

Indiana Performance and Academic Impact

July 14, 2021

 @EducateIN

MAIN POINTS

- **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*

Assessment	Date	Percentage
ISTEP+ (Graduation Exam, Grade 11)	February	98% - Math 95% - English
WIDA ACCESS (English Learners)	January - March	94%
IREAD-3 (Grade 3)	March	97%
I AM (Alternate Assessment, Significant Disabilities) <ul style="list-style-type: none"> •Math, English/LA (Grades 3-8) •Science (Grades 4 and 6) •Social Studies (Grade 5) 	April - May	81% - English/LA 81% - Math 80% - Science 78% - Social Studies
ILEARN <ul style="list-style-type: none"> •Math, English/LA (Grades 3-8) •Science (Grades 4 and 6) •Social Studies (Grade 5) 	April - May	97% - English/LA 97% - Math 96% - Science 97% - Social Studies

*Online assessments only; does not include paper assessments.

HIGH SCHOOL ASSESSMENT RESULTS

ISTEP+ (participation required)

- 2020-2021 Grade 11 students (2022 Cohort)

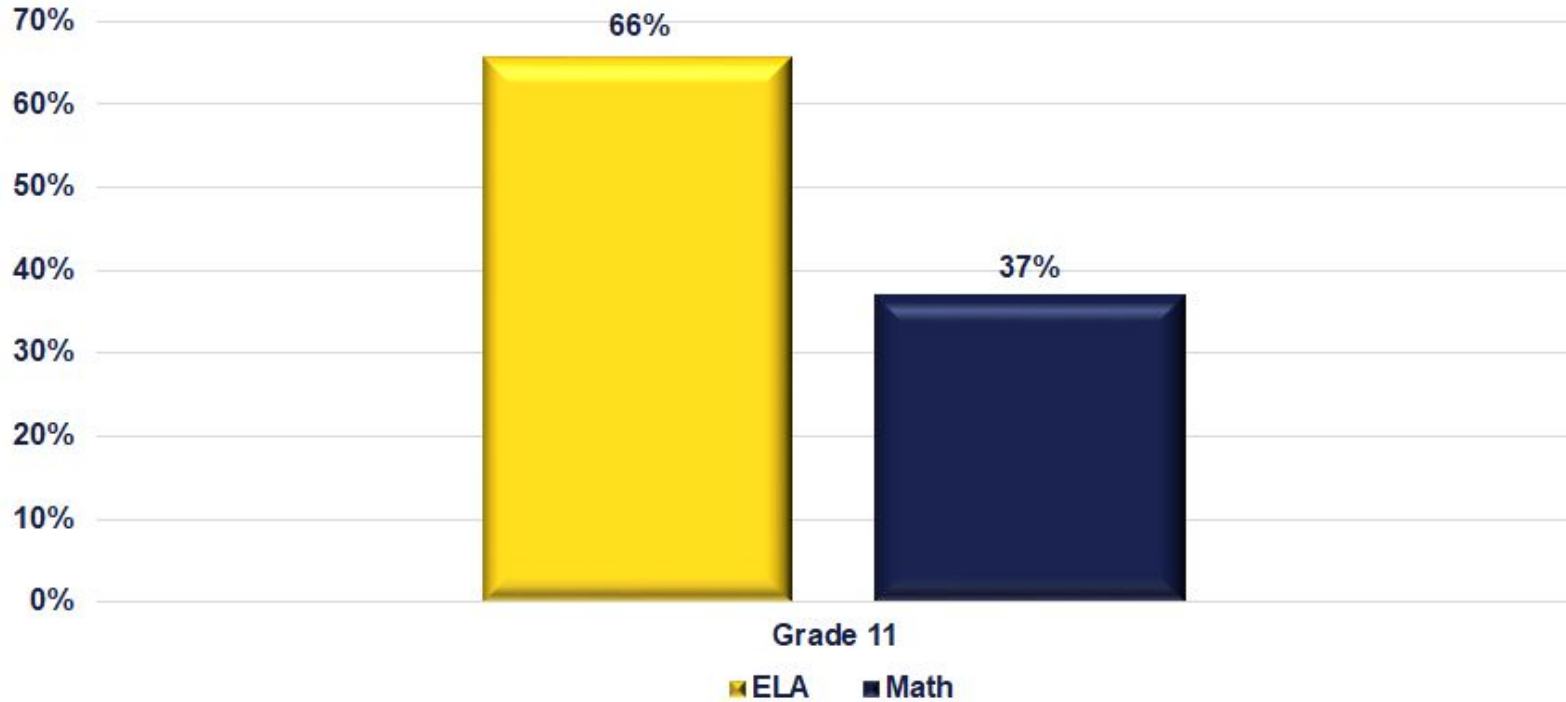
ILEARN Biology (participation required)

- End-of-Course Assessment

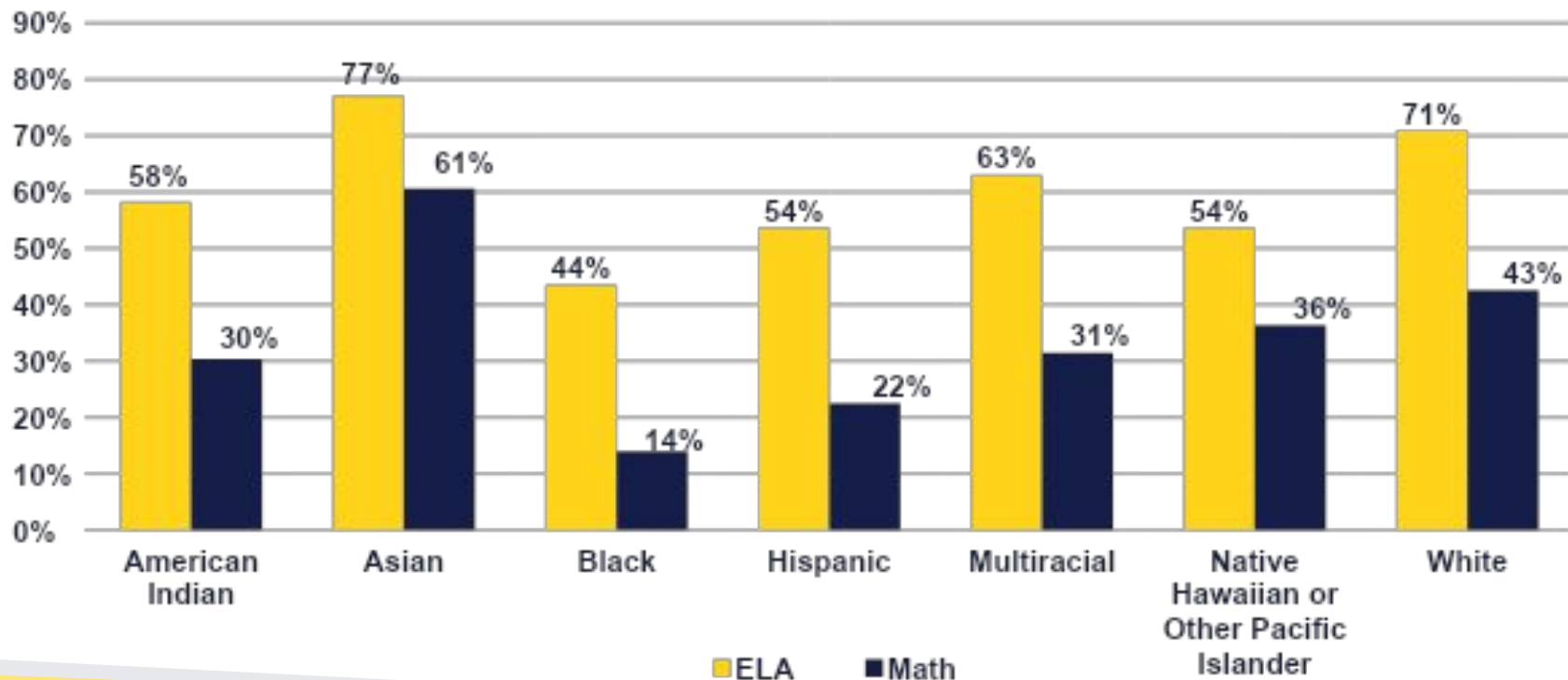
ILEARN U.S. Government (participation optional)

- End-of-Course Assessment

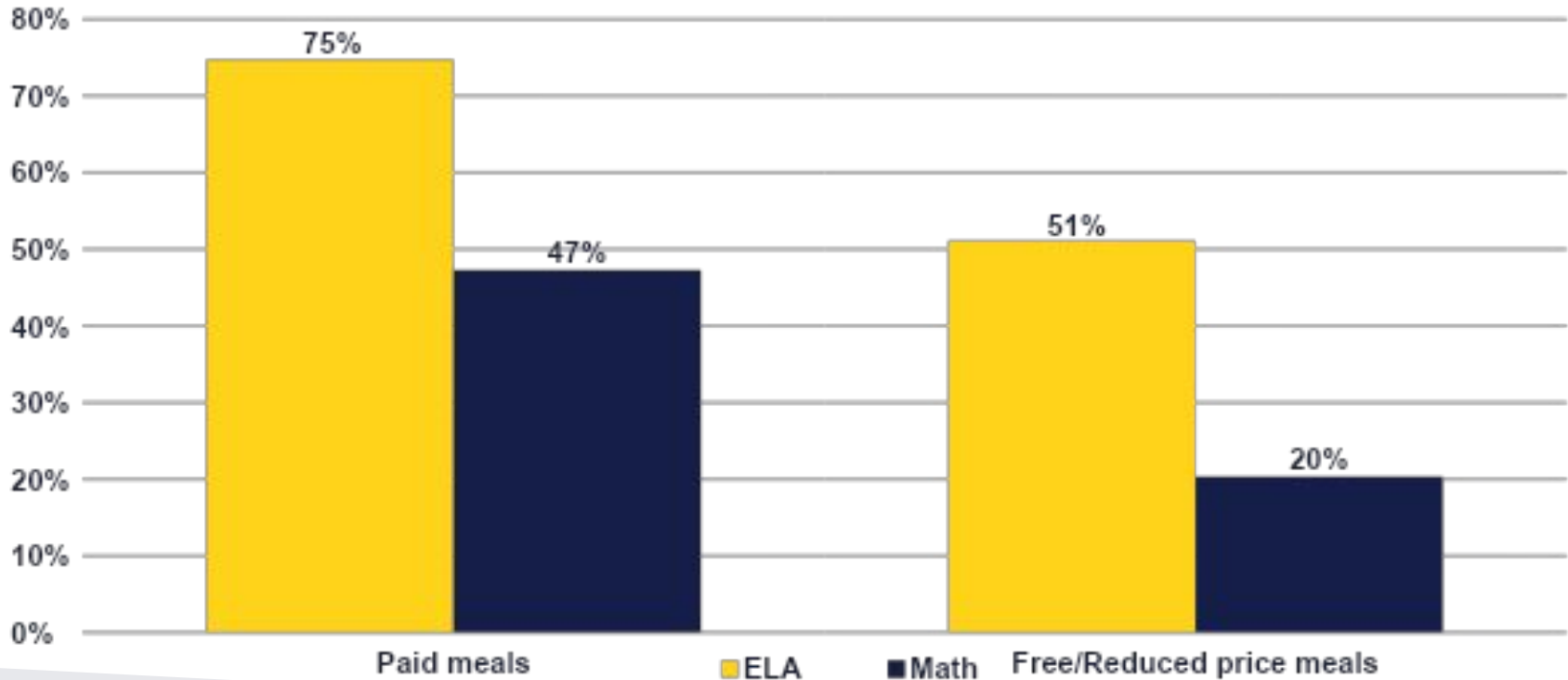
ISTEP+ RESULTS: STATEWIDE OVERALL PASS RATES



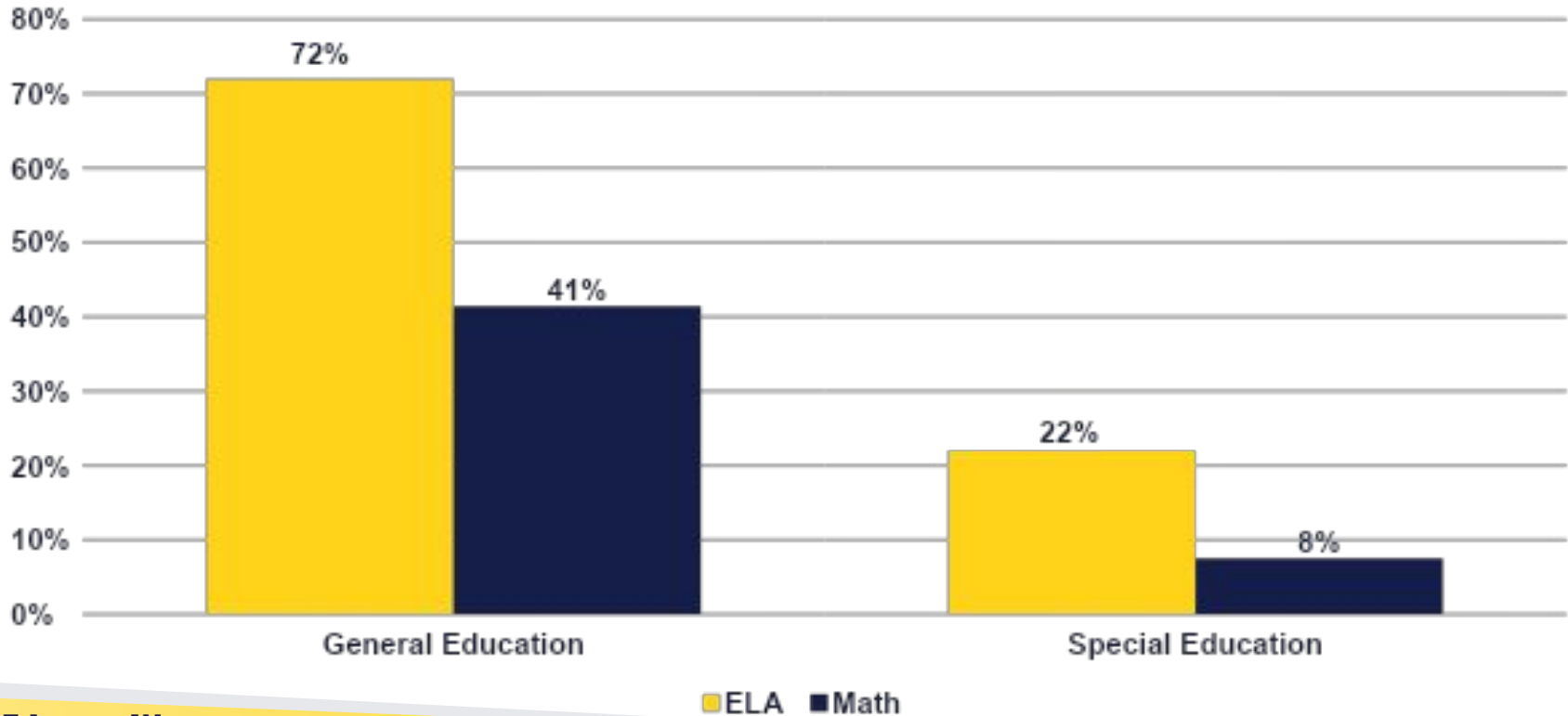
ISTEP+ RESULTS: STATEWIDE ETHNICITY PASS RATES



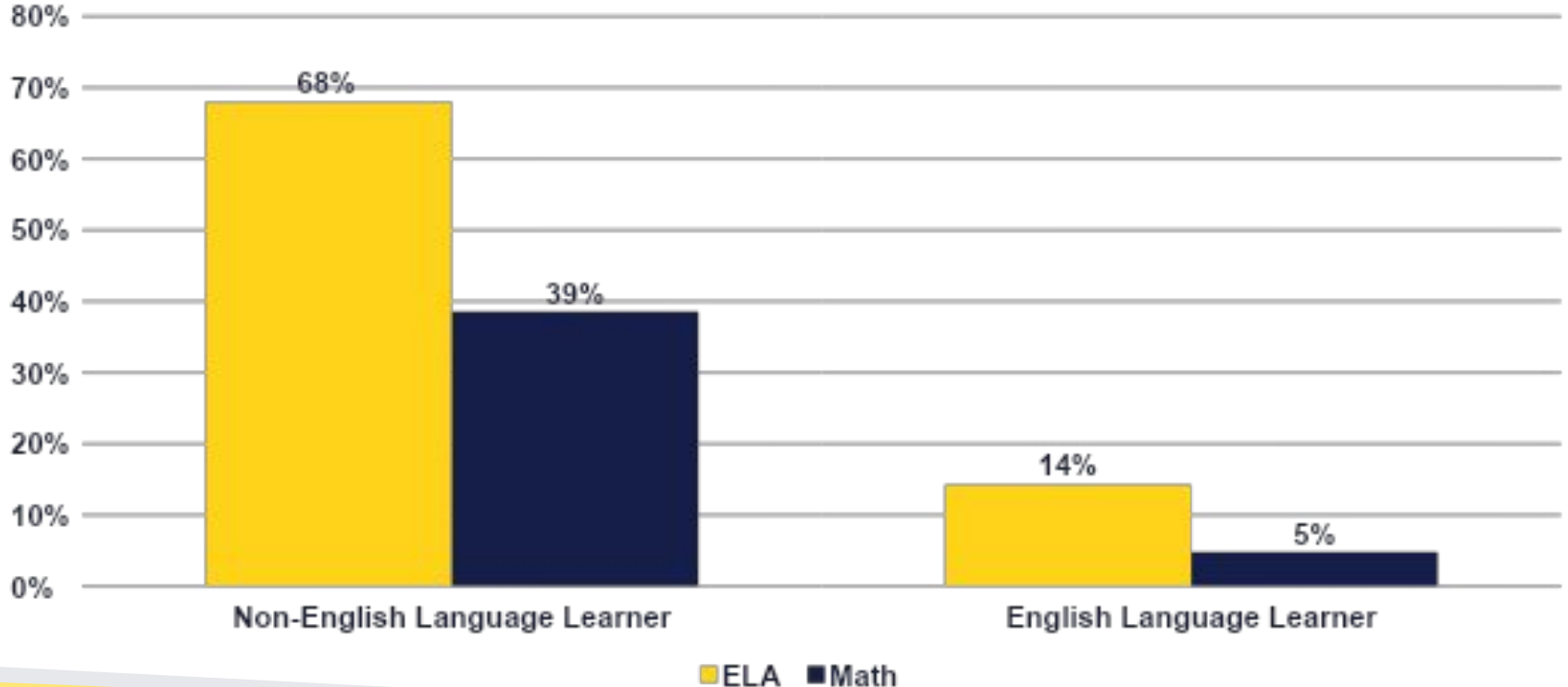
ISTEP+ RESULTS: STATEWIDE SOCIOECONOMIC STATUS PASS RATES



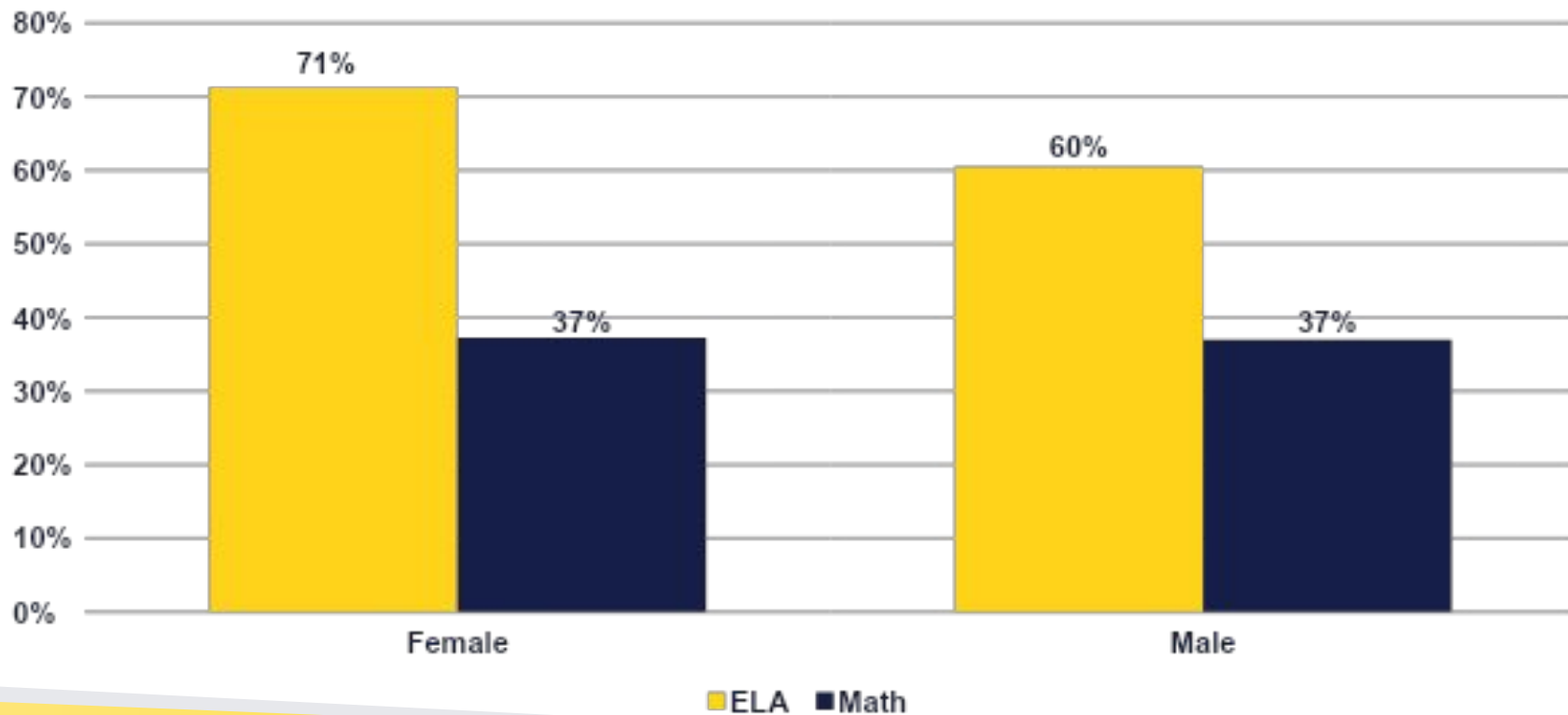
ISTEP+ RESULTS: STATEWIDE SPECIAL EDUCATION STATUS PASS RATES



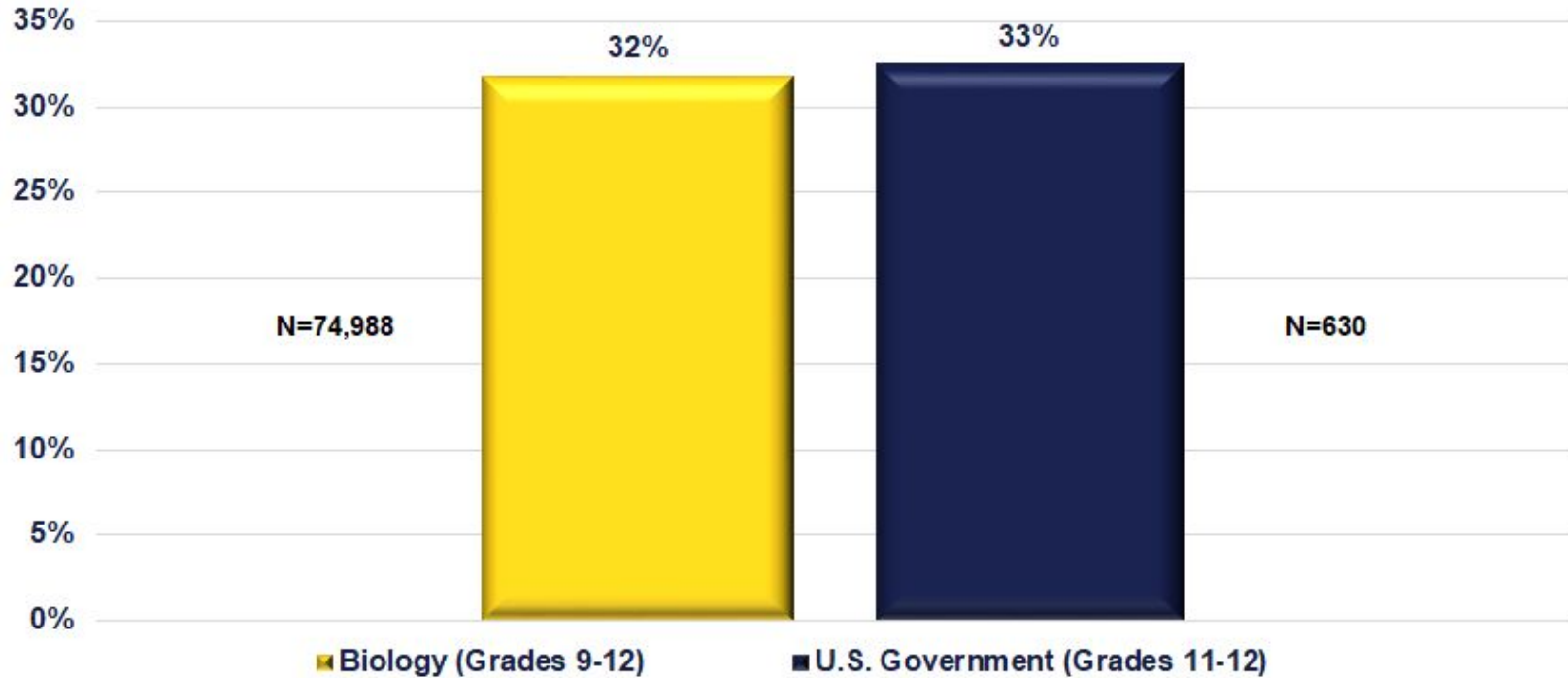
ISTEP+ RESULTS: STATEWIDE ELL STATUS PASS RATES



ISTEP+ RESULTS: GENDER STATUS PASS RATES



ILEARN RESULTS: STATEWIDE OVERALL PASS RATES



HISTORY OF ILEARN

2018-2019

- First operational year
- Standard setting
- Baseline

2019-2020

- Assessment waived

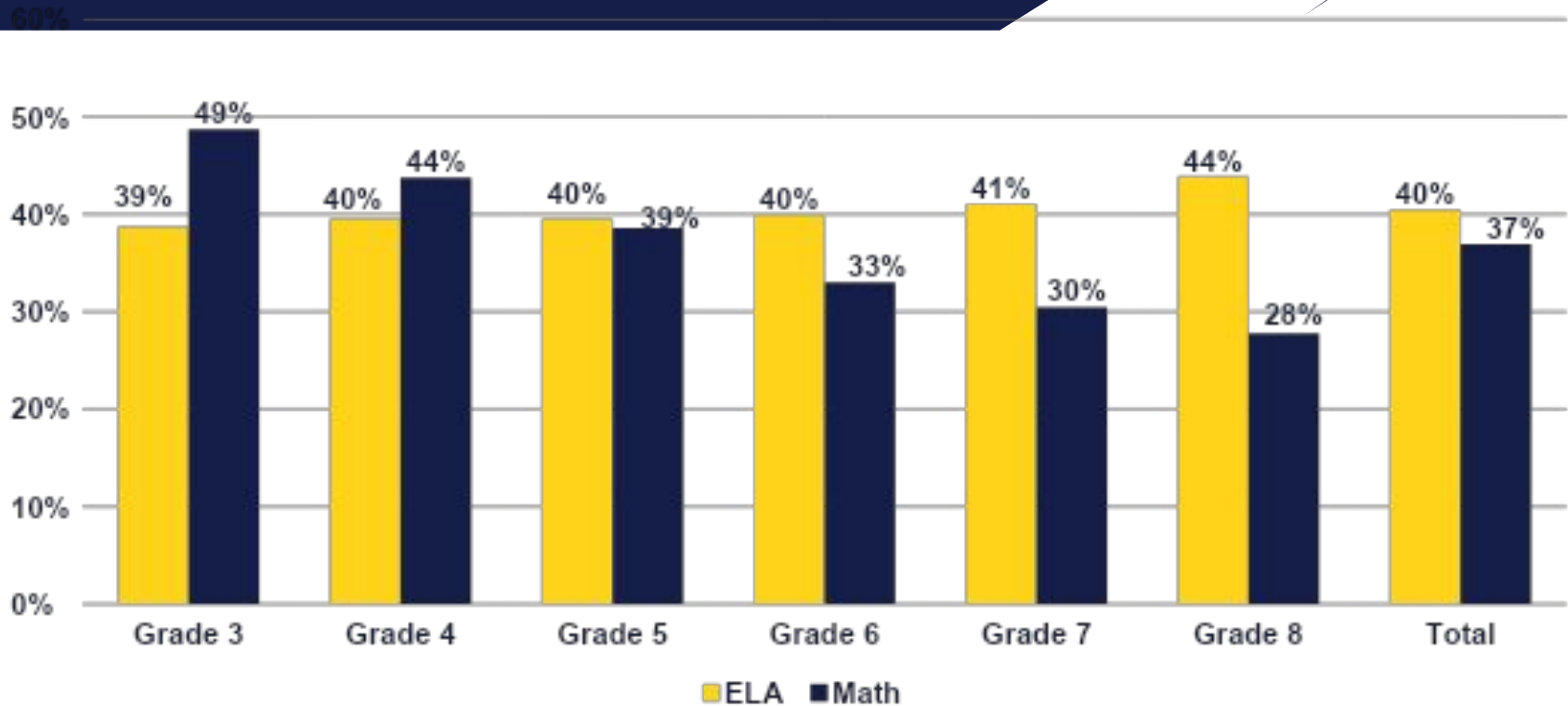
2020-2021

- Assessment given in-person
- Strong participation
- New baseline, difficult to compare

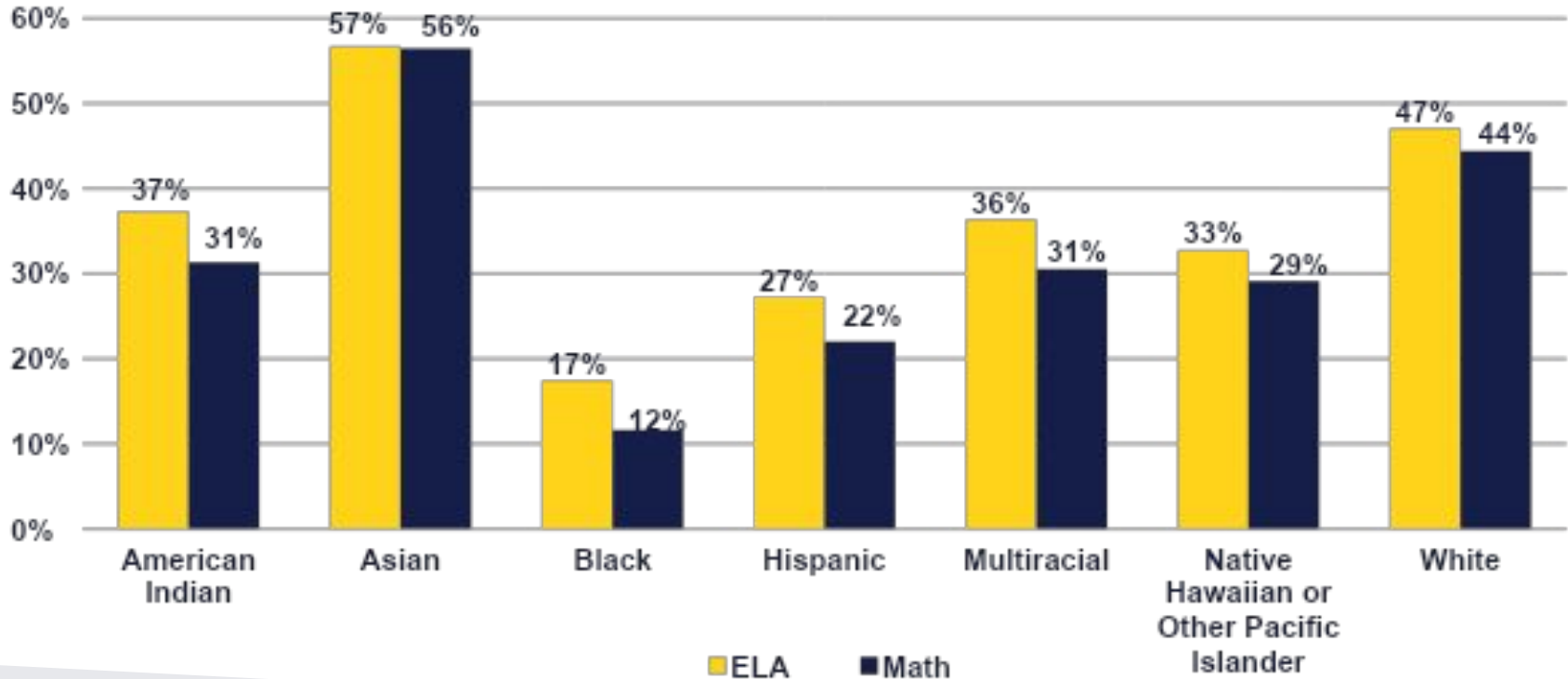
ILEARN REMINDERS FROM JUNE SBOE MEETING

- **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**

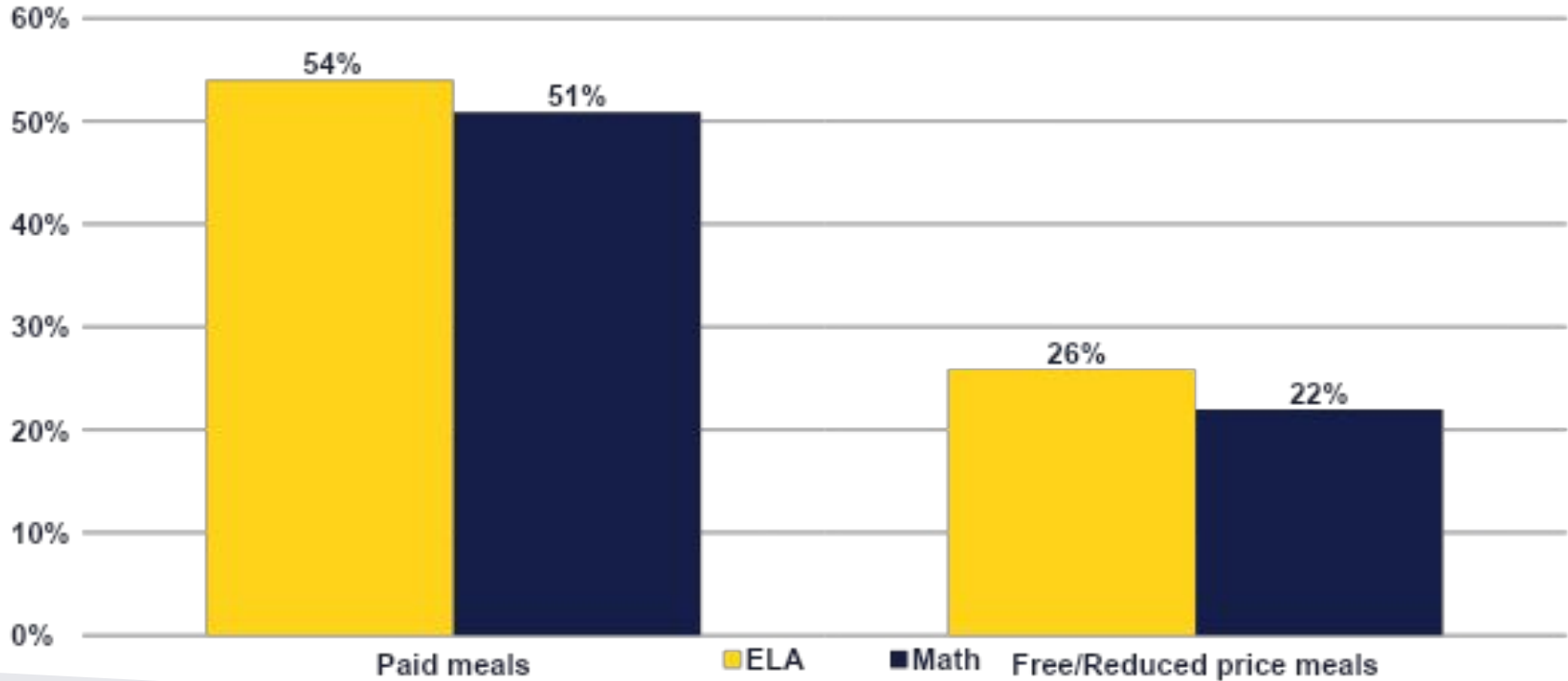
ILEARN RESULTS: STATEWIDE OVERALL PASS RATES



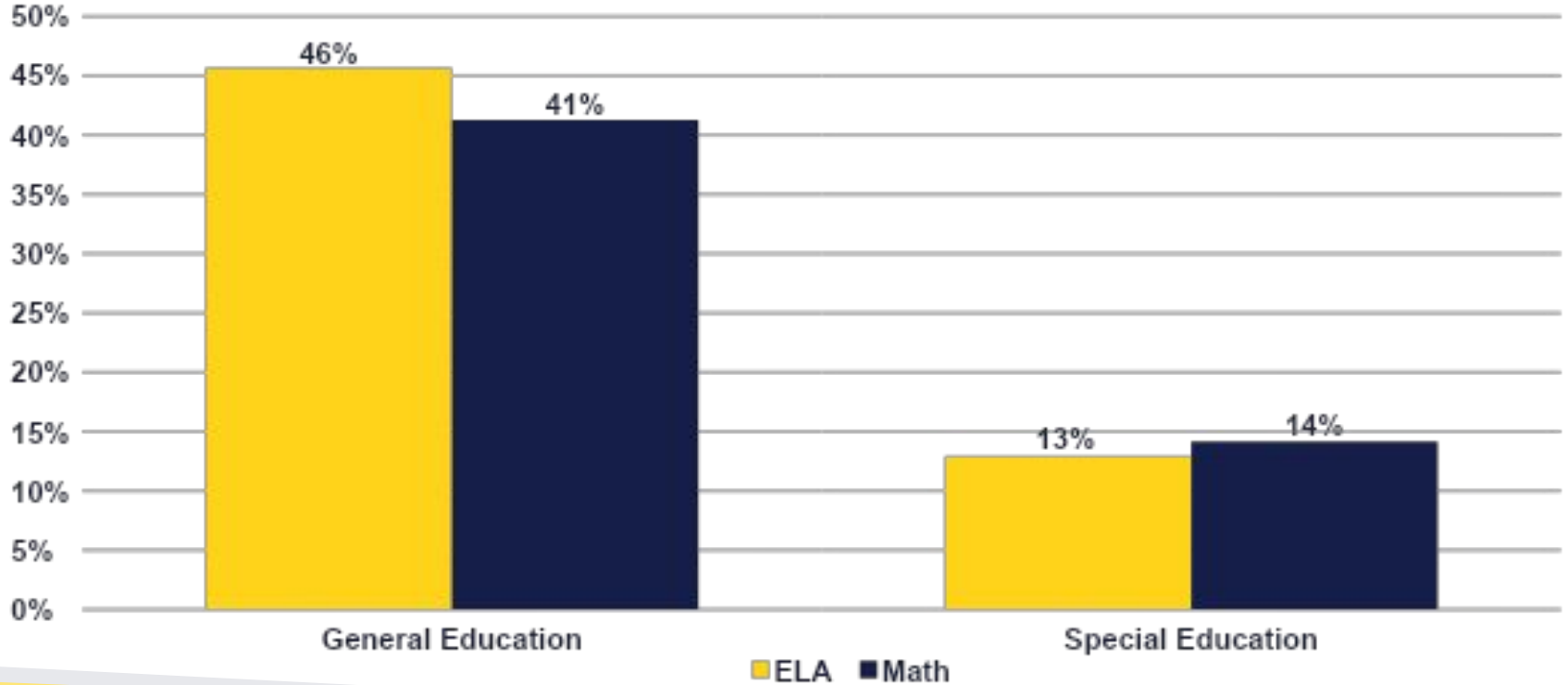
ILEARN RESULTS: STATEWIDE ETHNICITY PASS RATES



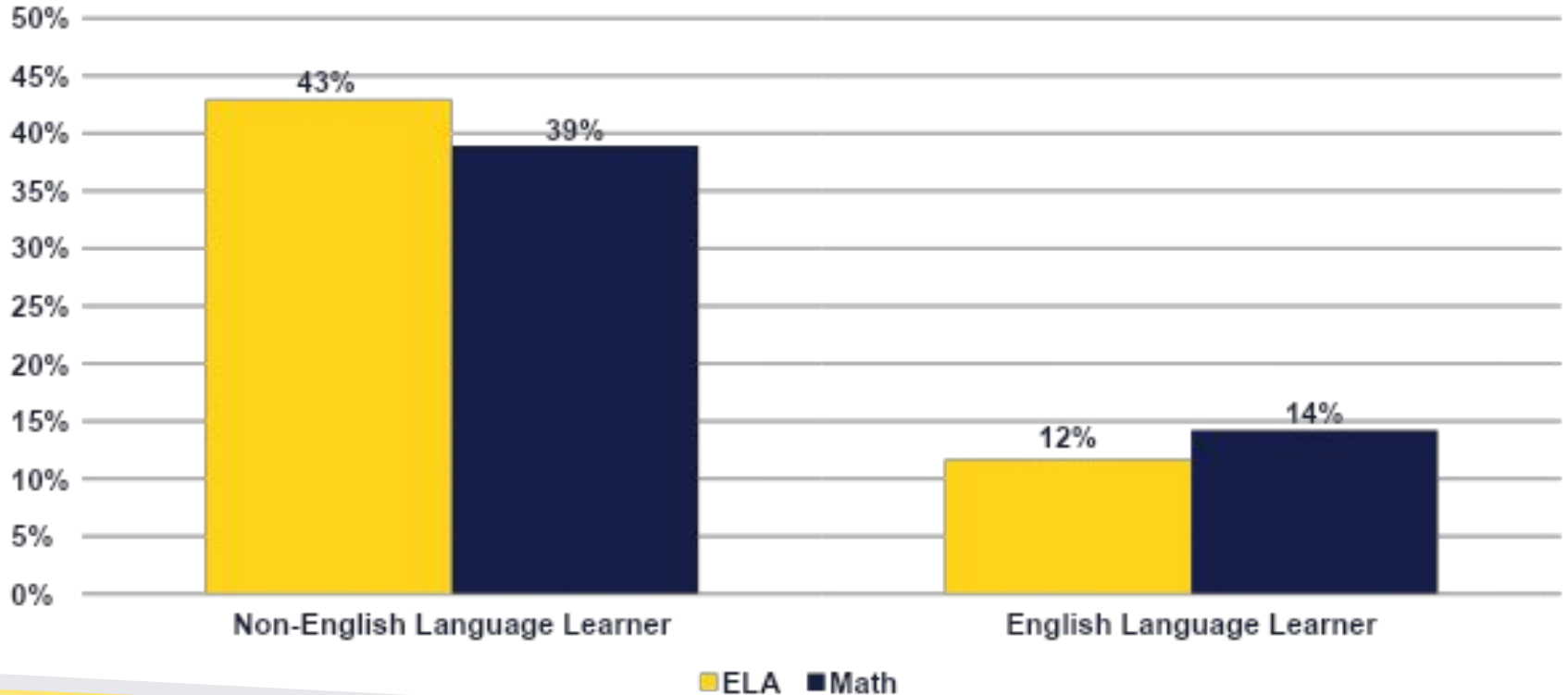
ILEARN RESULTS: STATEWIDE SOCIOECONOMIC STATUS PASS RATES



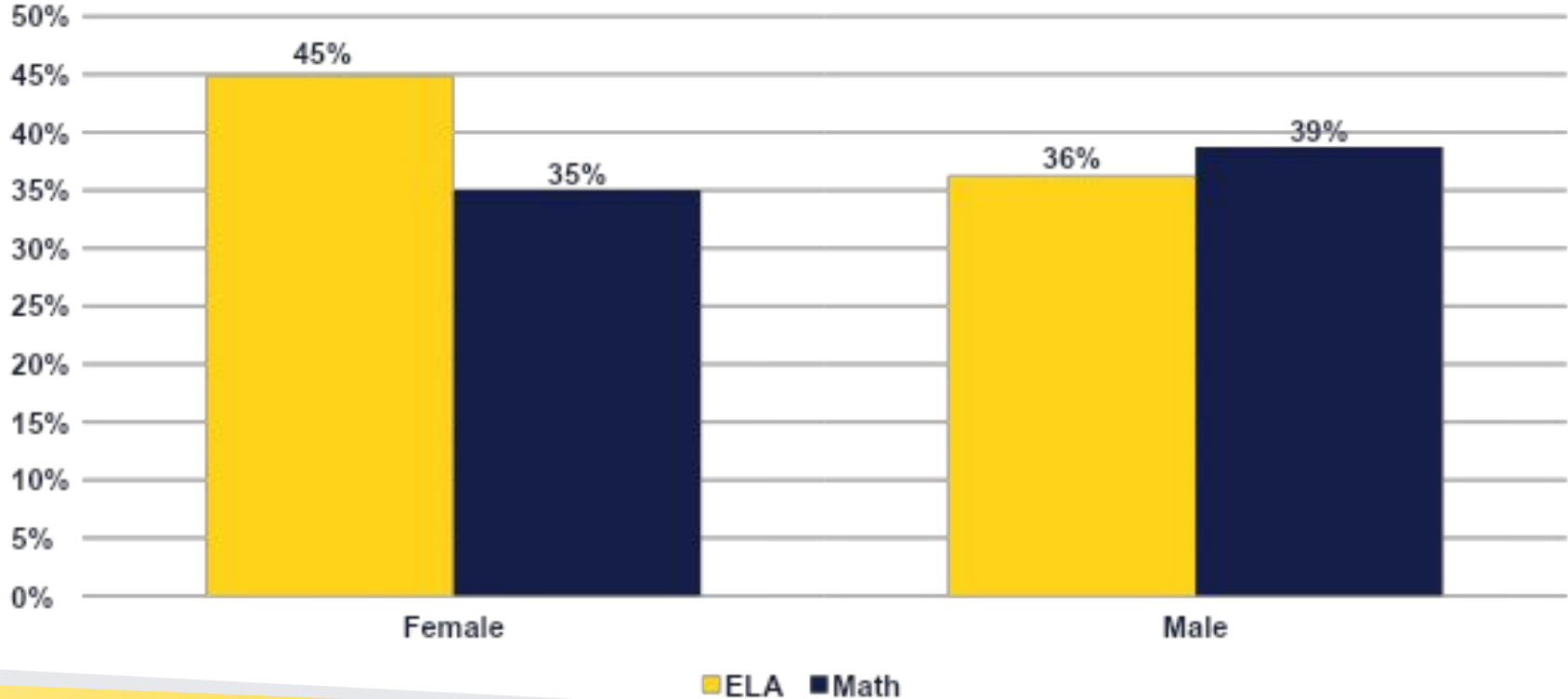
ILEARN RESULTS: STATEWIDE SPECIAL EDUCATION STATUS PASS RATES



ILEARN RESULTS: STATEWIDE ELL STATUS PASS RATES



ILEARN RESULTS: STATEWIDE GENDER STATUS PASS RATES



ADDITIONAL DATA PROVIDED

- **Preliminary attendance rates**
- **Modes of instruction percentages**

COVID-19 Academic Impact Analysis

BACKGROUND INFORMATION

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

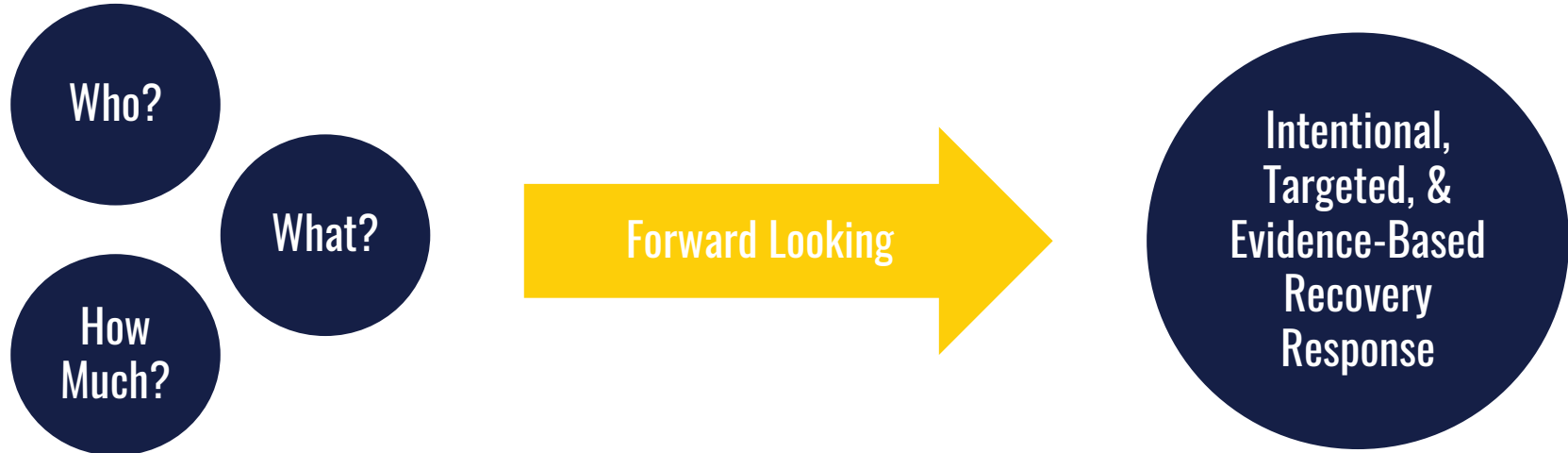
- IDOE contracted with the National Center for Assessment to conduct research and analysis of the COVID-19 academic impact in Indiana

BACKGROUND INFORMATION

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

PURPOSE OF STUDY



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?

DATA SOURCES

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

DATA SOURCES

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

SUMMARY OF FINDINGS: THREE MAJOR TAKEAWAYS

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

SUMMARY OF FINDINGS: THREE MAJOR TAKEAWAYS

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

SUMMARY OF FINDINGS: THREE MAJOR TAKEAWAYS

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**

Grade	Academic Impact	
	ELA	Mathematics
3	Moderate-Significant	Significant
4	Moderate-Significant	Significant
5	Moderate-Significant	Significant
6	Moderate-Significant	Significant
7	Moderate-Significant	Significant
8	Moderate-Significant	Significant

Significant: recovery time > 1 year

Moderate: recovery time \leq 1 year

Minor/No: minimal recovery time

ILEARN ACADEMIC IMPACT: ETHNICITY

Ethnicity	Academic Impact	
	ELA	Mathematics
American Indian	Moderate-Significant	Significant
Asian	Significant	Significant
Black	Significant	Significant
Hispanic	Significant	Significant
Multiracial	Moderate-Significant	Significant
Native Hawaiian or PI	Moderate-Significant	Significant
White	Moderate-Significant	Significant

Significant: recovery time > 1 year

Moderate: recovery time \leq 1 year

Minor/No: minimal recovery time

ILEARN ACADEMIC IMPACT: **ELL STATUS**

English Learner Status	Academic Impact	
	ELA	Mathematics
English Learner	Significant	Significant
Non-English Learner	Moderate-Significant	Significant

Significant: recovery time > 1 year

Moderate: recovery time ≤ 1 year

Minor/No: minimal recovery time

ILEARN ACADEMIC IMPACT: **SPECIAL EDUCATION STATUS**

Special Education Status	Academic Impact	
	ELA	Mathematics
General Education	Moderate-Significant	Significant
Special Education	Moderate-Significant	Moderate

Significant: recovery time > 1 year

Moderate: recovery time ≤ 1 year

Minor/No: minimal recovery time

ILEARN ACADEMIC IMPACT: **GENDER STATUS**

Gender	Academic Impact	
	ELA	Mathematics
Female	Moderate-Significant	Significant
Male	Moderate-Significant	Significant

Significant: recovery time > 1 year

Moderate: recovery time ≤ 1 year

Minor/No: minimal recovery time

ILEARN ACADEMIC IMPACT: **SOCIOECONOMIC STATUS**

Socioeconomic Status	Academic Impact	
	ELA	Mathematics
Paid Lunch	Moderate-Significant	Significant
Free/Reduced Price Lunch	Significant	Significant

Significant: recovery time > 1 year

Moderate: recovery time \leq 1 year

Minor/No: minimal recovery time

WIDA ACCESS ACADEMIC IMPACT RESULTS

Grade	Academic Impact
	Composite
1	Significant
2	Significant
3	Significant
4	Significant

Significant: recovery time > 1 year

WIDA ACCESS ACADEMIC IMPACT RESULTS

Grade	Academic Impact Composite
5	Moderate
6	Moderate-Significant
7	Moderate
8	Moderate

Significant: recovery time > 1 year

Moderate: recovery time \leq 1 year

WIDA ACCESS ACADEMIC IMPACT RESULTS

Grade	Academic Impact
	Composite
9	Minor/No
10	Minor/No
11	Minor/No
12	Minor/No

Minor/No: minimal recovery time

SPECIFIC AREAS OF CONCERN

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

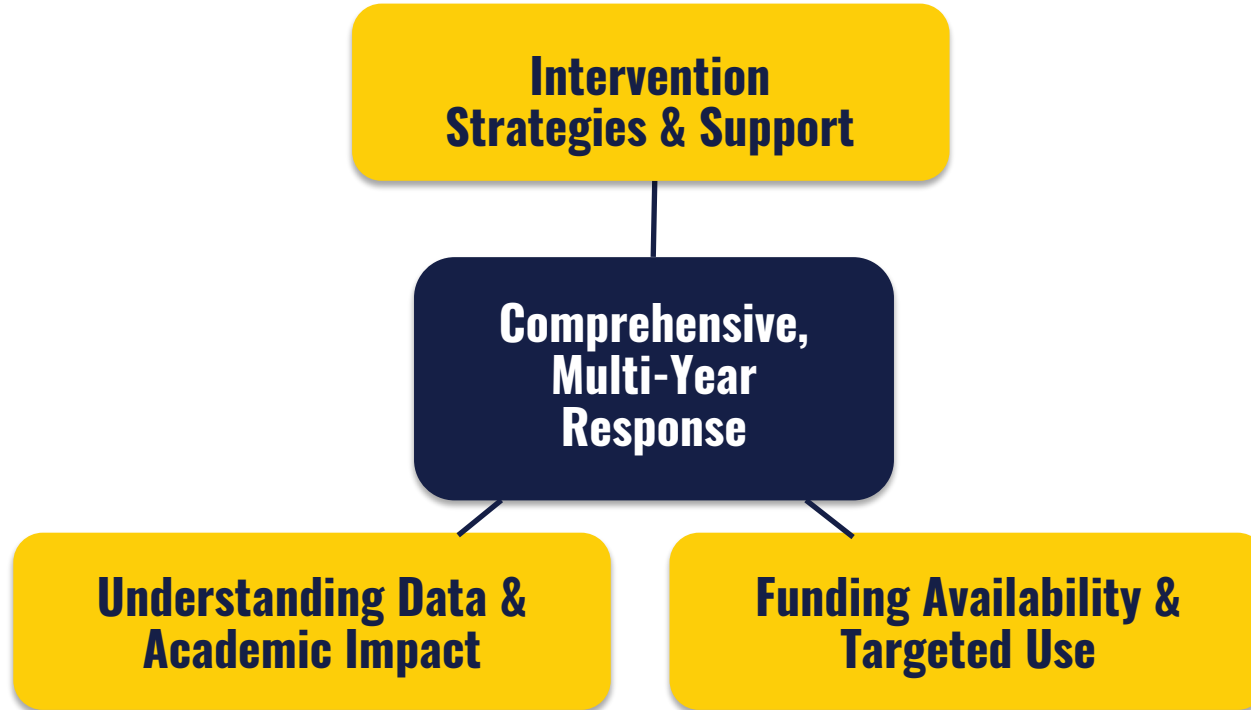
SPECIFIC AREAS OF CONCERN

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

Indiana's Response to the COVID-19 Academic Impact

RESPONSE & ACTION PLAN



SCHOOL RESPONSE: INTERVENTION STRATEGIES & SUPPORT

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



SCHOOL RESPONSE: INTERVENTION STRATEGIES & SUPPORT

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.



SCHOOL RESPONSE: INTERVENTION STRATEGIES & SUPPORT

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.



SCHOOL RESPONSE: INTERVENTION STRATEGIES & SUPPORT

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)

STATE RESPONSE

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)

COMMUNITY RESPONSE

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!