Indiana Department of Education
Dr. Katie Jenner, Secretary of Education

2022 Academic Recovery Data Guide

What can education leaders learn from academic recovery data?
Academic recovery data from the 2022 ILEARN assessment and year-over-year student growth percentiles (SGPs) provide insight into a student's recovery from the COVID-19 pandemic. The Indiana Department of Education (IDOE) partnered with the National Center for Assessment to analyze this data by first identifying the extent to which a student's performance was impacted by the pandemic, and now, the extent to which they have recovered. This information must inform a comprehensive, multi-year accelerated learning plan and direct resources to students needing the most support, including those student populations that continue to be disproportionately impacted by the pandemic. These data should be used to inform student-centered interventions and supports.

What is in the 2021 ILEARN Academic Recovery workbook?
IDOE has included the following metrics in the 2021 ILEARN Academic Impact workbook to help school corporations develop comprehensive, multi-year accelerated learning plans:

Academic Recovery Status: Calculated based on individual SGP, this indicator designates whether a student's performance on the 2022 ILEARN assessment demonstrates recovery, stabilization, or decline. Academic recovery statuses are available for students in grades six through eight only. This year, growth calculations are available in earlier grades.

ILEARN Proficiency Status: The workbook provides the 2019 (if available), 2021, and 2022 ILEARN proficiency status for each student (Below, Approaching, At Proficiency, or Above) to determine if, and to what extent, a student's proficiency status changed between 2019 and 2022.

Projected Growth Targets: The workbook includes two 2023 projected growth targets for each student, one based on growth needed to return to 2019 performance levels and the other based on growth needed to reach or maintain proficiency.

> **UNDERSTANDING STUDENT GROWTH PERCENTILE**
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> Student growth percentile (SGP) is the most effective metric to gauge the academic impact of COVID 19.
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> SGPs are reported on a scale from the 1st percentile to the 99th percentile (1-99).
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> This year, SGP is calculated based on how similar students performed on ILEARN in 2019 (pre-pandemic).
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> - Students with an SGP of 21 performed in the bottom 21st percentile relative to their pre-COVID peers.
> - Students with an SGP of 76 performed in the top 76th percentile relative to their pre-COVID peers.
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> Using pre-pandemic student performance as a control group allows analysts to gauge the extent to which students recovered academically or continued to be negatively impacted in 2022.

What questions can education leaders answer with these data?

Which student populations in the corporation demonstrated the least academic recovery?	*The 2022 ILEARN Academic Recovery workbook includes aggregate totals at the school- and corporation-level which show the distribution of students in each student population across the three academic recovery ratings.*
Which individual students demonstrated the least significant academic recovery?	*The 2022 ILEARN Academic Recovery workbook includes an academic recovery rating for each eligible student in grades six through eight. The recovery rating can be matched with the student's past performance to inform individual accelerated learning interventions.*
Which schools in the corporation demonstrated the least significant academic recovery?	*Corporation leaders can use individual student ratings to determine which schools had the greatest concentration of students demonstrating 'declining' academic recovery. This calculation may inform the allocation of federal relief funds to support accelerated learning.*

IMPORTANT: ILEARN data are meant to complement local interim or formative assessment data and other indicators of student success. The questions provided in this guide are a starting point and should be viewed as one piece of a larger analysis that informs each corporation's comprehensive, multi-year accelerated learning plan.

How should educational leaders think about the relationship between overall performance and the academic recovery rating?

As you review the 2022 ILEARN Academic Recovery workbook, it is important to understand how to interpret the relationship between past student performance and the extent to which the pandemic may have impacted achievement in 2021. Statewide assessment data reveal that the disruptions caused by the pandemic impacted Hoosier students across geographic, socioeconomic, and other demographic indicators. However, it is important to understand that some students had persistent learning gaps even prior to the global pandemic and will likely need dramatically different interventions than their peers who were approaching or met proficiency.

As you review data for your corporation, educational leaders are encouraged to think about accelerated learning plans for students who are identified as having a **declining academic recovery** in the following ways:

Students identified as having a significant academic recovery and...

1. *Students who were At Proficiency or Above Proficiency in 2019.*

   These students historically had been successful in the traditional instructional model, so if they are not recovering, digging deeper into other factors and or the utilization of other data sources is warranted.

2. *Students who were Below or Approaching Proficiency in 2019.*

   These students have historically struggled to master content in a traditional instructional setting. Accelerated learning support for these students must provide a different learning opportunity, such as small group or one-on-one learning.

   Another model to consider is extending the school year or adding instructional days over breaks to review standards from the previous grade level before moving on to content from the current grade level.

NOTE: *Some students who were Below Proficiency in 2019 and remained in that proficiency status for 2021 may not be designated as having had a significant academic impact because they were several grade levels behind before the pandemic. Education leaders are encouraged to identify these students and use local indicators of student success to develop a comprehensive, multi-year accelerated learning plan that considers the learning gaps that existed prior to the pandemic.*

> **IMPORTANT CONSIDERATIONS WHEN USING THESE DATA:** While the Indiana Department of Education believes this Academic Recovery Data Guide will provide important insights into the academic impact of, and subsequent recovery from, the disruptions caused by the COVID-19 pandemic, there are important limitations to consider before translating these data into actions.
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> Because Indiana did not administer ILEARN in the 2019-2020 school year, academic recovery statuses are only calculated for eligible students in grades six through eight.
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> *Taking this into consideration:*
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> - *Given the limited data availability, corporation leaders are encouraged to start here and review other available data sources, such as interim or formative assessment data, to determine patterns or trends.*
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> - *The academic impact of the COVID-19 pandemic may be different across ELA and math given several factors. School corporations are encouraged to carefully consider ELA and math performance separately and develop customized plans for each given the demonstrated need.*