

# Indiana Academic Performance and Recovery Update

July 12, 2023



@EducateIN

# **TODAY'S AGENDA**

- **Overall Assessment Participation**
- **2022-2023 ILEARN Results**
- **National Center for Assessment Academic Impact/Recovery Update**
- **2022-2023 SAT Results**
- **Coming Soon: ILEARN Redesign**
- **Ongoing Supports & Next Steps**

# 2022-2023 ILEARN Results

## 2022-2023 **ASSESSMENT PARTICIPATION RATES**

- Indiana continues to have **strong participation rates** for all state and federally-required assessments.
- While 2021-2022 participation rates were high, **overall participation rates maintained or increased 1 to 2 percentage points** 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 3 to 4 percentage points across all content areas.
- High student assessment participation allows for schools to have **actionable data** to impact instruction and decision making.

## ITEMS TO NOTE BEFORE DIVING IN

Each table includes raw data for the 2022-2023 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**.

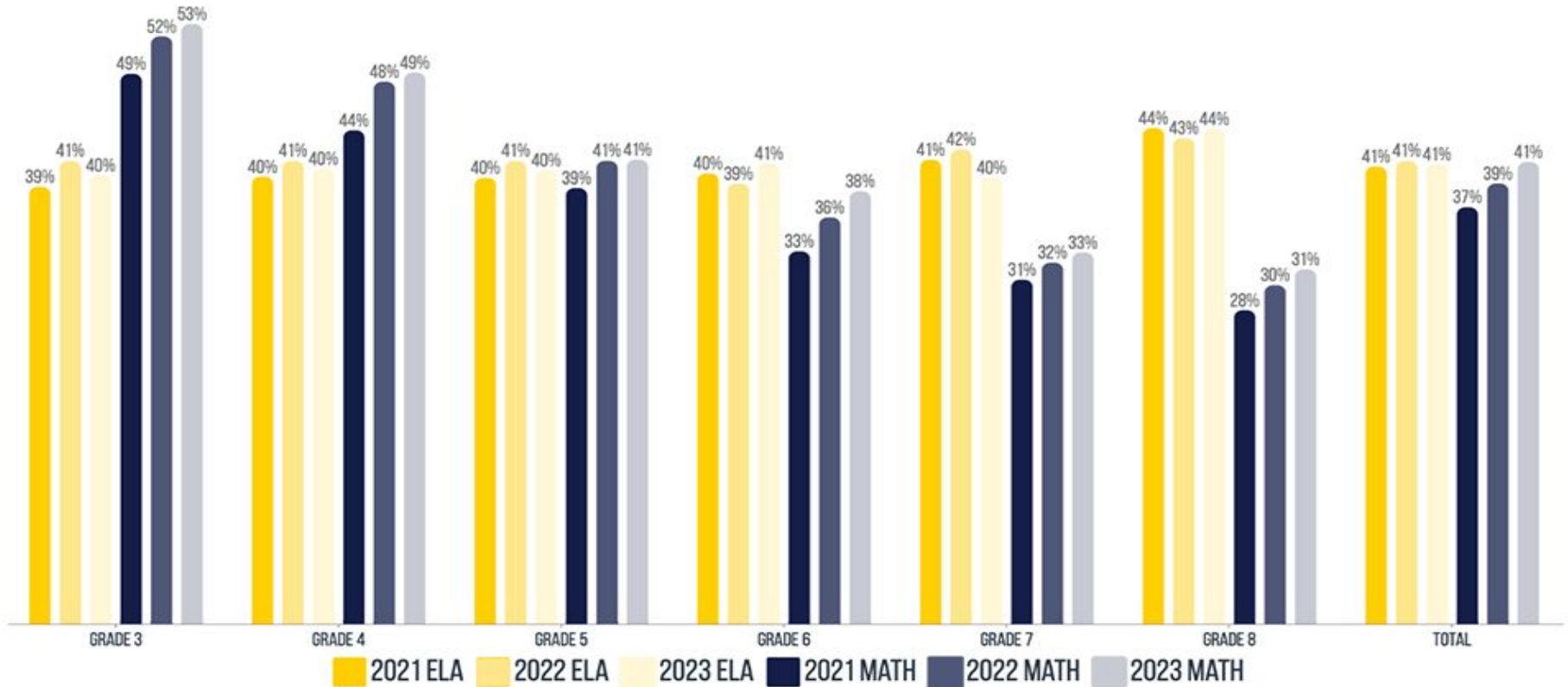
## 2023 ILEARN RESULTS: SUMMARY

- **40.7%** of Indiana's students statewide are **at or above proficiency** standards in English/language arts.
- **40.9%** of students are **at or above proficiency** standards in math.

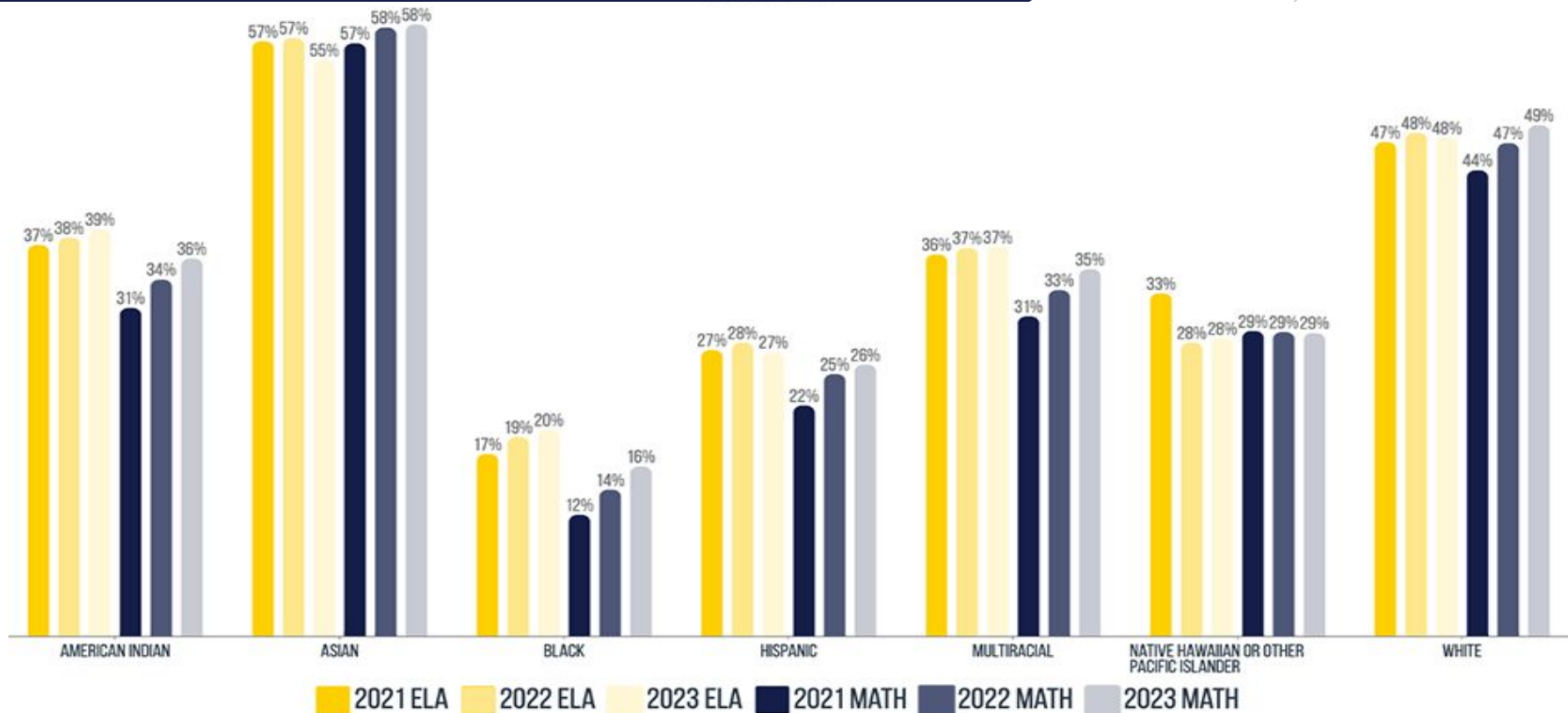
*NOTE: Each state conducts its own annual assessment, and ILEARN is an Indiana-specific assessment. Therefore, ILEARN results cannot be compared to results from other states.*



# 2023 ILEARN RESULTS RAW DATA: GRADE LEVEL

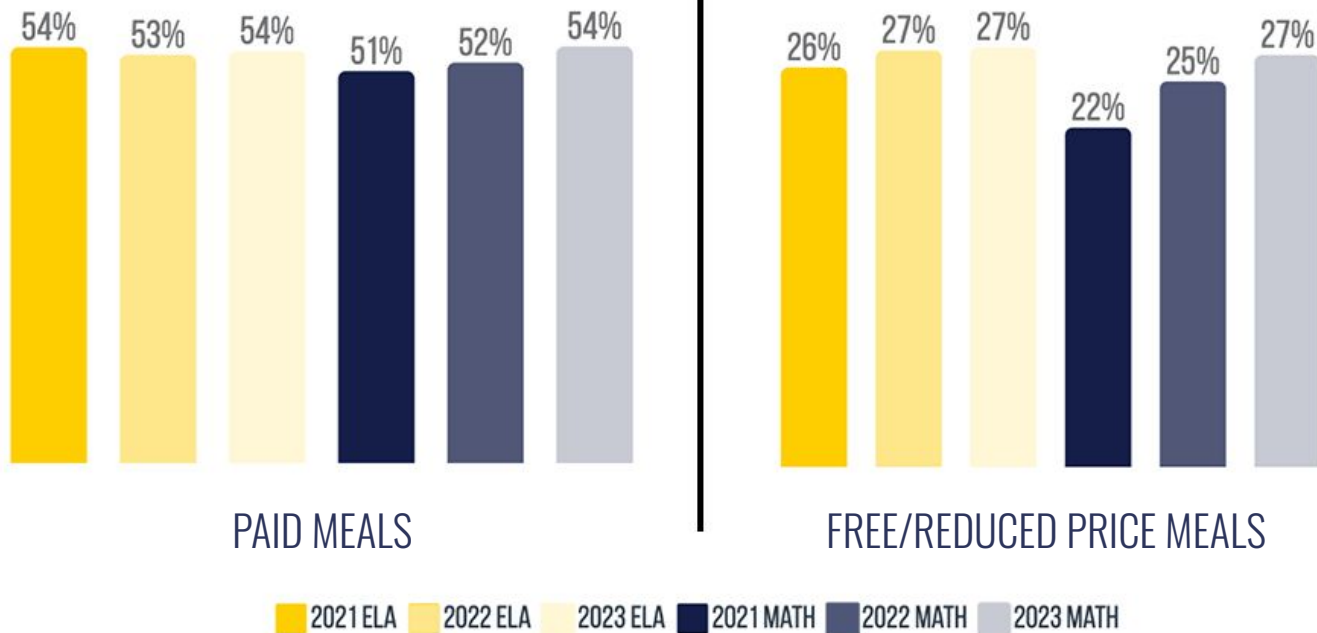


# 2023 ILEARN RESULTS RAW DATA: ETHNICITY

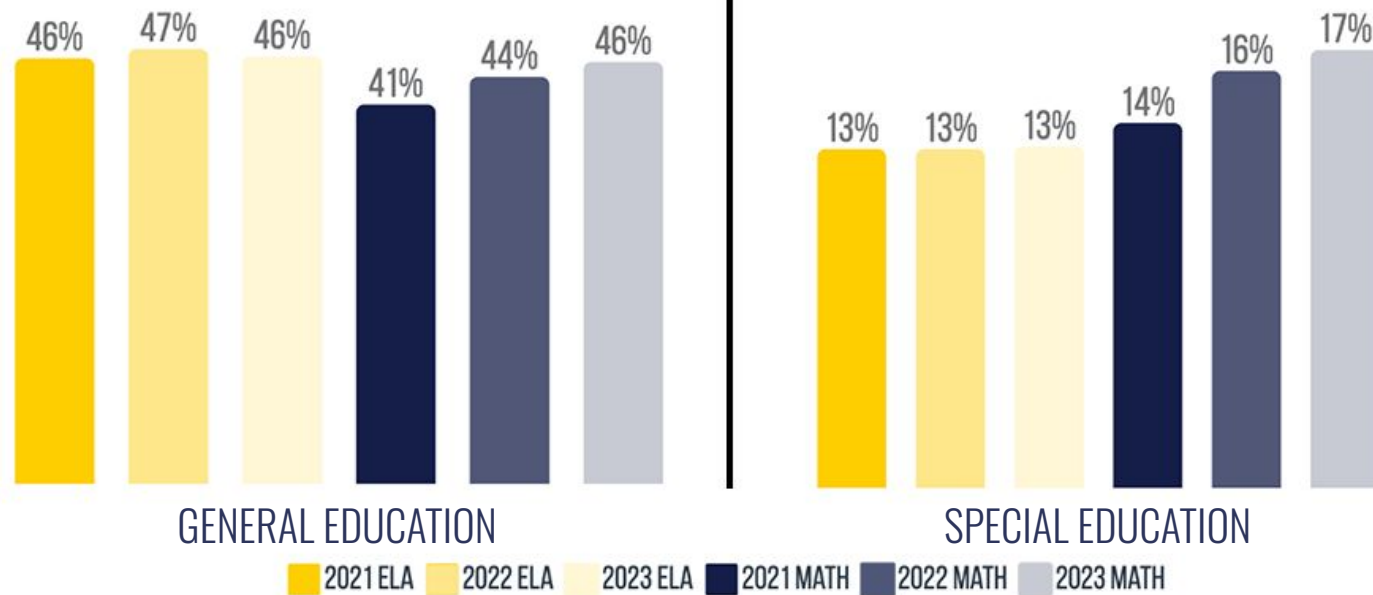




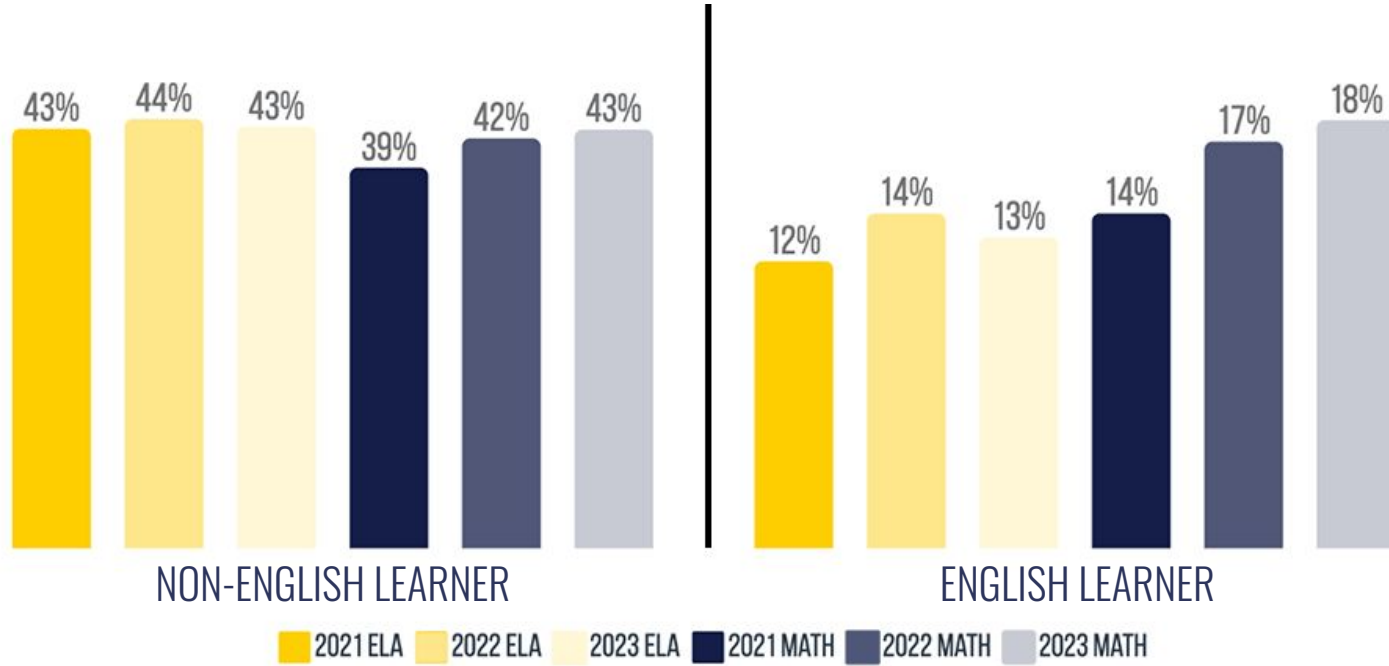
## 2023 ILEARN RESULTS RAW DATA: SOCIOECONOMIC STATUS



# 2023 ILEARN RESULTS RAW DATA: SPECIAL EDUCATION STATUS



## 2023 ILEARN RESULTS RAW DATA: **ENGLISH LEARNER STATUS**



## SPECIFIC TAKEAWAYS: PROFICIENCY

- **Statewide ILEARN results reflect a modest increase in math across all grade levels.**
  - The highest increases were in grade four (1.3 percentage points), grade six (2.8 percentage points), and grade eight (1.6 percentage points).
- **Most grade levels remained relatively stable in ELA.**
  - Grade six (1.8 percentage point *increase*) and grade seven (2.9 percentage point *decrease*) are the exception.
- **As we begin to see overall stabilization and improvement in proficiency, specific student populations are seeing improved growth.**
  - Black students have proficiency percentage point increases in both ELA and math following the pandemic.
  - Hispanic students, students eligible for free and reduced lunch, students in special education, as well as English learner students have proficiency percentage point increases in math specifically.
  - Increased targeted support is still needed in ELA for middle school students, as well as ELs.

# **National Center for Assessment Academic Impact/ Recovery Updates**

## **BACKGROUND INFORMATION**

### **Public Law 211-2021**

- Charged IDOE to conduct a study of COVID-19 impact.

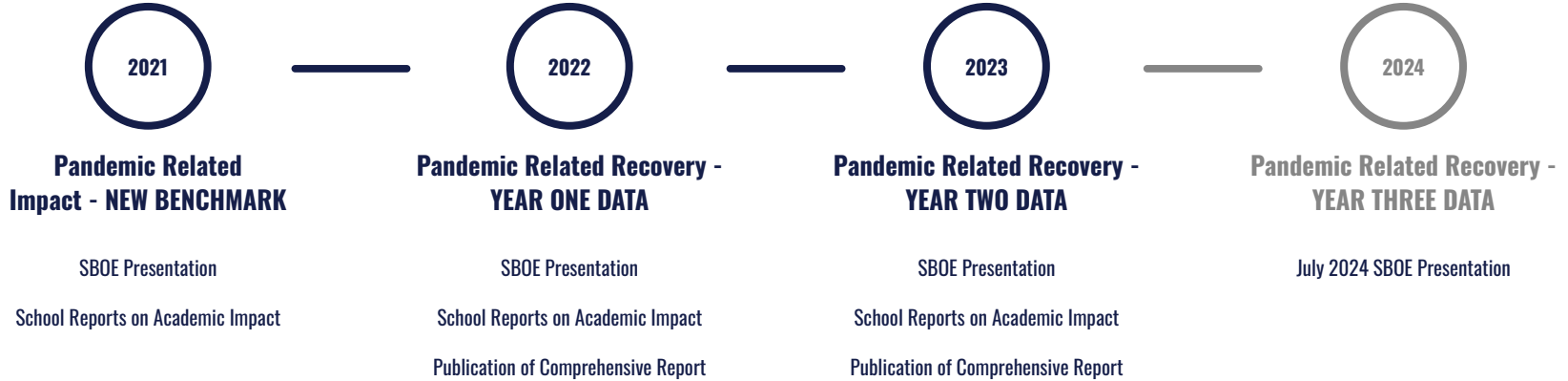
### **American Rescue Plan Act**

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

### **Academic Impact and Recovery Study**

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

# BACKGROUND OF STUDY



# 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



## ACADEMIC IMPACT AND **RECOVERY TIME** CONTINUED

### 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.

# **FINDINGS** OF STUDY - PHASE 1 IMPACT (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 three to five years for recovery.

## **FINDINGS** OF STUDY - PHASE 2 RECOVERY (2021-2022)

**REMINDER: This is  
2021-2022 information.**

### **Academic *Recovery* Study**

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

# SYSTEM- VS STUDENT-LEVEL **RECOVERY** (2022-2023)

## **System-level Recovery**

(education system returning to normal)



Rate of student learning in ELA is consistent with pre-pandemic.



Rate of student learning in Math is consistent with pre-pandemic.

## **Student-level Recovery**

(student populations returning to normal)



Previously “above proficient” students (ELA and math)

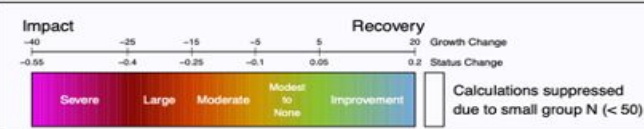


Middle school students (ELA), English learners (ELA), previously “below proficient” (ELA and math) students

**The education system can return to “normal” without student(s) returning to normal.**

# Indiana 2019 to 2021 COVID-19 Academic Impact

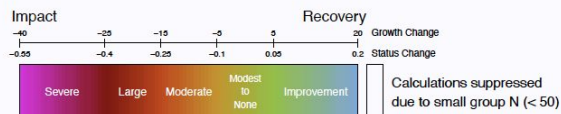
**REMINDER: This is  
2020-2021 data.**



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

**REMINDER: This is  
2021-2022 data.**



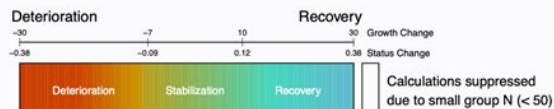
## ELA

## 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	Modest to None	Modest to None	Modest to None	Modest to None	Modest to None	Modest to None	Modest to None	Modest to None	Modest to None	Modest to None	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	Modest to None	Modest to None	Modest to None	Modest to None	Modest to None	Improvement	Modest to None	Modest to None	Modest to None	Modest to None	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	Modest to None	Modest to None	Modest to None	Modest to None



## Current data



## **SPECIFIC TAKEAWAYS: LEARNING RECOVERY**

- **Students are continuing to stabilize or accelerate/recover in math following the pandemic.**
- **The rate at which students are stabilizing or accelerating/recovering in ELA varies by student population.**
- **Students who were not proficient in ELA and math prior to the pandemic are not recovering at the same rate as their peers. Students who were proficient in ELA and math prior to the pandemic continue to stabilize and accelerate their rates of learning.**
  - Black students, as well as students eligible for free and reduced lunch are now stabilizing across all grade levels in both ELA and math.
  - Hispanic and EL students will need continued targeted support.



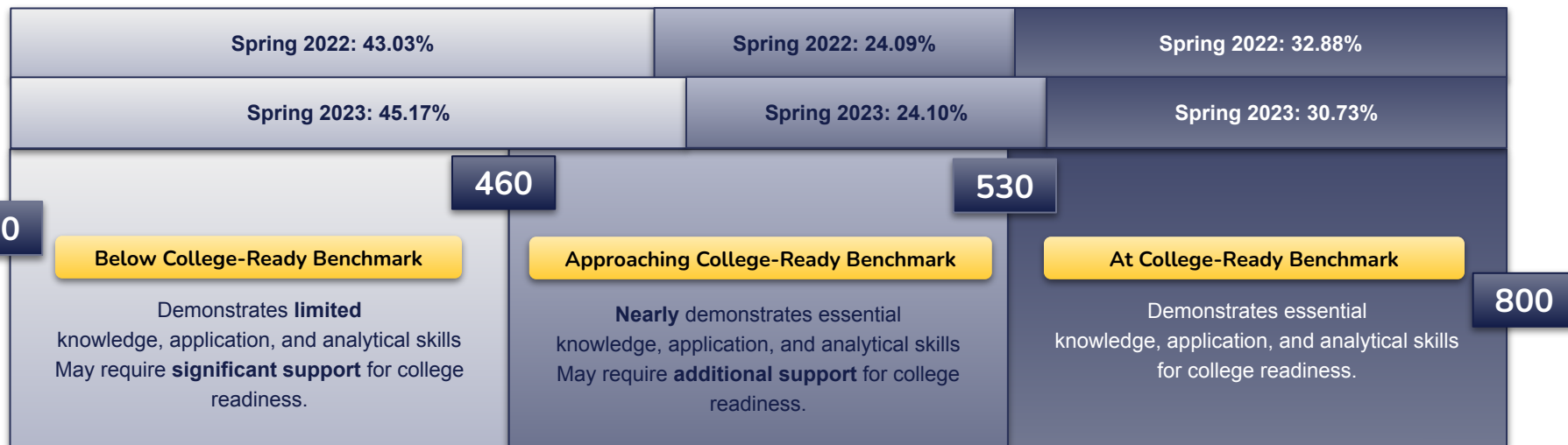
# 2022-2023 SAT Results

# SAT BENCHMARKS

- Students with an SAT section score that meets or exceeds the benchmark have a 75% chance of earning at least a C in first-semester, credit-bearing college courses in that subject area.
- This level of performance also fulfills the Post-Secondary Readiness requirement (Requirement #3) for Graduation Pathways.

Benchmarks	
Evidence-Based Reading and Writing	480
Mathematics	530

# SAT PERFORMANCE (PROFICIENCY) SCORES: MATH



For SAT, the “At College-Ready Benchmark” performance in **Mathematics** declined from 32.88% in 2022 to 30.73% in 2023.

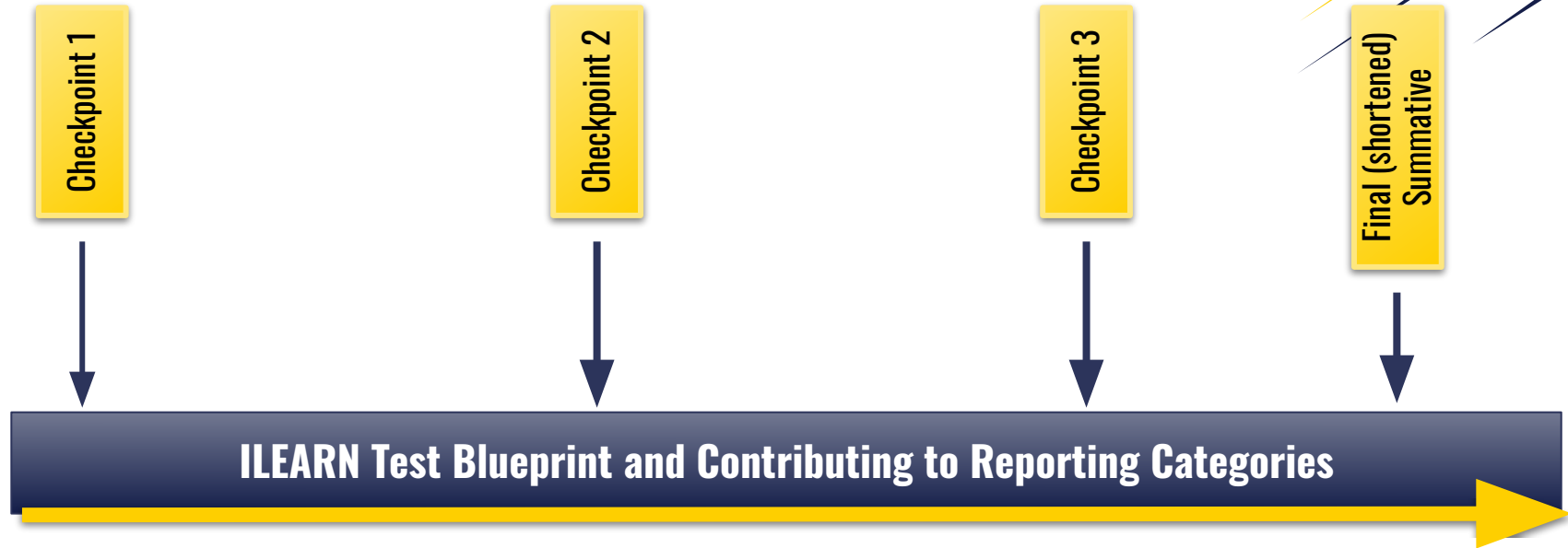
# SAT PERFORMANCE (PROFICIENCY) SCORES: **READING & WRITING**



For SAT, the “At College-Ready Benchmark” performance in **Evidence-Based Reading and Writing** declined from 52.48% in 2022 to 50.50% in 2023.

**Coming Soon:  
ILEARN Redesign**

**Flexible scheduling based on learning progression  
of standards, local scope and sequence, curriculum maps**



**Through-Year Assessment Design:**

- 2024-2025 Opt-in (Checkpoints + Current Summative)
- 2025-2026 Statewide (Checkpoints + Shortened Summative)

# GOALS OF ILEARN REDESIGN

Provide actionable data for educators and families (see next slide for details).

Shorten the summative assessment at the end of the year.

Connect teachers directly to instructional supports for students. Incorporate AI opportunities.

Provide end-of-year reports that consider student performance across the entire year.

Reduce testing overall by incorporating required data points into a single system.

Provide quality PD for assessment, instruction, and data literacy.

**Improve the quality and usefulness of state assessment systems through innovation.**

## GOALS OF ILEARN REDESIGN CONTINUED

Provide a dynamic reporting system for educators.

Provide a family portal explaining results and connecting families directly to relevant support materials.

Provide year-round information for instructional response.

Highlight learning progressions, mastery of standards at the time of learning.

Provide 100% alignment to IAS and direct prediction to performance on the summative assessment.

Promote relaxed testing and additional learning experiences through “second chance” assessment.

**Provide actionable data for educators and families.**



# Ongoing Supports & Next Steps

## ONGOING LOCAL SUPPORT

Indiana is leading a number of tactical solutions to provide ongoing for support schools, educators and students. Here are *just few examples*:

- [Historic literacy investment](#), focused on elevating the science of reading;
- Initiative to [provide extra support](#) to schools in [literacy](#) and [STEM](#) instruction through a focus on instructional coaching for educators;
- [Streamlined and prioritized K-12 Academic Standards](#) in English/language arts, mathematics, social studies and science and computer science;

## ONGOING LOCAL SUPPORT CONTINUED

- Opportunity providing [additional learning support](#) for students, regardless of their parents' ability to pay (*expanded eligibility coming in 2023-2024!*).
- Up to [\\$185 million](#) in state-funded grants to help schools and community partners support accelerated learning for students through summer and before-, after- school programming;
- [Indiana Graduates Prepared to Succeed](#) performance dashboard;
- [Indiana Learning Lab](#) to provide educators and families with expanded online resources, including in literacy, STEM and English learner instruction;

## ONGOING LOCAL SUPPORT CONTINUED

- First-of-its-kind partnership with [Get Your Teach On](#), providing educators with interactive professional development and support to educators; and,
- Partnership with [Schoolhouse.world](#) to remove financial barriers to tutoring opportunities.

**IDOE will also host multiple webinars to help schools better understand their local data and identify specific student populations who may need additional, targeted support.**



***THANK YOU!***