ILEARN RESULTS: **SUMMARY**



Overall, most grade levels and student populations had **increases of 1-4%** in math and ELA proficiency rates.

- **41.2%** of Indiana's students statewide are **at or above proficiency** standards in English/language arts.
- **39.4%** of students are **at or above proficiency** standards in math.

NOTE: Each state conducts its own annual assessment, and ILEARN is an Indiana-specific assessment. Therefore, ILEARN results cannot be compared to results from other states.

ILEARN RESULTS: **OVERALL**

Spring 2022

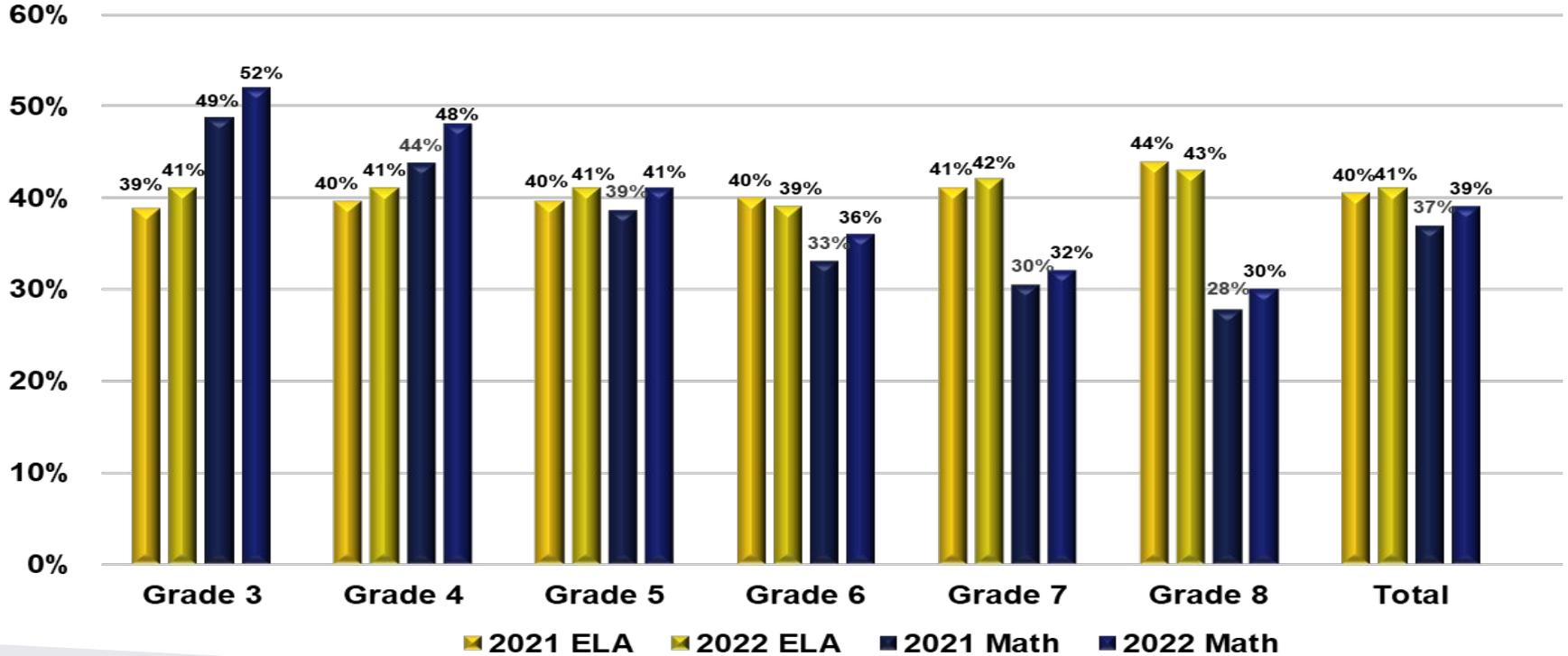
Proficiency in math increased **2-4%** across all grade levels.

Proficiency in ELA increased **1-2%** in all grade levels except grades six and eight, which decreased 1%.

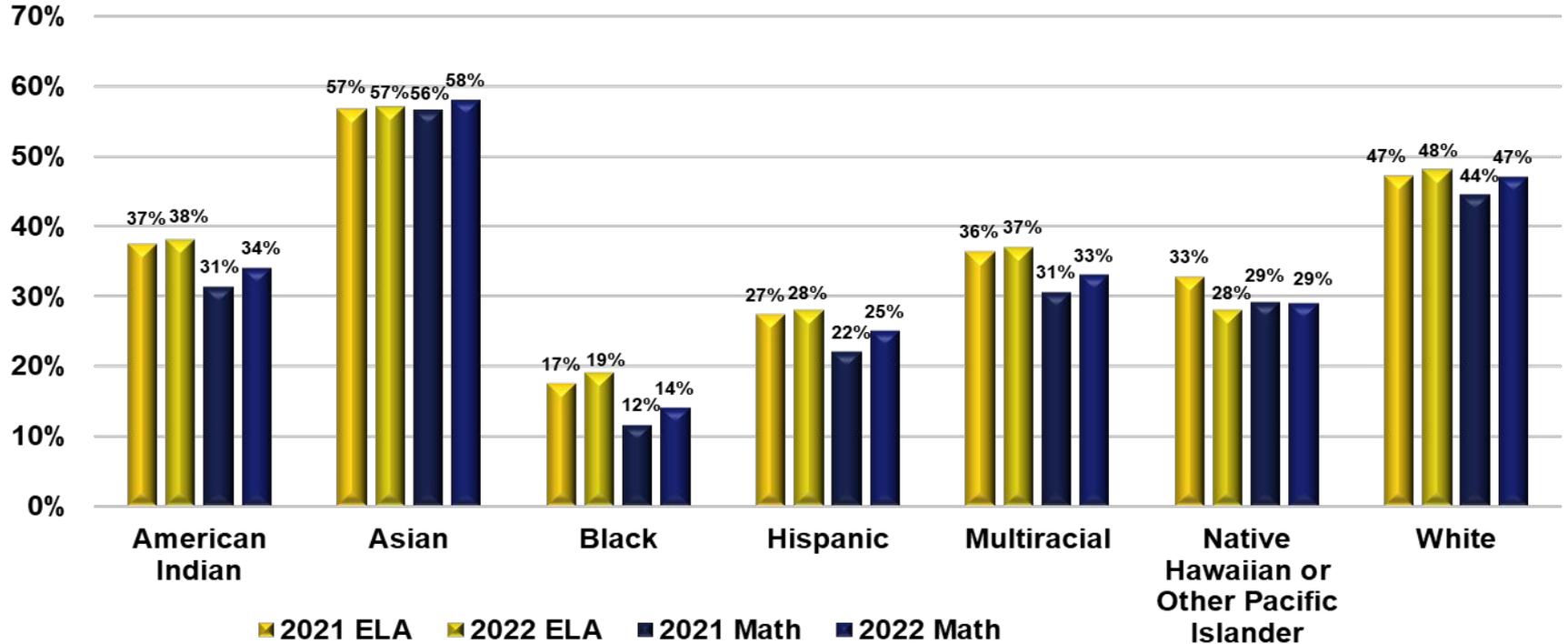
About 15,000 additional students achieved “At Proficiency” and “Above Proficiency” in math, increasing overall by 3%.

About 5,500 additional students achieved “Above Proficiency” in ELA compared to 2021, demonstrating that high performing students are making progress.

2022 ILEARN RESULTS: GRADE LEVEL



2022 ILEARN RESULTS RAW DATA: ETHNICITY



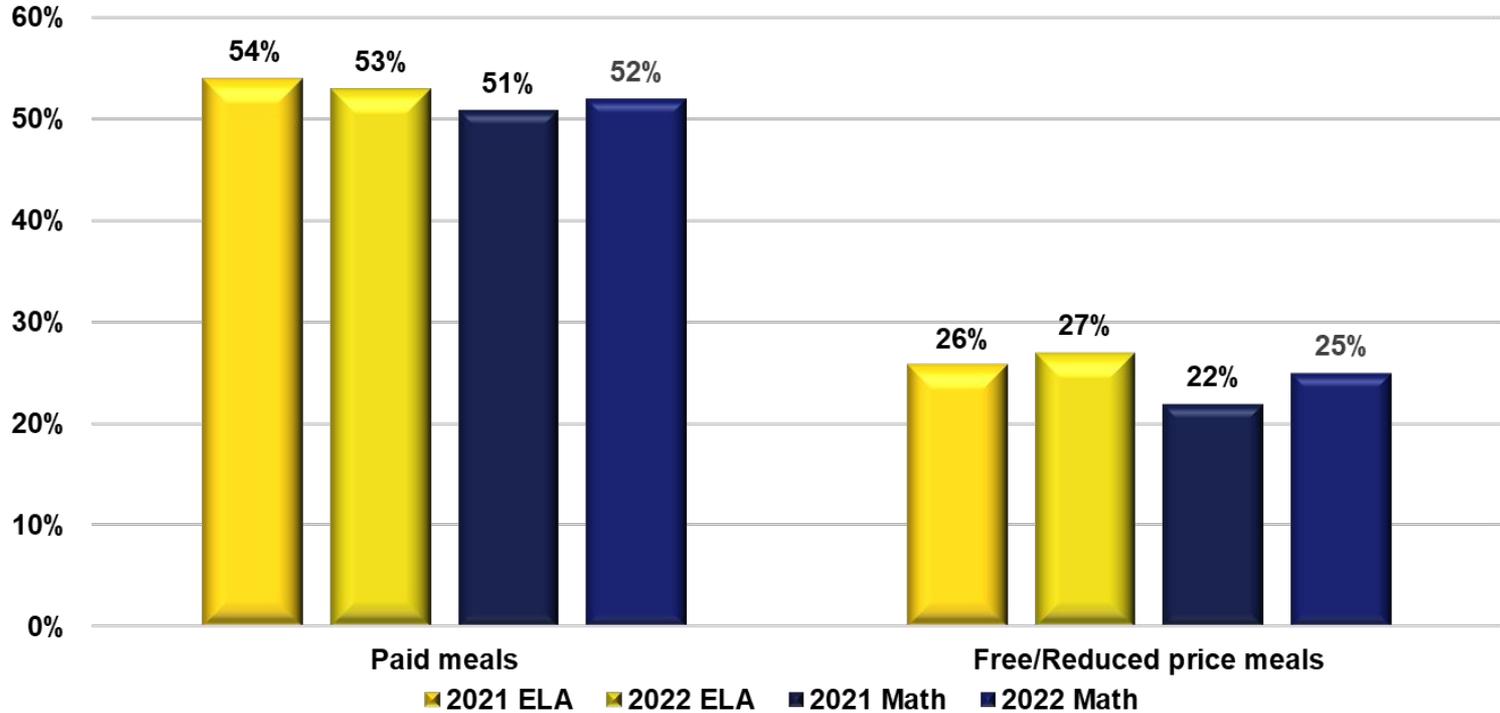
2022 ILEARN RESULTS ANALYSIS: ETHNICITY



Black, White, and Hispanic students had the **greatest proficiency rates increases** of 1.7%, 0.9%, and 0.8% respectively in ELA.

American Indian, Black, Hispanic, Multiracial, and White students had **gains in proficiency rates over 2.5%** each in math.

2022 ILEARN RESULTS RAW DATA: SOCIOECONOMIC STATUS

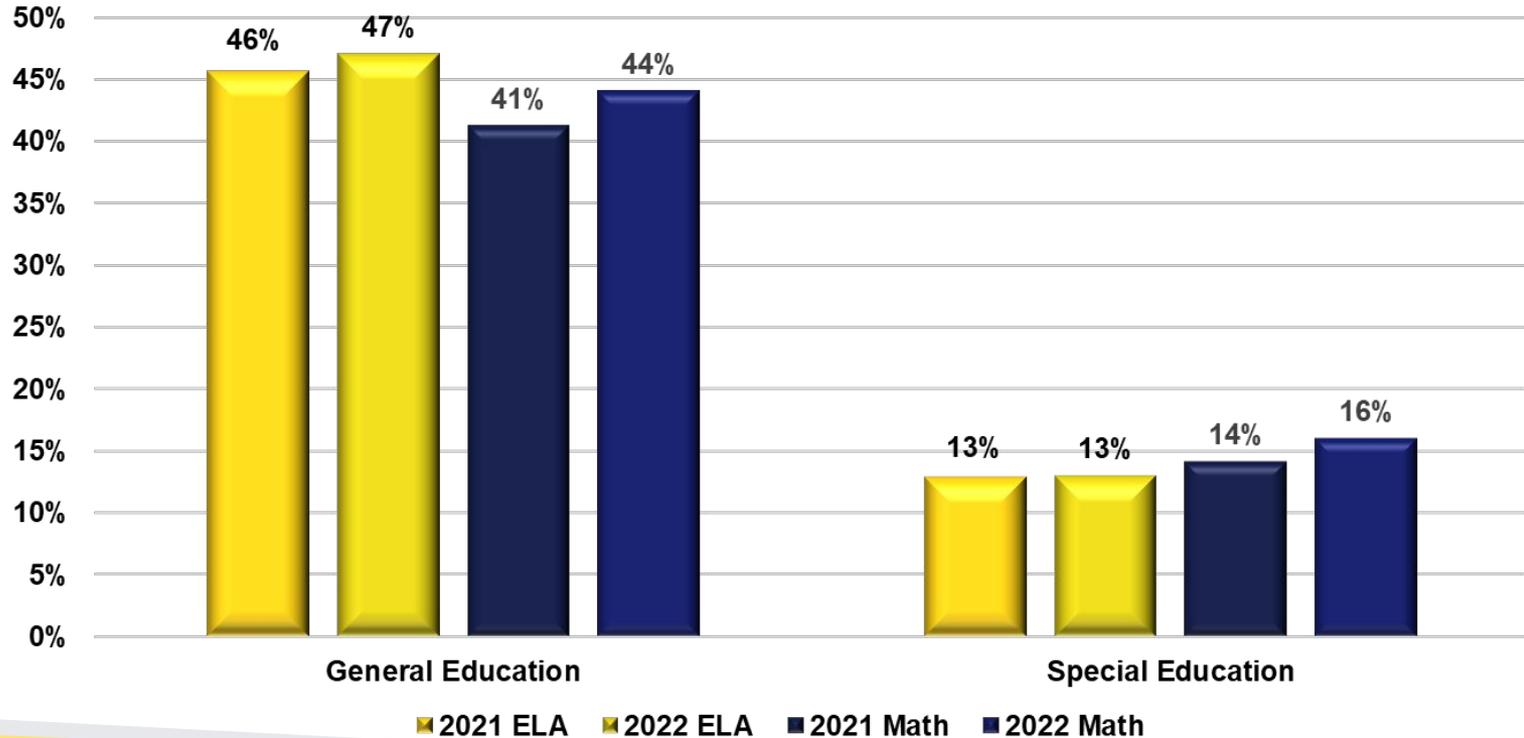


2022 ILEARN RESULTS ANALYSIS: SOCIOECONOMIC STATUS



Students receiving free or reduced price meals had an **increase** of 1.1% in ELA and 2.6% in math.

2022 ILEARN RESULTS RAW DATA: SPECIAL EDUCATION STATUS

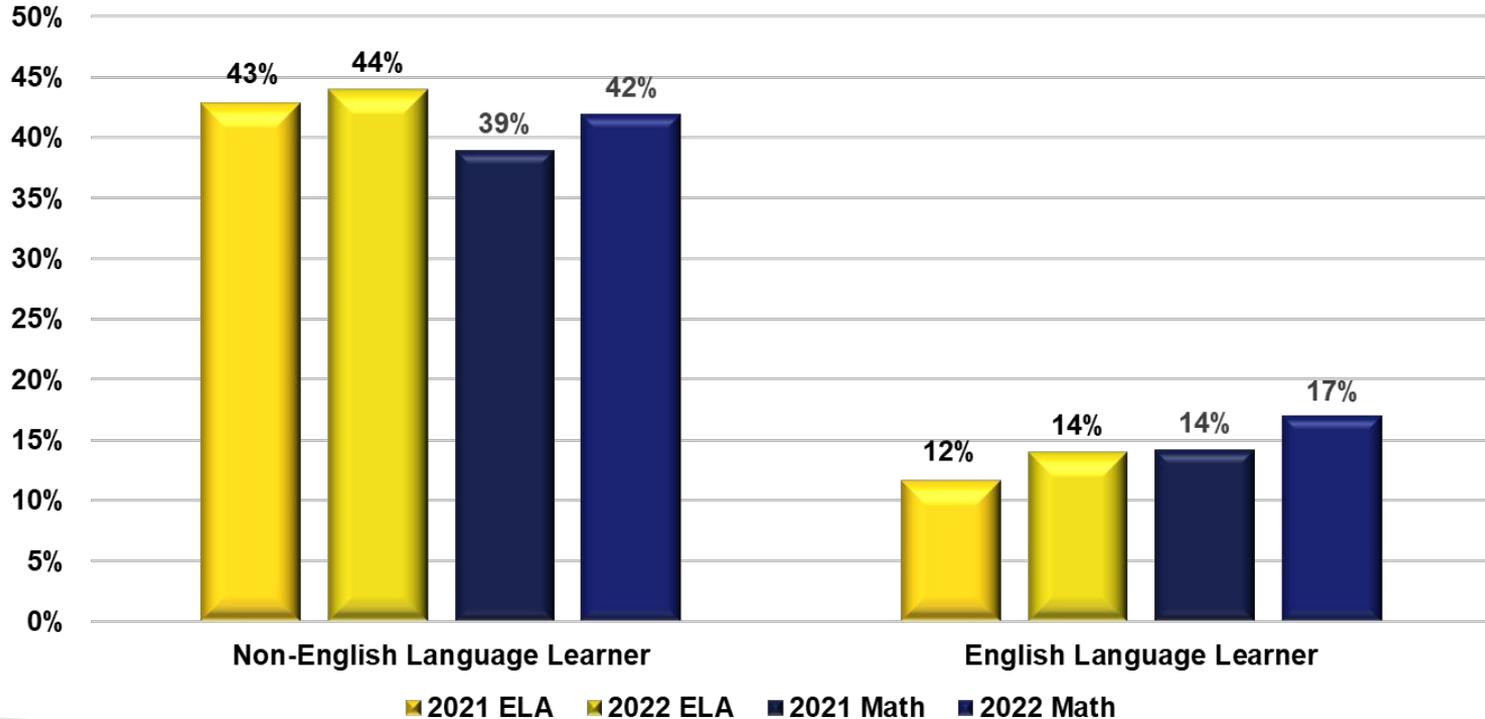


2022 ILEARN RESULTS ANALYSIS : SPECIAL EDUCATION STATUS



Students with disabilities' proficiency rates increased 0.5% overall in ELA and 1.6% in Mathematics.

2022 ILEARN RESULTS RAW DATA: ENGLISH LEARNER STATUS

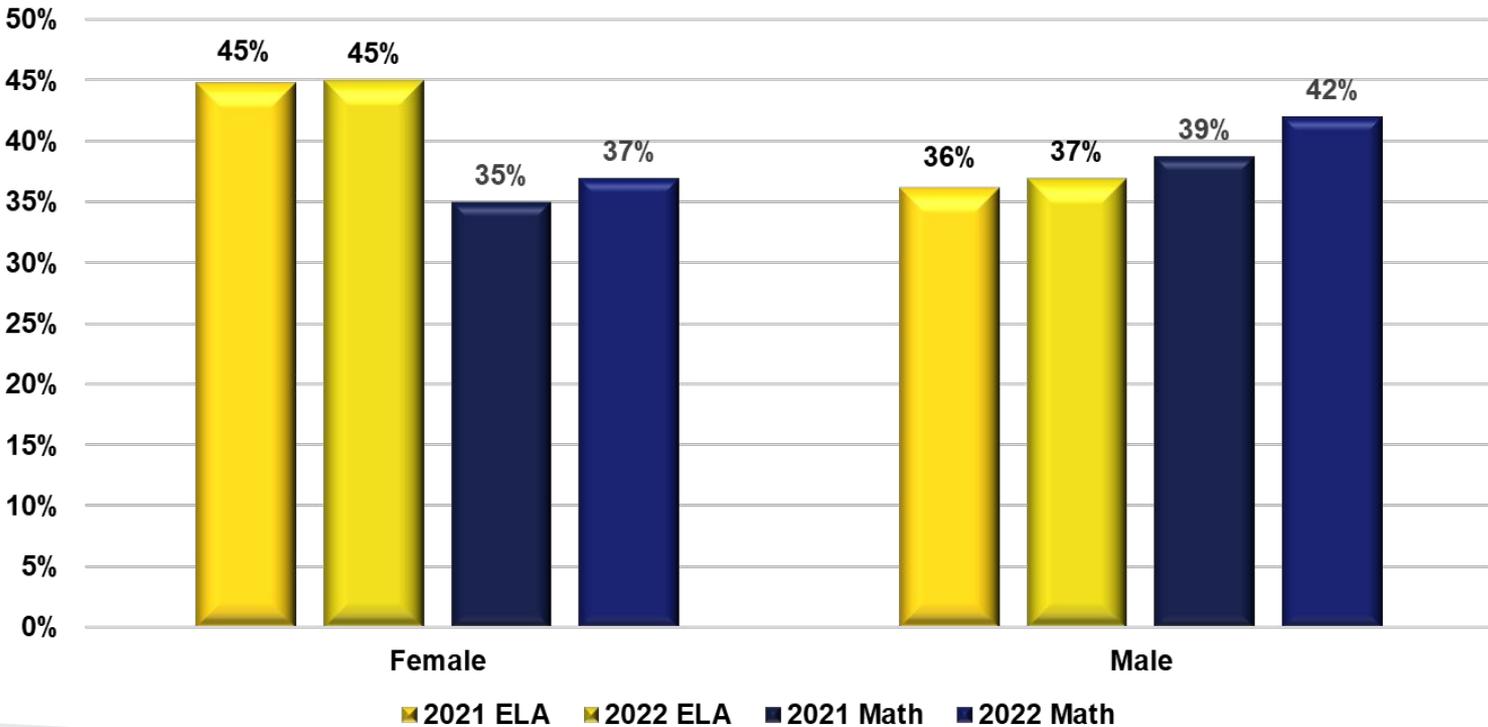


2022 ILEARN RESULTS ANALYSIS: ENGLISH LEARNER STATUS



English language learners' **proficiency rates increased 2.2%** overall in ELA and **2.9%** in math.

2022 ILEARN RESULTS RAW DATA: GENDER



2022 ILEARN RESULTS ANALYSIS: GENDER



Female and male students had proficiency rates of **increase** of 0.6% and 0.9% respectively in ELA and 2.2% and 2.7% respectively in math.

National Center for Assessment Academic Impact/ Recovery Updates

BACKGROUND INFORMATION

Public Law 211-2021

- Charged IDOE to conduct a study of COVID-19 impact for SY 2020-2021 and SY 2021-2022

American Rescue Plan Act

- Required states to reserve at least 5% of awarded grant funds to carry out activities to address academic impact

Academic Impact Study

- IDOE contract with the National Center for Assessment to conduct research and analysis of the COVID-19 academic impact in Indiana.

BACKGROUND OF STUDY

Academic Impact Study

- **Phase One: Review of Pandemic-Related Impact (2020-2021)**
 - SBOE presentation
 - School reports on academic impact
- **Phase Two: Review of Pandemic-Related Recovery (2021-2022)**
 - Continued data analysis
 - SBOE presentation
 - Publication of comprehensive report



ACADEMIC IMPACT AND RECOVERY TIME

Academic Impact

- Measurement of whether student growth was any faster or slower than pre-pandemic student growth
- Comparison of how student attainment and student growth differ pre- and post-pandemic academic disruptions

Recovery Time

- Recovery is defined as returning to where students/student populations would be under “normal” learning conditions.
- Recovery is **not** defined as attaining proficiency.
- Recovery time is dependent upon the degree of academic impact.

ACADEMIC IMPACT AND RECOVERY TIME CONTINUED

All cars leave at 12pm, traveling at 60mph to reach destination by 4pm

12pm

1pm

2pm

3pm

4pm

Short Stoplight Delay



Continue at 60mph



Arrives On Time

Medium Traffic Delay



Increase speed to 75 mph



Arrives On Time

Major Snow Delay



Increase speed to 90 mph



Arrives On Time

PURPOSE OF STUDY - PHASE 1 RECAP (2020-2021)



Data are used *prospectively*, not *retrospectively*.

Purpose was **not** to identify the cause of academic impact or to compare historical performance;
Purpose was to identify what supports are necessary to best serve Indiana students.

FINDINGS OF STUDY - PHASE 1 RECAP (2020-2021)

**REMINDER: This is
2020-2021 information.**

Academic Impact Study

- Academic impact in mathematics was consistently significant and across all grades.
- Academic impact in ELA was moderate to significant across all grades.
- Academic impact varies across student populations.
- Rates of learning required for recovery are unprecedented at the scale required to return to where students or student populations would be under normal learning conditions and will likely take more than a year.

TRANSITION PHASE 1 TO PHASE 2

**REMINDER: This is
2020-2021 information.**

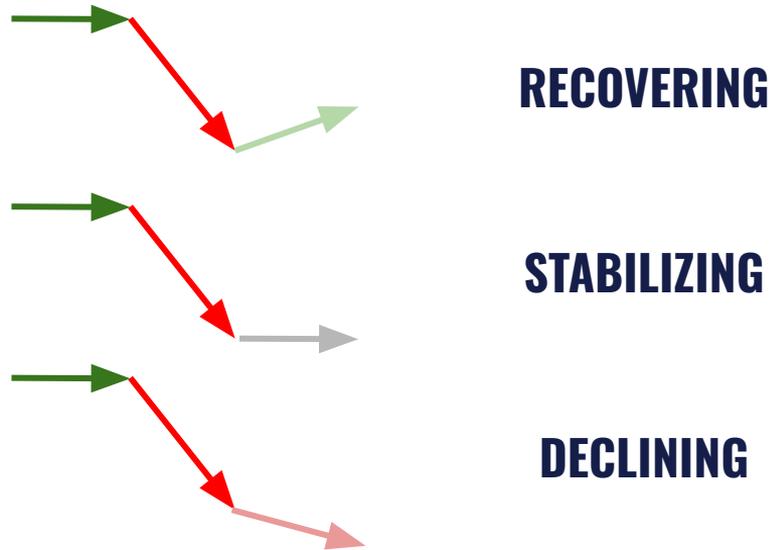
Academic Impact & Associated Recovery Times

-  **Significant:** recovery time exceeds one school year; requires supplemental academic support
-  **Moderate:** recovery time of up to one school year; likely requires supplemental academic support
-  **Minor/No:** recovery time is minimal with minor deviations from historical performance

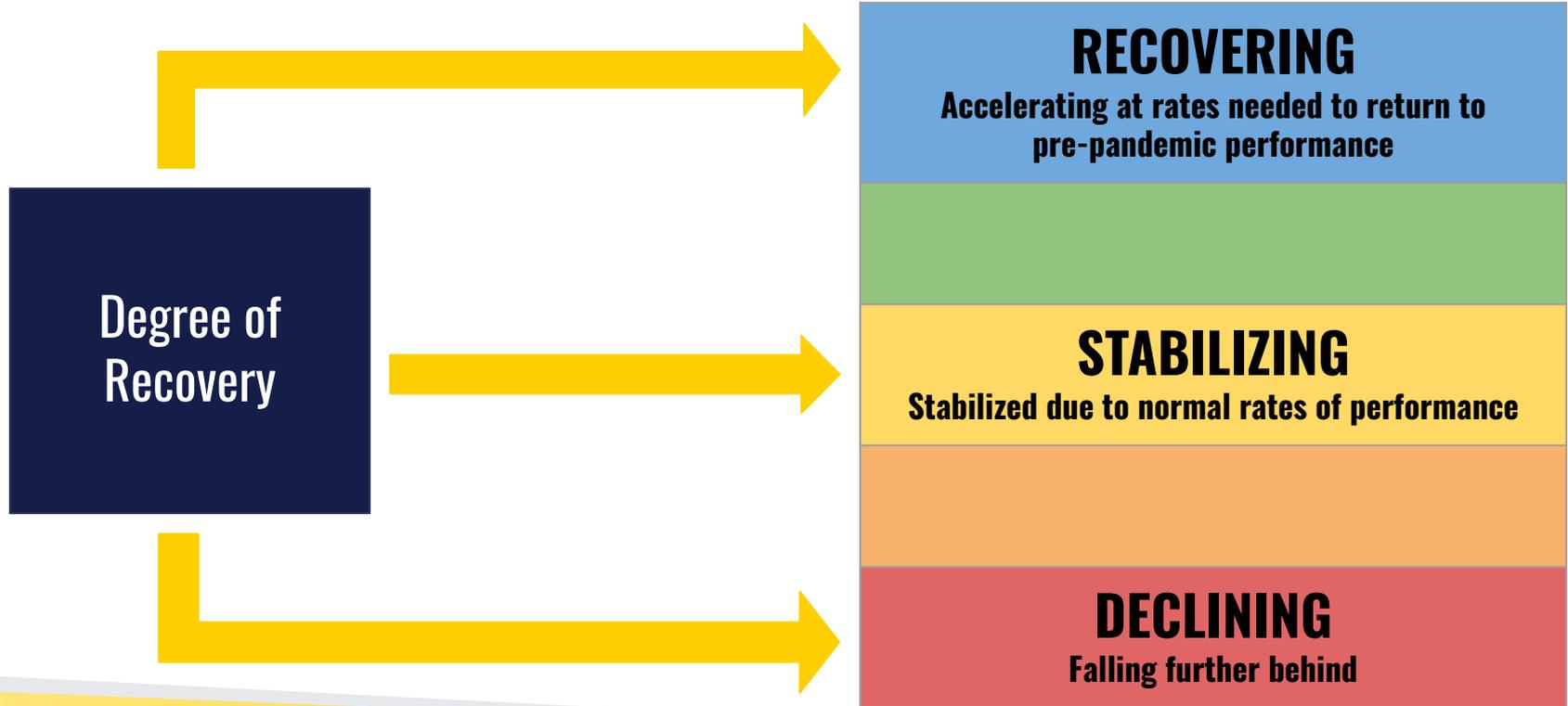
PURPOSE OF STUDY - PHASE 2

Research Question

To what degree did students recover from the impacts of the pandemic?



PURPOSE OF STUDY - PHASE 2 CONTINUED



FINDINGS OF STUDY - PHASE 2

Academic Recovery Study

- Indiana students “stabilized” and generally returning to normal rates of learning
 - Students are not regressing further, but in some grade levels, content areas, and/or student populations, students have not accelerated to the rate needed needed to recover to pre-pandemic performance.
 - Higher rates of recovery seen in math than English/language arts.

ILEARN ACADEMIC RECOVERY: **GRADE LEVEL**

| | ELA | MATH |
|----------------|--------------------------|--------------------------|
| Grade 4 | Stabilizing - Recovering | Stabilizing - Recovering |
| Grade 5 | Stabilizing | Stabilizing - Recovering |
| Grade 6 | Stabilizing - Declining | Stabilizing |
| Grade 7 | Stabilizing | Stabilizing - Recovering |
| Grade 8 | Stabilizing | Stabilizing |

NOTE: Grade 3 is not shown because growth data is not available for Grade 3 comparisons

ILEARN ACADEMIC RECOVERY: ETHNICITY

| ENGLISH/LANGUAGE ARTS | | | | |
|-----------------------|--------------------------|-------------------------|-------------------------|-------------|
| | Asian | Black | Hispanic | White |
| Grade 4 | Stabilizing - Recovering | Stabilizing | Stabilizing | Stabilizing |
| Grade 5 | Stabilizing - Declining | Stabilizing | Stabilizing - Declining | Stabilizing |
| Grade 6 | Stabilizing | Stabilizing - Declining | Stabilizing - Declining | Stabilizing |
| Grade 7 | Stabilizing - Declining | Stabilizing | Stabilizing - Declining | Stabilizing |
| Grade 8 | Stabilizing | Stabilizing | Stabilizing - Declining | Stabilizing |

ILEARN ACADEMIC RECOVERY: ETHNICITY

| MATHEMATICS | | | | |
|-------------|-------------------------|-------------------------|--------------------------|-------------|
| | Asian | Black | Hispanic | White |
| Grade 4 | Stabilizing | Stabilizing | Stabilizing - Recovering | Stabilizing |
| Grade 5 | Stabilizing | Stabilizing | Stabilizing | Stabilizing |
| Grade 6 | Stabilizing - Declining | Stabilizing - Declining | Stabilizing - Declining | Stabilizing |
| Grade 7 | Stabilizing | Stabilizing | Stabilizing | Stabilizing |
| Grade 8 | Stabilizing | Stabilizing - Declining | Stabilizing - Declining | Stabilizing |

ILEARN ACADEMIC RECOVERY: **SOCIOECONOMIC STATUS**

| Free & Reduced Lunch Students | | |
|--|-------------|-------------|
| | ELA | MATH |
| Grade 4 | Stabilizing | Stabilizing |
| Grade 5 | Stabilizing | Stabilizing |
| Grade 6 | Stabilizing | Stabilizing |
| Grade 7 | Stabilizing | Stabilizing |
| Grade 8 | Stabilizing | Stabilizing |

ILEARN ACADEMIC RECOVERY: SPECIAL EDUCATION STATUS

| Special Education Students | | |
|-----------------------------------|-------------------------|--------------------------|
| | ELA | MATH |
| Grade 4 | Stabilizing | Recovering |
| Grade 5 | Stabilizing - Declining | Stabilizing - Recovering |
| Grade 6 | Stabilizing - Declining | Stabilizing - Recovering |
| Grade 7 | Stabilizing - Declining | Stabilizing - Recovering |
| Grade 8 | Stabilizing - Declining | Stabilizing |

ILEARN ACADEMIC RECOVERY: ENGLISH LEARNER STATUS

| English Learner Students | | |
|--------------------------|-------------------------|-------------------------|
| | ELA | MATH |
| Grade 4 | Stabilizing | Recovering |
| Grade 5 | Stabilizing - Declining | Stabilizing |
| Grade 6 | Declining | Stabilizing - Declining |
| Grade 7 | Stabilizing - Declining | Stabilizing |
| Grade 8 | Declining | Stabilizing - Declining |

ILEARN ACADEMIC RECOVERY: **GENDER**

| English/Language Arts | | |
|------------------------------|-------------------------|-------------------------|
| | FEMALE | MALE |
| Grade 4 | Stabilizing | Stabilizing |
| Grade 5 | Stabilizing | Stabilizing - Declining |
| Grade 6 | Stabilizing - Declining | Stabilizing - Declining |
| Grade 7 | Stabilizing | Stabilizing |
| Grade 8 | Stabilizing | Stabilizing |

ILEARN ACADEMIC RECOVERY: **GENDER** CONTINUED

| | Mathematics | |
|----------------|-------------------------|-------------|
| | FEMALE | MALE |
| Grade 4 | Stabilizing | Stabilizing |
| Grade 5 | Stabilizing | Stabilizing |
| Grade 6 | Stabilizing - Declining | Stabilizing |
| Grade 7 | Stabilizing | Stabilizing |
| Grade 8 | Stabilizing | Stabilizing |

Indiana 2019 to 2021 COVID-19 Academic Impact

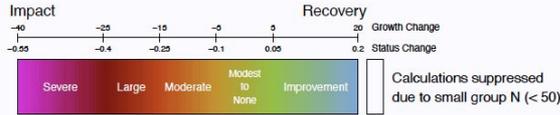
**REMINDER: This is
2020-2021 data.**



Calculations suppressed
due to small group N (< 50)

| | ELA | | | | | | Mathematics | | | | | |
|-------------------------------------|----------|----------|----------|----------|----------|----------------|-------------|----------|----------|----------|----------|----------|
| | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| All Students | Moderate | Moderate | Moderate | Moderate | Moderate | Moderate | Moderate | Large | Large | Large | Large | Large |
| Economically Disadvantaged Students | Large | Moderate | Moderate | Moderate | Moderate | Moderate | Large | Large | Large | Large | Large | Large |
| Economically Disadvantaged Students | Moderate | Moderate | Moderate | Moderate | Moderate | Moderate | Moderate | Moderate | Large | Large | Large | Large |
| African American Students | Large | Large | Moderate | Large | Moderate | Moderate | Severe | Severe | Severe | Severe | Large | Large |
| Asian Students | Moderate | Moderate | Moderate | Moderate | Moderate | Modest to None | Moderate | Moderate | Large | Severe | Severe | Large |
| White Students | Moderate | Moderate | Moderate | Moderate | Moderate | Moderate | Moderate | Moderate | Large | Large | Large | Large |
| Hispanic Students | Large | Moderate | Large | Large | Moderate | Moderate | Large | Large | Large | Severe | Large | Large |
| ELL Students | Large | Moderate | Large | Large | Moderate | Large | Large | Large | Large | Large | Moderate | Large |
| Special Education Students | Moderate | Moderate | Moderate | Moderate | Moderate | Moderate | Moderate | Moderate | Moderate | Moderate | Moderate | Moderate |
| Female Students | Moderate | Moderate | Moderate | Moderate | Moderate | Moderate | Large | Large | Large | Severe | Large | Large |
| Male Students | Moderate | Moderate | Moderate | Moderate | Moderate | Moderate | Moderate | Moderate | Large | Large | Large | Large |

Indiana 2021 to 2022 COVID-19 Academic Impact/Recovery



| | ELA | | | | | | Mathematics | | | | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| All Students | Modest to None | Modest to None | Modest to None | Moderate | Modest to None | Modest to None | Improvement | Modest to None | Modest to None | Moderate | Modest to None | Modest to None |
| Economically Disadvantaged Students | Modest to None | Modest to None | Modest to None | Moderate | Modest to None | Moderate | Improvement | Modest to None | Modest to None | Moderate | Modest to None | Moderate |
| Non-Economically Disadvantaged Students | Modest to None |
| African American Students | Improvement | Modest to None | Modest to None | Moderate | Modest to None | Modest to None | Improvement | Modest to None | Modest to None | Moderate | Modest to None | Moderate |
| Asian Students | Improvement | Improvement | Moderate | Modest to None | Moderate | Modest to None | Improvement | Modest to None | Modest to None | Moderate | Modest to None | Modest to None |
| White Students | Modest to None | Improvement | Modest to None |
| Hispanic Students | Improvement | Modest to None | Moderate | Moderate | Moderate | Moderate | Improvement | Improvement | Modest to None | Moderate | Modest to None | Moderate |
| ELL Students | Improvement | Modest to None | Moderate | Large | Moderate | Large | Improvement | Improvement | Modest to None | Moderate | Modest to None | Moderate |
| Special Education Students | Modest to None | Modest to None | Moderate | Moderate | Moderate | Moderate | Improvement | Improvement | Modest to None | Modest to None | Modest to None | Modest to None |
| Female Students | Improvement | Modest to None | Modest to None | Moderate | Modest to None | Modest to None | Improvement | Modest to None | Modest to None | Moderate | Modest to None | Modest to None |
| Male Students | Modest to None | Modest to None | Moderate | Moderate | Modest to None | Modest to None | Improvement | Modest to None |

ILEARN ACADEMIC RECOVERY: ELA PROFICIENCY

| | 2019 Proficiency Rate | 2021 Proficiency Rate | 2022 Proficiency Rate | 2019 to 2022 Difference | 2021 to 2022 Difference |
|---------|-----------------------|-----------------------|-----------------------|-------------------------|-------------------------|
| Grade 3 | 46.3% | 38.7% | 40.7% | -5.6% | +2.0% |
| Grade 4 | 45.8% | 39.6% | 41.4% | -4.4% | +1.8% |
| Grade 5 | 47.5% | 39.5% | 41.0% | -6.5% | +1.5% |
| Grade 6 | 47.8% | 39.9% | 39.0% | -8.8% | -0.9% |
| Grade 7 | 49.7% | 41.1% | 42.4% | -7.3% | +1.3% |
| Grade 8 | 50.7% | 43.9% | 43.1% | -7.6% | -0.8% |

ILEARN ACADEMIC RECOVERY: **MATH PROFICIENCY**

| | 2019 Proficiency Rate | 2021 Proficiency Rate | 2022 Proficiency Rate | 2019 to 2022 Difference | 2021 to 2022 Difference |
|---------|-----------------------|-----------------------|-----------------------|-------------------------|-------------------------|
| Grade 3 | 58.7% | 48.7% | 51.9% | -6.8% | +3.2% |
| Grade 4 | 54% | 43.7% | 47.5% | -6.5% | +3.8% |
| Grade 5 | 47.8% | 38.6% | 40.8% | -7% | +2.2% |
| Grade 6 | 46.4% | 33% | 35.5% | -10.9% | +2.5% |
| Grade 7 | 42% | 30.5% | 31.9% | -10.1% | +1.4% |
| Grade 8 | 38% | 27.8% | 29.8% | -8.2% | +2% |

PHASE 2 - **SPECIFIC TAKEAWAYS**

Areas of success

- Math is stabilizing or recovering across grade levels.
- Early grades are stabilizing or recovering for ELA.
- Special education students are stabilizing or recovering in math.

Areas in need of improvement

- Lowest performing students are not demonstrating improvement, either by stabilizing or recovering.
- English learner students have demonstrated low rates of recovery in ELA, especially in middle grades.

Ongoing Supports & Next Steps

ONGOING LOCAL SUPPORT

IDOE continues to provide support for students, educators, and schools via the following resources:

- **Indiana Graduates Prepared to Succeed performance dashboard**
- **Indiana's Priorities for Early Literacy & Indiana's Priorities for STEM**
 - Science of Reading instructional coaching (beginning summer 2022)
- **Parent Microgrants for High-Impact Tutoring (beginning fall 2022)**
- **The Indiana Learning Lab to provide educators with expanded online resources**
 - Literacy, STEM, digital, special education, and English learner instruction
- **Student Learning Recovery Grant Program and Fund**
- **First-of-its-kind partnership with Get Your Teach On**
 - Interactive professional development and support to educators

ONGOING LOCAL SUPPORT CONTINUED

- Standards in Need of Essential Support
 - Quantitative, data-driven process in collaboration with educators
- Partnership with Schoolhouse.world to remove financial barriers to tutoring opportunities
- The Office of School Efficiency - focused on maximizing return on investment for ESSER dollars
- COMING SOON - Student Outcomes Collaborative (PreK-K12-Higher Education)
 - Focused on outcomes for Black and Hispanic students
 - Strategic work groups will target student learning, recruiting/supporting/retaining educators, engaging families/communities

As additional data and best practice research becomes available, IDOE will continue to provide resources to support educators as we work together to ensure Indiana's students have the knowledge and skills they need to succeed.



THANK YOU!