

Indiana Department of Education

Fall 2021



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TODAY'S AGENDA

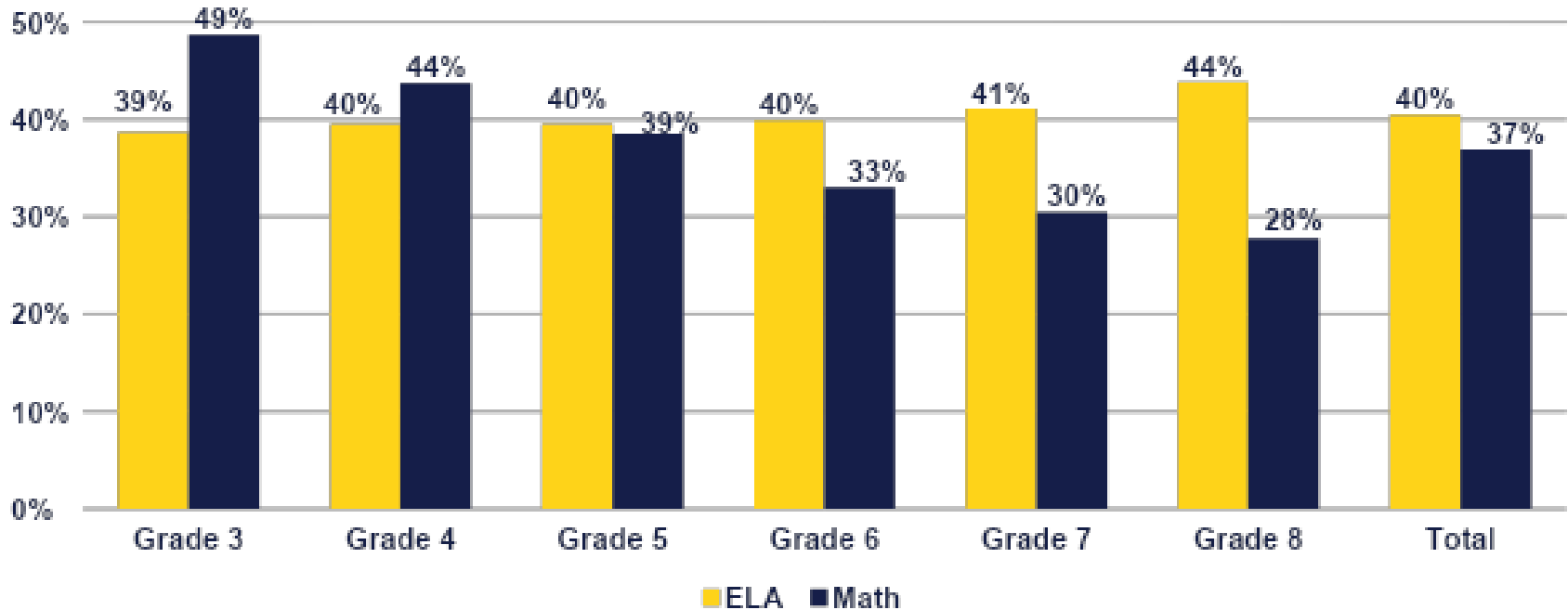
- **COVID-19 Academic Impact Analysis**
- **Recommendations for Next Steps**
- **Instructional Mode Data**
- **SAT Transition and Assessment Updates**
- **Learning Lab**

COVID-19 Academic Impact Analysis

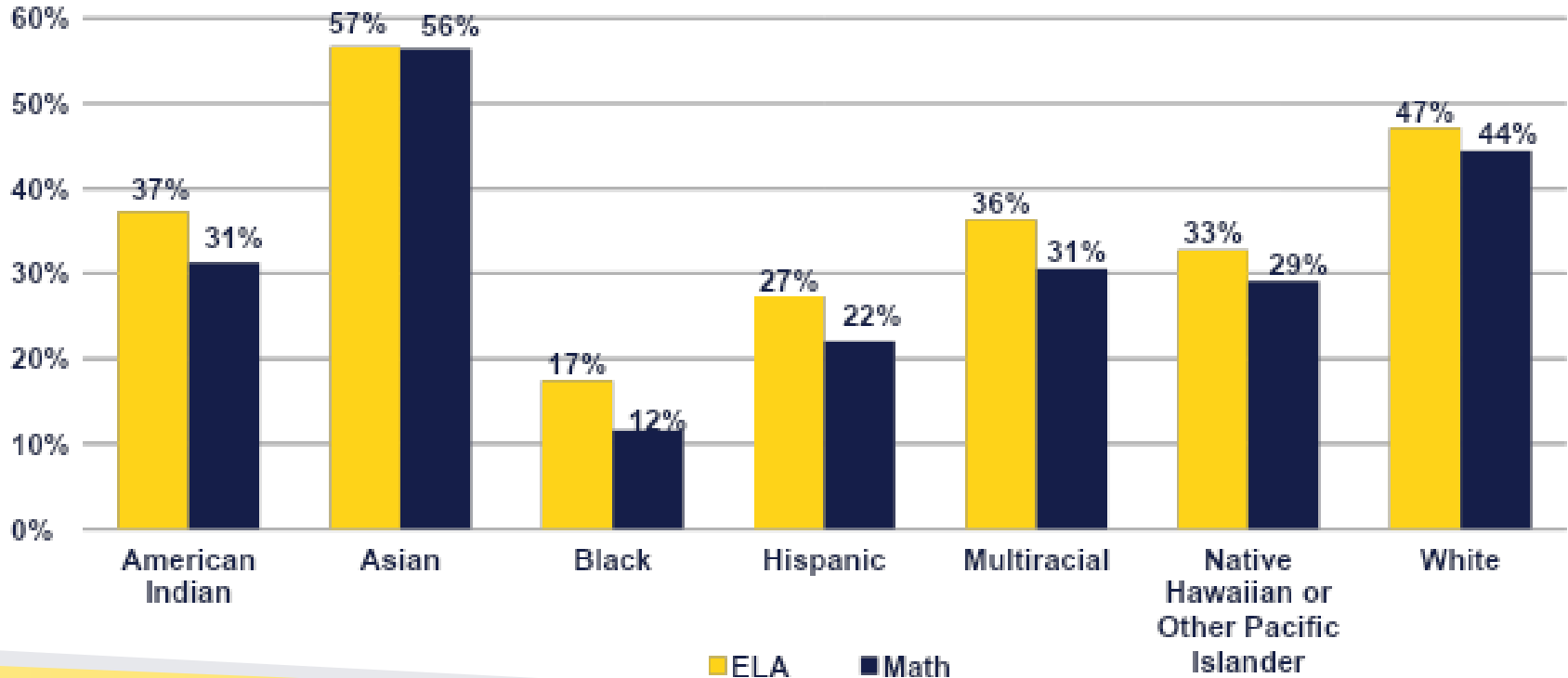
MAIN POINTS

- **Indiana's 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.**

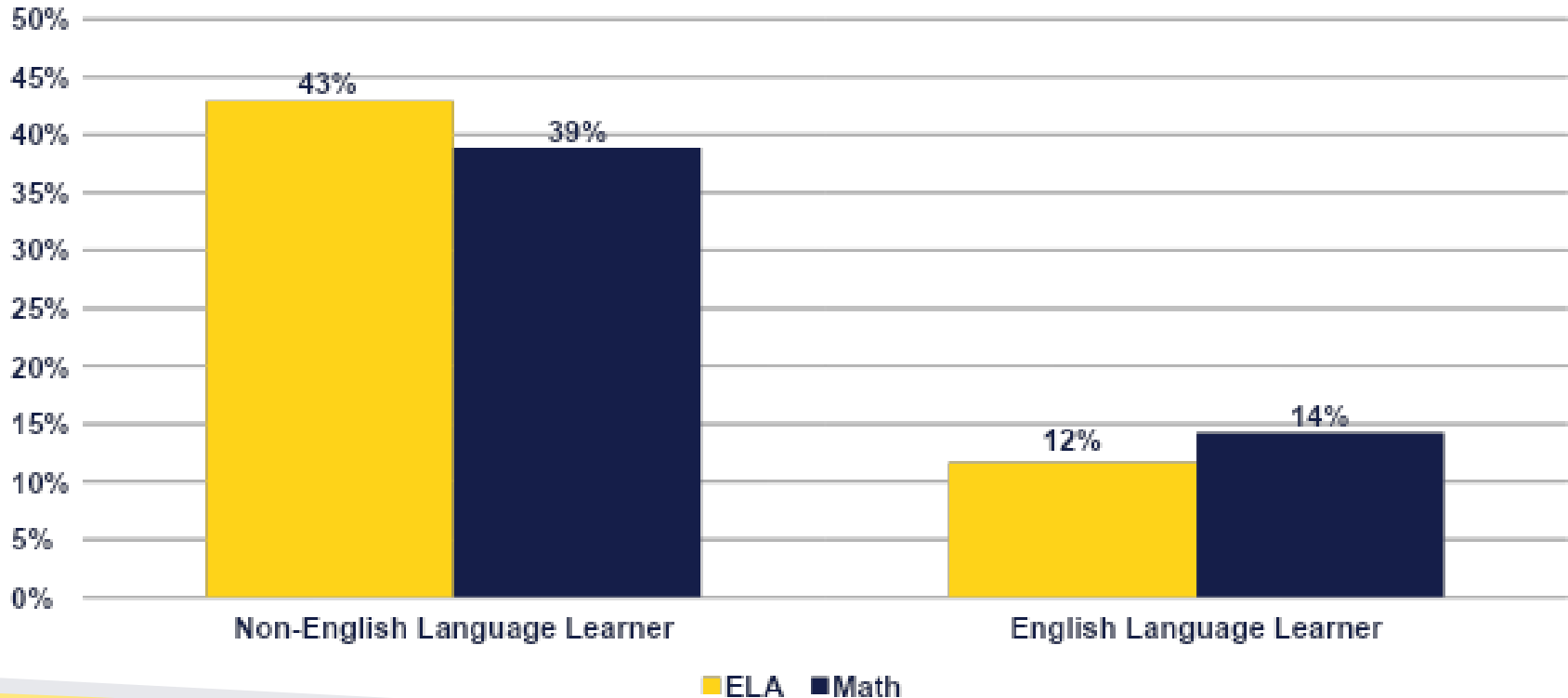
ILEARN RESULTS: STATEWIDE OVERALL PASS RATES



ILEARN RESULTS: STATEWIDE ETHNICITY PASS RATES



ILEARN RESULTS: STATEWIDE ELL STATUS PASS RATES



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.

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

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 ≤ 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: 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

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 impact in ELA, though not as severe as math, is 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 existing prior to 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**

Instructional Mode Data

SUMMARY OF **INDIVIDUAL RESULTS**

- **In-person was the predominant mode of instruction.**
- **In-person instruction was, on average, the uniformly best mode of instruction for students, consistently leading to less academic impact than hybrid and virtual.**
- **Growth rates associated with virtual/remote instruction were very poor, especially in mathematics.**
- **Racially and ethnically diverse students were much more likely to receive virtual/remote instruction than white students.**

SUMMARY OF **SCHOOL RESULTS**

- **The majority of schools in Indiana conducted in-person instruction.**
 - Nearly 50% of schools had greater than 90% of students in person all year.
 - Nearly 80% of schools had greater than 60% of students in person all year.
- **Conversely, there was a small minority of schools in Indiana who were mostly virtual.**
 - About 5% of schools had greater than 50% of students whose mode of instruction was virtual.
- **The 5% of schools with greater than 50% of students learning virtually tended to be larger schools serving lower-achieving students.**

STUDENT PARTICIPATION BY MODE OF INSTRUCTION

Mode of Instruction	ILEARN PARTICIPATION		
	Count	Percentage of Tested with Known Mode of Instruction	Percentage of Tested
In-Person	325,608	78.2%	66.8%
Remote	65,619	15.8%	13.5%
Hybrid	20,828	5.0%	4.3%
Virtual School	4,078	0.9%	0.8%
Missing Information	70,948	n/a	14.6%

Pathways & Transitions: Current Status



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FOR OUR STUDENTS...WE MUST **WORK TOGETHER.**

PAST

K-12

Post-Secondary

Employer

Local Government Support

TODAY = Strategic Partners



CREATING SMOOTH **PATHWAYS & TRANSITIONS**

Our K-12 system provides a unique opportunity to improve the lifelong trajectory of all students in terms of **on-time completion, accessible opportunities, and quality post-secondary credentials.**

This involves:

- Bridging college and careers = Seamless student pathways
 - ▶ Access to intentional dual credit, AP, dual enrollment
 - ▶ Quality Work-Based Learning opportunities
- Backwards design of learning
 - ▶ Elementary & Middle - Explore & Engage
 - ▶ High School - Experience

INDIANA'S COLLEGE CORE

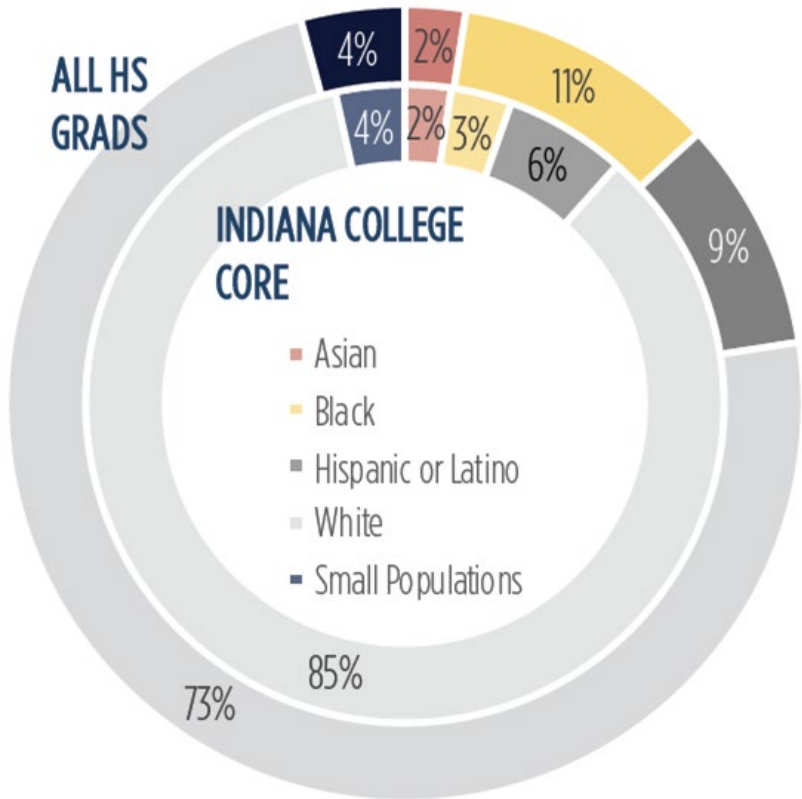
Students who earn the **Indiana College Core** are more likely to be White and come from higher-income households.

Only
1 in 5 Indiana high schools currently offer* the **Indiana College Core.**



* Data from Indiana Commission for Higher Education

COLLEGE CORE: RACE & ETHNICITY



Indiana College Core Earners
Compared to All Indiana High School
Graduates, by Race & Ethnicity
(2018 Cohort)

Non-white students represent 27%
of high school graduates but only
15% of College Core Earners

* Data from Indiana Commission for Higher Education

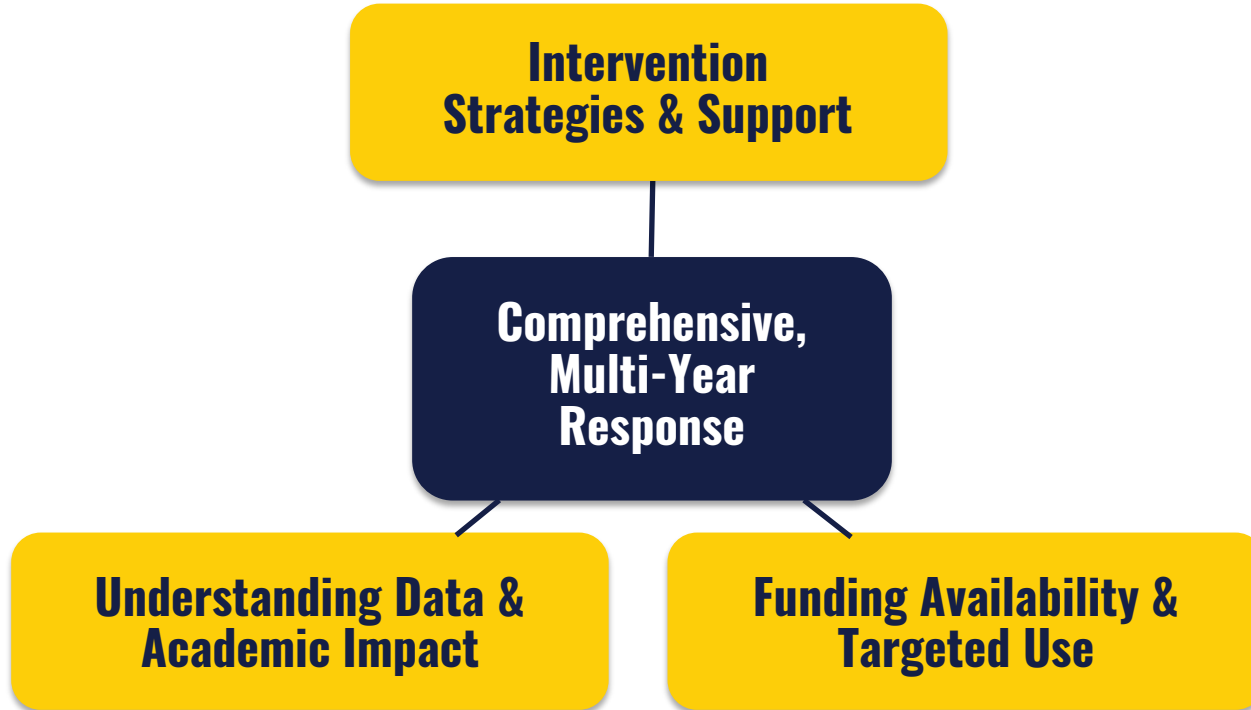
WHY THIS MATTERS

- Significant cost savings for students and families
- Close racial learning & educational attainment gaps
- Increased career relevance
- Enhanced economic mobility



State Support for Local Response

RESPONSE & ACTION PLAN



COLLABORATIVE ACTION

Success requires cooperation amongst multiple stakeholders

- Schools
- Communities
- Families
- State government
- Others



Today's focus = state government response

UNDERSTANDING DATA AND ACADEMIC IMPACT

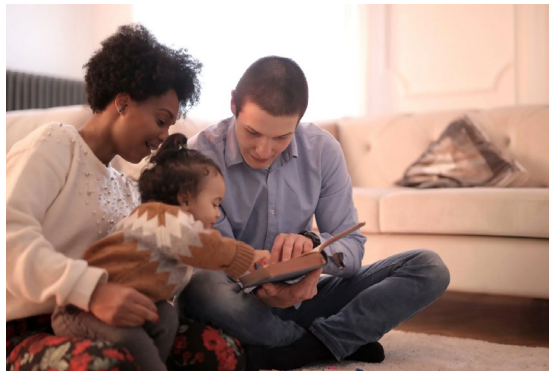
- Conducted analysis of academic impact with National Center of Assessment (May - July)
- Gained access to formative assessment data through data share agreements (May - present)
- Learning Impact Study presented publicly (July)
- Learning Instructional Mode Study presented publicly (August)
- Released Indiana Performance and Academic Impact Data Guide (August)
- Released National Center For Assessment - Indiana Executive Summary (August)
- Progress monitoring of data (ongoing)

SCHOOLS CAN'T DO IT ALONE

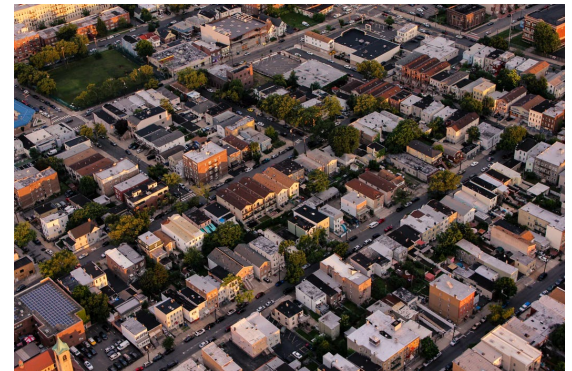
To achieve the best results for students, we must empower local leaders, educators, families and community partners. By “activating” communities to develop strategic interventions and accelerate learning, locally-developed and locally-driven solutions will help ensure each and every student obtains the knowledge and skills they need to thrive in a prosperous state economy and enjoy lifelong success.



Educators



Families



Community Organizations

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

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- Be intentional with, and consider ways to expand, learning time.
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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!

Transition to the SAT

SAT Administration

Math and ELA

- Essay will not be included

Administration

- Weekday at school
- One day of testing
- Administered Digitally

Primary Testing Dates: March 2 - 4, 2022

- Accommodated Dates: March 2 - 15, Non-Standard Administration Report (NAR), students who test over multiple dates
- Make-Up Testing Dates: April 13 - 20, 2022 (not available Monday April 18)

SAT Administration

- Registration process is different from PSAT
- CTCs have designated STCs to receive communications
- IDOE provides College Board a pre-ID file of student enrollment information
- Schools populate accommodations in College Board's Services for Students with Disabilities (SSD) Online and TIDE Systems
- College Board utilizes a secure browser for testing, CAI platform

2021-2022 Indiana High School Statewide Testing

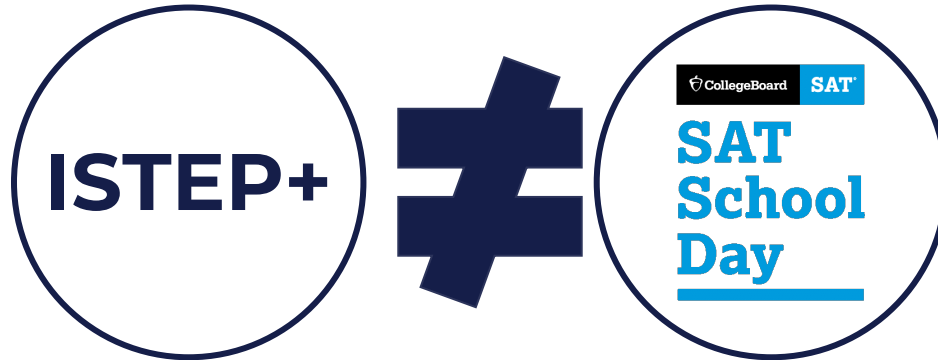
Requirement	Assessment	Freshman	Sophomore	Junior	Senior
Federal/State Requirements	ILEARN or I AM Biology	Required in semester/trimester student completes Biology course or content connectors*			
	I AM		Alternate Assessment		
	SAT			Required	
Graduation	ISTEP+ Retest				If needed for GQE waiver
	Pathway Three: Postsecondary Ready Competency	Variety of available options. SAT results will fulfill this requirement for some students.			
Optional	ILEARN U.S. Government	Optional in semester student completes U.S. Government course			
	PSAT/NMSQT		Optional	Optional	

*This is usually in the freshman year. In addition, out-of-state transfer students who have not yet taken their previous state's high school science accountability assessment must take ILEARN Biology.

SAT **Accountability** Assessment

Accountability vs. Graduation Requirements

- SAT results can be used for graduation pathway, but not required
- No retests



Resources-SAT/IAS Priorities

SAT/IAS ELA Priorities

A robust education encompasses the depth and breadth of the Indiana Academic Standards (IAS), which will be assessed on the SAT. These standards are most strongly represented within the SAT blueprint. This information is provided for curriculum planning and pacing purposes.

Like IAS, the SAT highlights citing textual evidence, interpreting words and phrases in context and determining central ideas and themes.

The SAT is aligned with Indiana's 2020 English Language Arts Standards in grade 11.

Passages represent a range of text complexity, including higher complexity associated with College and Career Readiness.

Reading Literature and Nonfiction



The SAT provides several passages including both literature and nonfiction. Students analyze and synthesize multiple sources and utilize content knowledge from various disciplines to comprehend the passage. The reading standards to prioritize are:

- RL.2.1
- RL.2.3
- RN.2.1
- RN.2.3
- RN.3.3
- RN.4.1
- RN.4.3

Vocabulary



The SAT assesses a student's ability to determine the meaning of words and phrases in the context of passages. The vocabulary standards to prioritize are:

- RV.1
- RV.2.1
- RV.2.2
- RV.3.1
- RV.3.2
- RV.3.3

Writing



The administration of the SAT for the State of Indiana will not include an essay; however, students will be assessed on their ability to identify and analyze writing and use of standard English conventions. The writing standards to prioritize are:

- W.3.1
- W.3.2
- W.3.3
- W.4
- W.6.1



SAT/IAS Math Priorities

A robust education encompasses the depth and breadth of the Indiana Academic Standards (IAS), which will be assessed on the SAT. These standards are most strongly represented within the SAT blueprint. This information is provided for curriculum planning and pacing purposes.

Like IAS, the SAT highlights problem solving, modeling, using appropriate tools, and looking for and making use of structure.

SAT aligns with Indiana's 2020 Mathematics Standards. Key standards are listed below. IAS from additional courses may also be measured.

Indiana's Process Standards for Mathematics are not specifically referenced in alignment tables; however, these standards are woven throughout the SAT.

Algebra 1, Algebra 2, and Geometry



These courses represent the core of Indiana's secondary mathematics standards. The Math Framework is useful for finding examples and connections to prior knowledge. The standards below highlight basic algebra and geometry concepts:

- AL.1.1
- AL.1.3
- AL.1.4
- AL.2.1
- AL.2.2
- AL.2.3
- AL.2.4
- AL.2.5
- AL.2.6
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- AL.2.100

Precalculus: Trigonometry and Probability & Statistics



These courses represent a student's capability to handle higher order thinking skills. The standards listed assess a student's ability to analyze data in a meaningful way and to define trigonometric ratios:

- TR.T.1
- PS.DA.1
- PS.DA.2
- PS.DA.8
- PS.DA.1
- PS.DA.2
- PS.ED.1
- PS.ED.6

Quantitative Reasoning



These standards ask students to apply their mathematical understanding to real world applications. They are marked as Quantitative Reasoning standards, yet many other courses help students make the leap from classroom to application:

- QR.N.1
- QR.RP.3
- QR.RP.4
- QR.RP.5
- QR.RP.6
- QR.M.1
- QR.M.2
- QR.M.4
- QR.S.3
- QR.S.4
- QR.S.5



SAT/IAS ELA Priorities

SAT/IAS Math Priorities

Resources-Be Data Driven

Be Data-Driven as You Prepare for the Indiana SAT!



What is my goal?



Student proficiency of Indiana Academic Standards (IAS)



College and career readiness



Provide a measure as a means to complete graduation pathway component

What relevant data do I have?

- PSAT/NMSQT
- PSAT 10
- PSAT 8/9
- ILEARN
- IAS-aligned interim assessments

Data is available through:

- [Indiana Report Card Reporting Portal](#)
- [Indiana's Online Reporting System](#)
- Indiana Department of Education's [data reporting site](#)

How does this data relate to SAT?



PSAT serves as a predictor for SAT.

1. [Scale scores](#) from PSAT directly relate to scale scores from SAT without any need of translation. The same scale is applied to both assessments.
2. [The PSAT scale](#) measures similar strands of content as the SAT. These assessments can be used as "benchmarks" to ramp up to SAT readiness.



SAT measures Mathematics and English/Language Arts (ELA) content and skills that align to content and skills required by IAS. Data showing proficiency on IAS provides insight into student readiness for the SAT.



Caution: If only a subset of the school's students participated in an assessment (e.g., PSAT/NMSQT), aggregated data may not be representative of the student population as a whole.

Be Data-Driven as You Prepare for the Indiana SAT!



What patterns are evident in the data?

Answers to these questions enhance the understanding of data and the ability to use the data to inform action.

- How does the PSAT data correlate with trends from other summative/formative assessment data?
- How does the data relate (by analysis) to the skills and standards assessed on the SAT?

What action should I take?

Schools, teachers, and students must work together for best results.

Schools	Teachers	Students
Identify gaps in specific content/skills or strands of content for targeted focus in school improvement plans from other assessments.	Review data to identify content/skills that need emphasis for student groups and individual learning needs.	Review probat materials provided by school/ teachers.
Adjust programming to address any identified gaps in learning/ achievement for student groups.	Identify specific content/skills where individual students need support and provide remediation or acceleration.	Review College Board resources (Understanding Scores and Scale Scores).
Meet the needs of students with formalized learning plans.	Adjust curriculum maps to address areas of student need based on data.	Utilize Khan Academy for individualized practice and preparation.
Provide opportunities for teachers across courses to collaborate.	Collaborate with peers to best address the breadth of content knowledge/skills required for students.	
Ensure teachers have access to data and resources.		

Be Data-Driven As You Prepare for the Indiana SAT!

Resources-Workshops

SAT Suite Overview

- September 23, 24, 27, 28, 29, 30
- October 4, 5, 6, 7, 8

SAT Implementation & Accommodations Training

- October 19, 20, 21, 22
- November 2, 3, 9, 10, 16, 17, 18

Other

- Test Administration Training
- Interpreting SAT Data & Reports

Resources-IDOE Website



Student Learning &
Pathways

Learn More

🏠 DOE Home

Indiana Department of Education

In an effort to improve user experience based on feedback from stakeholders throughout Indiana, [IDOE is in the process of migrating its website](#) to the State of Indiana's host. We appreciate your patience during this transition to a more user-friendly and cost-effective site. If you need help finding a resource, please contact us at webmaster@doe.in.gov.

IDOE Website, High School Assessments

Contacts



College Board:

- [Collegeboard.com](https://collegeboard.com)
- IndianaTesting@collegeboard.com



IDOE:

- [IN.gov/does/students/assessment](https://www.in.gov/does/students/assessment)
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THANK YOU!