Indiana Performance and Academic Impact

July 14, 2021
Indiana’s 2021 dataset is robust when compared nationally

A comparison of 2019 and 2021 proficiency rates should be avoided

Indiana students experienced significant, widespread impacts to academic performance and learning outcomes

Recovery efforts call for a multi-year strategy that requires state-level, school-level, and community-level collaboration and engagement
2020-21 ISTEP+ ILEARN and Results
## 2020-2021 Participation Rates *

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTEP+ (Graduation Exam, Grade 11)</td>
<td>February</td>
<td>98% - Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>95% - English</td>
</tr>
<tr>
<td>WIDA ACCESS (English Learners)</td>
<td>January - March</td>
<td>94%</td>
</tr>
<tr>
<td>IREAD-3 (Grade 3)</td>
<td>March</td>
<td>97%</td>
</tr>
<tr>
<td>I AM (Alternate Assessment, Significant Disabilities)</td>
<td>April - May</td>
<td>81% - English/LA</td>
</tr>
<tr>
<td>• Math, English/LA (Grades 3-8)</td>
<td></td>
<td>81% - Math</td>
</tr>
<tr>
<td>• Science (Grades 4 and 6)</td>
<td></td>
<td>80% - Science</td>
</tr>
<tr>
<td>• Social Studies (Grade 5)</td>
<td></td>
<td>78% - Social Studies</td>
</tr>
<tr>
<td>ILEARN</td>
<td>April - May</td>
<td>97% - English/LA</td>
</tr>
<tr>
<td>• Math, English/LA (Grades 3-8)</td>
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<td>• Science (Grades 4 and 6)</td>
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<td>96% - Science</td>
</tr>
<tr>
<td>• Social Studies (Grade 5)</td>
<td></td>
<td>97% - Social Studies</td>
</tr>
</tbody>
</table>

*Online assessments only; does not include paper assessments.
HIGH SCHOOL ASSESSMENT RESULTS

**ISTEP+** (participation required)
- 2020-2021 Grade 11 students (2022 Cohort)

**ILEARN Biology** (participation required)
- End-of-Course Assessment

**ILEARN U.S. Government** (participation optional)
- End-of-Course Assessment
ISTEP+ RESULTS: STATEWIDE OVERALL PASS RATES

Grade 11

- ELA: 66%
- Math: 37%
ISTEP+ RESULTS: STATEWIDE ETHNICITY PASS RATES

- American Indian: ELA 58%, Math 30%
- Asian: ELA 77%, Math 61%
- Black: ELA 44%, Math 14%
- Hispanic: ELA 54%, Math 22%
- Multiracial: ELA 63%, Math 31%
- Native Hawaiian or Other Pacific Islander: ELA 54%, Math 36%
- White: ELA 71%, Math 43%
ISTEP+ RESULTS: STATEWIDE SOCIOECONOMIC STATUS PASS RATES

- Paid meals: 75%
- ELA: 47%
- Math: 51%
- Free/Reduced price meals: 20%
ISTEP+ Results: Statewide Special Education Status Pass Rates

- General Education: 72% ELA, 41% Math
- Special Education: 22% ELA, 8% Math
ISTEP+ RESULTS: STATEWIDE ELL STATUS PASS RATES

- Non-English Language Learner:
  - ELA: 68%
  - Math: 39%

- English Language Learner:
  - ELA: 14%
  - Math: 5%
ISTEP+ RESULTS: GENDER STATUS PASS RATES

<table>
<thead>
<tr>
<th>Gender</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>71%</td>
<td>37%</td>
</tr>
<tr>
<td>Male</td>
<td>60%</td>
<td>37%</td>
</tr>
</tbody>
</table>
ILEARN RESULTS: STATEWIDE OVERALL PASS RATES

- Biology (Grades 9-12): 32% (N=74,988)
- U.S. Government (Grades 11-12): 33% (N=630)
HISTORY OF ILEARN

2018-2019
● First operational year
● Standard setting
● Baseline

2019-2020
● Assessment waived

2020-2021
● Assessment given in-person
● Strong participation
● New baseline, difficult to compare
I LEARN REMINDERS FROM JUNE SBOE MEETING

- Measure student performance
- Participation required, no federal waiver
- Deployed as expected
- Test administration considerations
  - In-person, no remote options
  - 1:1 administration
  - Scheduling flexibility
  - Alternate setting similar to homebound instruction
  - Widened opportunities for additional school staff to be certified as Test Administrators
ILEARN RESULTS: STATEWIDE OVERALL PASS RATES
ILEARN RESULTS: STATEWIDE ETHNICITY PASS RATES

- **American Indian**: ELA 37%, Math 31%
- **Asian**: ELA 57%, Math 56%
- **Black**: ELA 17%, Math 12%
- **Hispanic**: ELA 27%, Math 22%
- **Multiracial**: ELA 36%, Math 31%
- **Native Hawaiian or Other Pacific Islander**: ELA 33%, Math 29%
- **White**: ELA 47%, Math 44%
ILEARN RESULTS: STATEWIDE SOCIOECONOMIC STATUS PASS RATES
ILEARN RESULTS: STATEWIDE SPECIAL EDUCATION STATUS PASS RATES
ILEARN RESULTS: STATEWIDE ELL STATUS PASS RATES

- Non-English Language Learner: 43% ELA, 39% Math
- English Language Learner: 12% ELA, 14% Math
ILEARN RESULTS: STATEWIDE GENDER STATUS PASS RATES
Additional data provided

- Preliminary attendance rates
- Modes of instruction percentages
Public Law 211-2021

- Charged IDOE to conduct a “learning loss” study for SY 2020-2021 and 2021-2022

American Rescue Plan Act

- Required states to reserve at least 5% of awarded grant funds to carry out activities to address “learning loss”

Academic Impact Study

- IDOE contracted with the National Center for Assessment to conduct research and analysis of the COVID-19 academic impact in Indiana
Academic Impact Study

- **PHASE ONE:** Review of Pandemic-Related Impact (2020-2021)
  - SBOE presentation
  - Publication of comprehensive report

- **PHASE TWO:** Review of Pandemic-Related Recovery (2021-2022)
  - Continued data analysis
  - SBOE presentation
  - Supplement to initial publication
Data are used *prospectively, not retrospectively*

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

Question #1: To what extent did the disruptions in educational programming due to COVID-19 impact student academic performance and learning outcomes?

Question #2: What is the anticipated recovery time associated with the identified academic impact?
ILEARN Assessment
- Available for grades 3-8 in ELA and mathematics
- Student academic growth and student attainment

WIDA ACCESS 2.0 Assessment
- English Language Proficiency exam
- Student academic growth and student attainment

NWEA MAP Assessment
- Available for grades 1-10 in ELA and mathematics
Notes on Data Availability:

● Kindergarten – Grade 2
  ○ No ILEARN data available for these grades
  ○ Limited availability of interim assessment data impacted reliability of findings

● High School, Grades 9 – 12
  ○ Lack of comparability due to ISTEP+ test administration
  ○ Lack of reliable data from assessments other than ISTEP+
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

Recovery Time

- Recovery is defined as returning to where students/groups of students 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**

Academic Impact Categories & Associated Recovery Time

- **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
How Much: To what extent were students impacted academically by the pandemic?

- The academic impacts of the pandemic were substantial, ranging from moderate to significant.
- 2021 WIDA-ACCESS data confirms significant academic impact for most English language learners.
- In the isolated contexts where minor to no impacts were observed, questions about the efficacy of education pre-pandemic are a concern.
What: In which content areas were students academically impacted?

- **Mathematics:** Indiana students in elementary and middle school experienced significant academic impacts (ILEARN)
- **English/Language Arts:** Indiana students in elementary and middle school experienced moderate to significant academic impacts (ILEARN)
- **English Language Proficiency:** English language learners in elementary and middle school experienced significant academic impacts (WIDA ACCESS 2.0)
- **Other Subject Areas:** Likely that similar academic impacts extend to other content areas
Who: Which demographic/academic student groups experienced academic impact?

- **Grades 3 to 8**: Academic impacts were of comparable size within content area—likely that similar academic impacts extend across all K-12 grades
- **Demographic student groups**: Experienced comparable impact by grade and content area
- **Academic student groups**: Experienced different amounts of academic impact; English language learners experienced different amounts of impact depending upon grade level
- **Corporations and schools**: Impacts were highly variable, with most corporations and schools experiencing significant academic impacts
## ILEARN Academic Impact: Grade Level

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Moderate-Significant</td>
<td>Significant</td>
</tr>
<tr>
<td>4</td>
<td>Moderate-Significant</td>
<td>Significant</td>
</tr>
<tr>
<td>5</td>
<td>Moderate-Significant</td>
<td>Significant</td>
</tr>
<tr>
<td>6</td>
<td>Moderate-Significant</td>
<td>Significant</td>
</tr>
<tr>
<td>7</td>
<td>Moderate-Significant</td>
<td>Significant</td>
</tr>
<tr>
<td>8</td>
<td>Moderate-Significant</td>
<td>Significant</td>
</tr>
</tbody>
</table>

**Academic Impact Definitions:**
- **Significant:** recovery time > 1 year
- **Moderate:** recovery time ≤ 1 year
- **Minor/No:** minimal recovery time
# ILEARN Academic Impact: Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>ELA</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>Moderate-Significant</td>
<td>Significant</td>
</tr>
<tr>
<td>Asian</td>
<td>Significant</td>
<td>Significant</td>
</tr>
<tr>
<td>Black</td>
<td>Significant</td>
<td>Significant</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Significant</td>
<td>Significant</td>
</tr>
<tr>
<td>Multiracial</td>
<td>Moderate-Significant</td>
<td>Significant</td>
</tr>
<tr>
<td>Native Hawaiian or PI</td>
<td>Moderate-Significant</td>
<td>Significant</td>
</tr>
<tr>
<td>White</td>
<td>Moderate-Significant</td>
<td>Significant</td>
</tr>
</tbody>
</table>

**Significant**: recovery time > 1 year  
**Moderate**: recovery time ≤ 1 year  
**Minor/No**: minimal recovery time
# ILEARN ACADEMIC IMPACT: ELL STATUS

<table>
<thead>
<tr>
<th>English Learner Status</th>
<th>Academic Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ELA</td>
</tr>
<tr>
<td>English Learner</td>
<td>Significant</td>
</tr>
<tr>
<td>Non-English Learner</td>
<td>Moderate-Significant</td>
</tr>
</tbody>
</table>

Significant: recovery time > 1 year  
Moderate: recovery time ≤ 1 year  
Minor/No: minimal recovery time
# ILEARN Academic Impact: Special Education Status

<table>
<thead>
<tr>
<th>Special Education Status</th>
<th>Academic Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ELA</td>
</tr>
<tr>
<td>General Education</td>
<td>Moderate-Significant</td>
</tr>
<tr>
<td>Special Education</td>
<td>Moderate-Significant</td>
</tr>
</tbody>
</table>

**Significant:** recovery time > 1 year  
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**Minor/No:** minimal recovery time
## ILEARN ACADEMIC IMPACT: GENDER STATUS

<table>
<thead>
<tr>
<th>Gender</th>
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<th>Mathematics</th>
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</thead>
<tbody>
<tr>
<td>Female</td>
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<td>Significant</td>
<td></td>
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<td>Male</td>
<td>Moderate-Significant</td>
<td>Significant</td>
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**Minor/No:** minimal recovery time
# ILEARN ACADEMIC IMPACT: SOCIOECONOMIC STATUS

<table>
<thead>
<tr>
<th>Socioeconomic Status</th>
<th>Academic Impact ELA</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid Lunch</td>
<td>Moderate-Significant</td>
<td>Significant</td>
</tr>
<tr>
<td>Free/Reduced Price Lunch</td>
<td>Significant</td>
<td>Significant</td>
</tr>
</tbody>
</table>

**Significant:** recovery time > 1 year  
**Moderate:** recovery time ≤ 1 year  
**Minor/No:** minimal recovery time
## WIDA ACCESS ACADEMIC IMPACT RESULTS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Academic Impact Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Significant</td>
</tr>
<tr>
<td>2</td>
<td>Significant</td>
</tr>
<tr>
<td>3</td>
<td>Significant</td>
</tr>
<tr>
<td>4</td>
<td>Significant</td>
</tr>
</tbody>
</table>

*Significant: recovery time > 1 year*
WIDA ACCESS ACADEMIC IMPACT RESULTS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Academic Impact Composite</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>Moderate</td>
</tr>
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<td>6</td>
<td>Moderate-Significant</td>
</tr>
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<td>7</td>
<td>Moderate</td>
</tr>
<tr>
<td>8</td>
<td>Moderate</td>
</tr>
</tbody>
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Significant: recovery time > 1 year
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## WIDA ACCESS ACADEMIC IMPACT RESULTS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Academic Impact</th>
<th>Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Minor/No</td>
<td>Minor/No</td>
</tr>
<tr>
<td>10</td>
<td>Minor/No</td>
<td>Minor/No</td>
</tr>
<tr>
<td>11</td>
<td>Minor/No</td>
<td>Minor/No</td>
</tr>
<tr>
<td>12</td>
<td>Minor/No</td>
<td>Minor/No</td>
</tr>
</tbody>
</table>

Minor/No: minimal recovery time
Type 1: Issues due to the pandemic

- Academic impact in mathematics is consistently significant and across all grades.
- Academic impacts in ELA, though not as severe as math, are considerable across all grades.
- Likely that similar academic impacts extend across all K-12 grades and to other content areas.
- Rates of learning required for recovery are unprecedented at the scale required to return to where students or groups of students would be under normal learning conditions.
Type 2: Issues pre-existing the pandemic

- There are some large groups of students demonstrating little to no academic impact
  - English language learners: high school WIDA-ACCESS growth shows no decline during the pandemic
  - Lowest achievers: showed very little decline during the pandemic, specifically in certain grades and content areas
RESPONSE & ACTION PLAN

Intervention Strategies & Support

Comprehensive, Multi-Year Response

Understanding Data & Academic Impact

Funding Availability & Targeted Use
Understanding the Data

- Revisit upcoming lesson designs based on student data points to reflect current level of understanding
- One size will not fit all

Intervening with Strategic Support

- Additional staff resources to allow small group instruction
- Leverage community resources and talent
Acting to Meet Students at Their Current Level

- Scaffold lesson designs to meet students with their understanding and build to grade level content.
- Review formalized educational plans to drive forward progress to goals.

Recognizing That One Size Does Not Fit All

- Collaborate with additional educational resources to tailor instruction for individual or small groups, in particular those with specific learning needs.
Innovating to Strategically Accelerate Learning

- Integrate bold, intentional and sustained efforts.

Leveraging Every Minute & Keeping the Focus on Student Learning

- Be intentional with, and consider ways to expand, learning time.
- Devote uninterrupted blocks of time to literacy and math.
Providing Intentional & Focused Instruction

- Focus on grade-level instruction with remediation as needed for individual students.
- Ensure understanding of fundamental, essential previous grade-level standards.
STATE RESPONSE

Understanding Data and Academic Impact

- Release data analysis protocol at student, student group and school level (end of July)
- Conduct analysis of academic impact and publish actionable guidance (ongoing)

Intervention Strategies and Support

- Promote innovative school models that differentiate within the system (ongoing)
- Highlight systemic approaches to multi-year recovery planning throughout the state (ongoing)
Funding Availability & Targeted Use

- Capitalize on significant emergency federal funding, as well as new state education dollars, to help accelerate learning
- Strategic Planning Consortia (ongoing)
- Strategically align COVID-19 recovery programs to Academic Impact Study (ongoing)
- Embed academic impact considerations into all COVID-19 response programs (ongoing)
- Enhance federal grants services by incorporating analysis of student achievement (Spring 2022)
Understanding Data and Academic Impact

- Partner with school corporations to prioritize student groups and academic priorities
- Develop resources for parents and families to understand local academic priorities

Intervention Strategies and Support

- Adapt existing programs and infrastructure to serve local academic priorities
- Partner with school corporations to align curriculum, instructional strategies, and supports
COMMUNITY RESPONSE

Funding Availability & Targeted Use

- Engage with school corporation to inform strategic use of COVID relief funds
- Consider repurposing existing non-profit, foundation, and private funding to serve a comprehensive, multi-year recovery plan

We must come together for our students!
THANK YOU!