

# Indiana State Board of Education

November 2, 2022

 @EducateIN

# 2021-2022 NAEP Results

# WHAT IS **NAEP**?

- Known as the “Nation’s Report Card” on education, this assessment provides the *only* academic comparable data point we have from state to state (and U.S. territories).
- The assessment is administered in every state through a representative random sample, typically every other year.

[www.nationsreportcard.gov](http://www.nationsreportcard.gov)

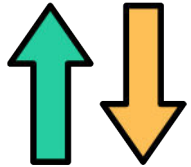


National Assessment of  
Educational Progress

# WHAT DOES **NAEP** MEASURE?



Overall performance for key student populations



Change over time



Differences between the nation, states, and urban districts

# 2022: RAW DATA

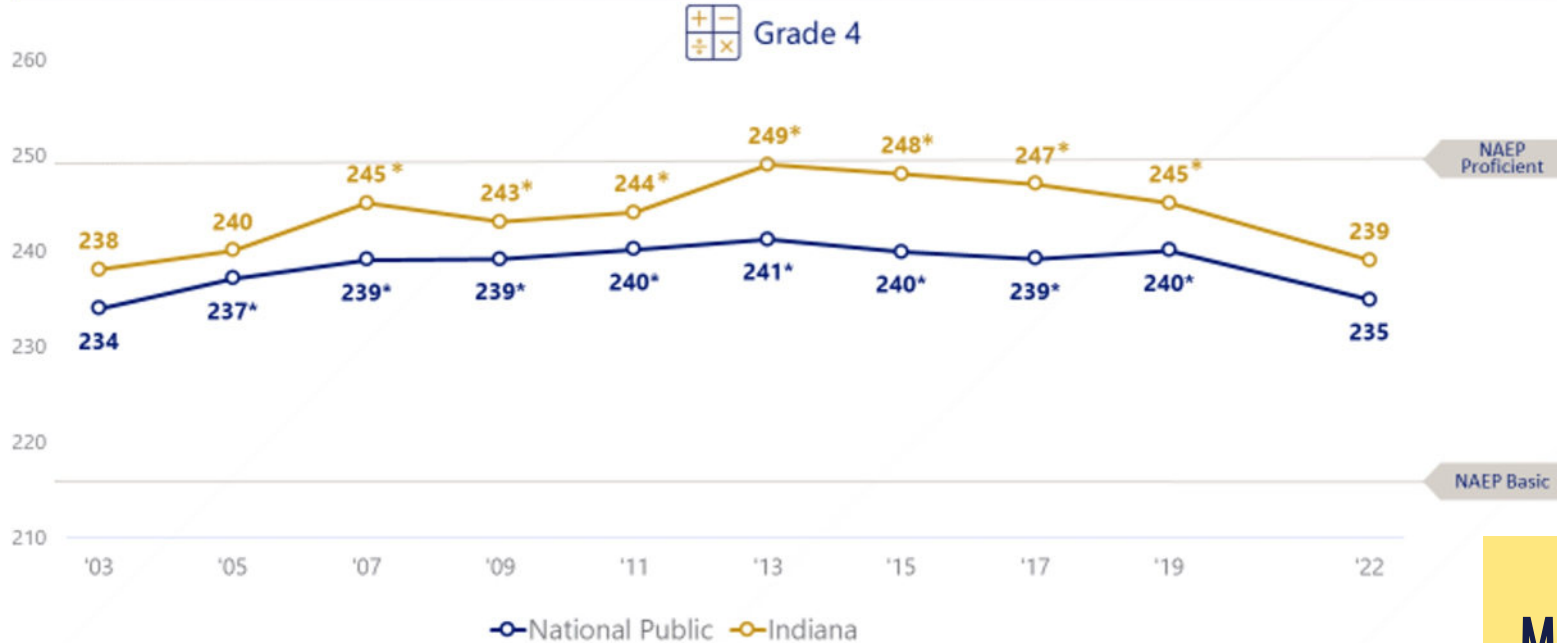
## Reading

- **33 percent** of Indiana fourth graders scored at or above proficiency
- **31 percent** of eighth graders scored at or above proficiency

## Math

- **40 percent** of Indiana fourth graders scored at or above proficiency
- **30 percent** of eighth graders scored at or above proficiency

# Average Scale Scores



\*Significantly different ( $p < .05$ ) from 2022.

**GRADE 4  
MATHEMATICS  
RESULTS**

# Student Group Score Differences

## Grade 4 – Differences since 2019

	All Students	Male	Female	Eligible for NSLP	Students with Disabilities*	English Learners
Indiana	↓6	◆	↓7	↓6	◆	↓12
National Public	↓5	↓4	↓6	↓6	↓2	↓4

↑ Higher

↓ Lower

◆ No significant change

— Not available

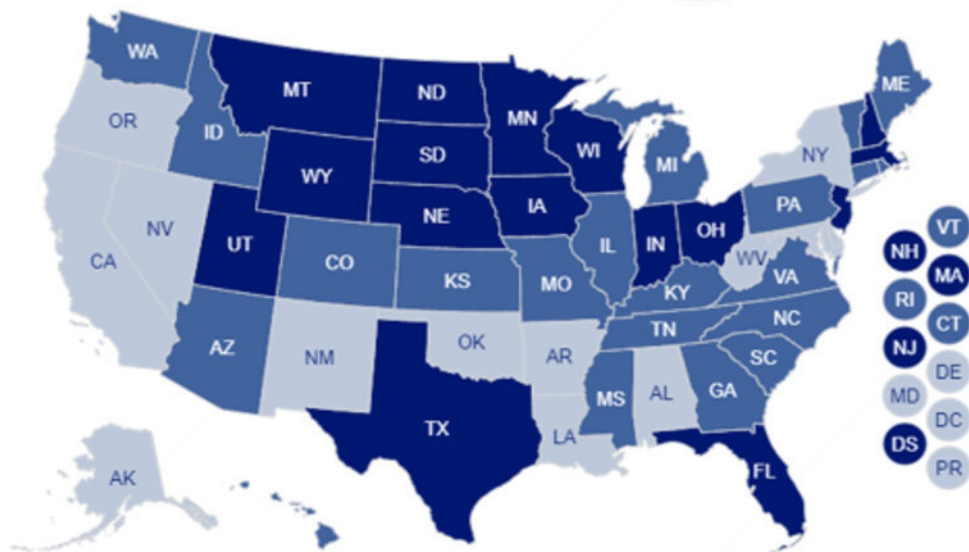
	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Two or more races
Indiana	↓4	◆	↓11	—	—	◆
National Public	↓4	↓7	↓7	↓4	↓8	↓5

\*Students with disabilities including those with a Section 504 plan.

**GRADE 4  
MATHEMATICS  
RESULTS**

# State Comparisons

 Grade 4



2022 National public average scale score  
(0–500)

**235**

**17**

jurisdictions significantly higher

**21**

jurisdictions not significantly different

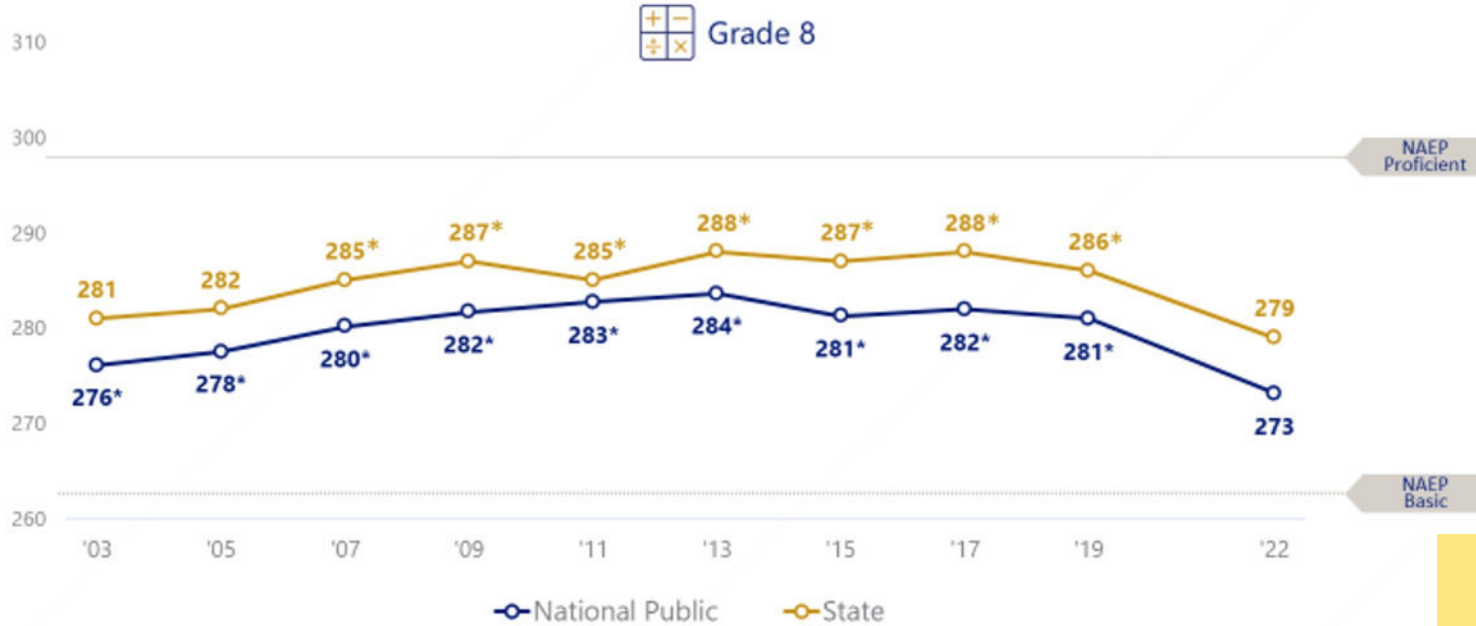
**15**

jurisdictions significantly lower

**GRADE 4  
MATHEMATICS  
RESULTS**



# Average Scale Scores



\*Significantly different ( $p < .05$ ) from 2022.

**GRADE 8  
MATHEMATICS  
RESULTS**

# Student Group Score Differences

## Grade 8 – Differences since 2019

	All Students	Male	Female	Eligible for NSLP	Students with Disabilities*	English Learners
Indiana	↓7	↓7	↓7	↓7	↓8	◆
National Public	↓8	↓6	↓10	↓7	↓4	◆

↑ Higher    ↓ Lower    ◆ No significant change    — Not available

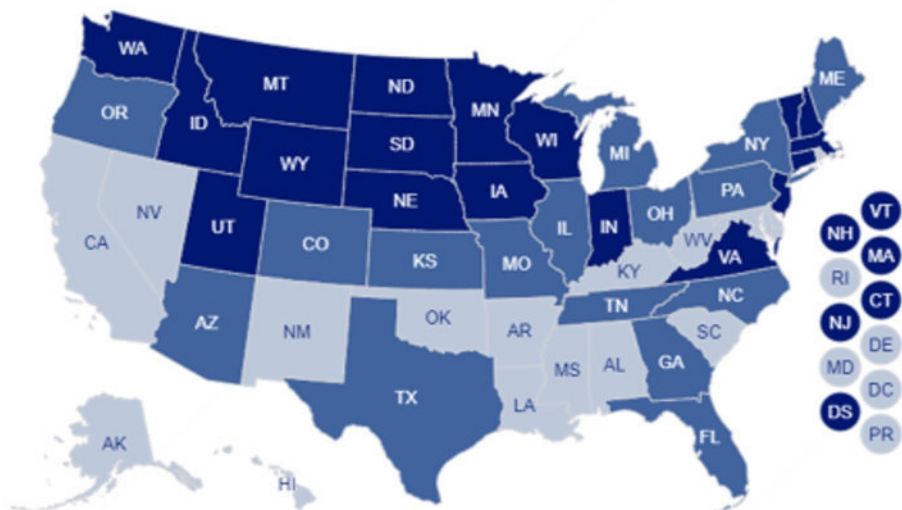
	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Two or more races
Indiana	◆	↓13	◆	—	—	◆
National Public	↓8	↓7	↓7	↓5	↓6	↓10

\*Students with disabilities including those with a Section 504 Plan.

**GRADE 8  
MATHEMATICS  
RESULTS**

# State Comparisons

 Grade 8



2022 National public average scale score  
(0–500)

**273**

**19**

jurisdictions significantly higher

**16**

jurisdictions not significantly different

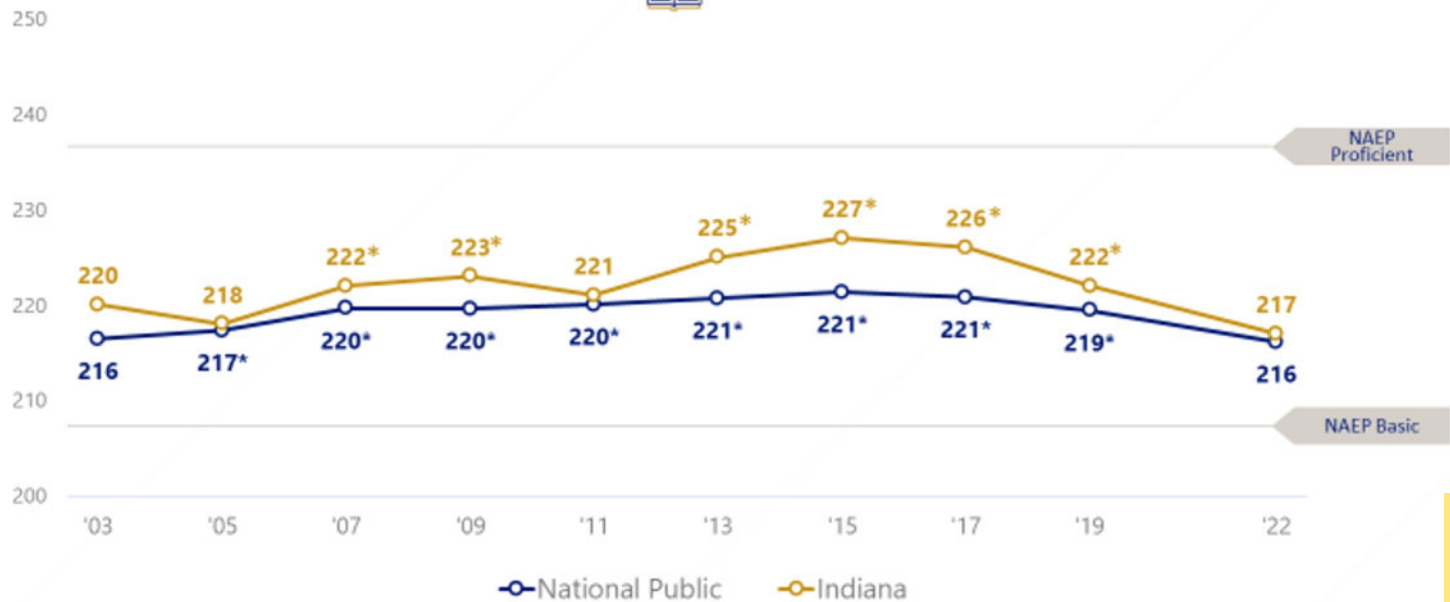
**18**

jurisdictions significantly lower

**GRADE 8  
MATHEMATICS  
RESULTS**

# Average Scale Scores

## Grade 4



\*Significantly different ( $p < .05$ ) from 2022.

**GRADE 4  
READING  
RESULTS**

# Student Group Score Differences

## Grade 4 – Differences since 2019

	All Students	Male	Female	Eligible for NSLP	Students with Disabilities*	English Learners
Indiana	↓5	◆	↓7	◆	◆	◆
National Public	↓3	↓3	↓4	↓4	◆	◆

↑ Higher

↓ Lower

◆ No significant change

— Not available

	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Two or more races
Indiana	◆	◆	◆	—	—	◆
National Public	↓3	↓5	↓4	◆	↓6	↓4

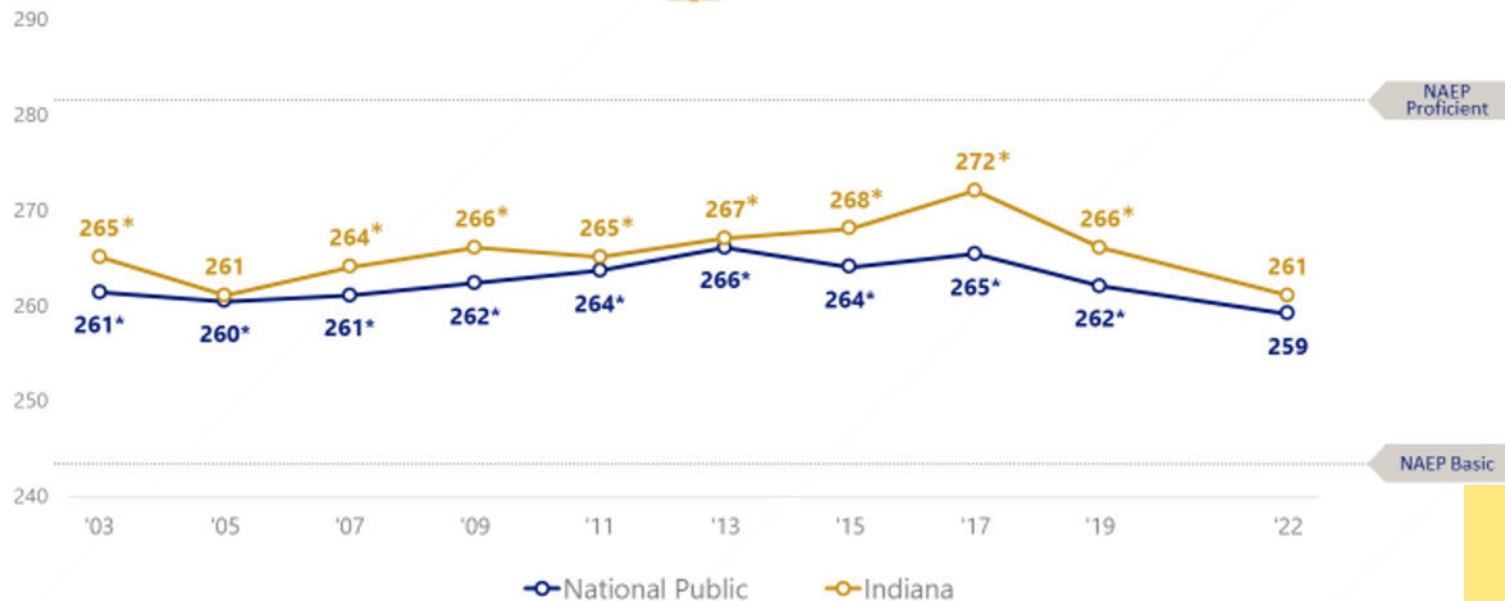
\*Students with disabilities including those with a Section 504 plan.

**GRADE 4  
READING  
RESULTS**



# Average Scale Scores

## Grade 8



\*Significantly different (p < .05) from 2022.

**GRADE 8  
READING  
RESULTS**

# Student Group Score Differences

## Grade 8 – Differences since 2019

	All Students	Male	Female	Eligible for NSLP	Students with Disabilities*	English Learners
Indiana	↓5	◆	↓8	↓6	◆	↓20
National Public	↓3	↓1	↓4	↓2	◆	↑4

↑ Higher

↓ Lower

◆ No significant change

— Not available

	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Two or more races
Indiana	◆	◆	◆	—	—	◆
National Public	↓4	◆	◆	◆	◆	◆

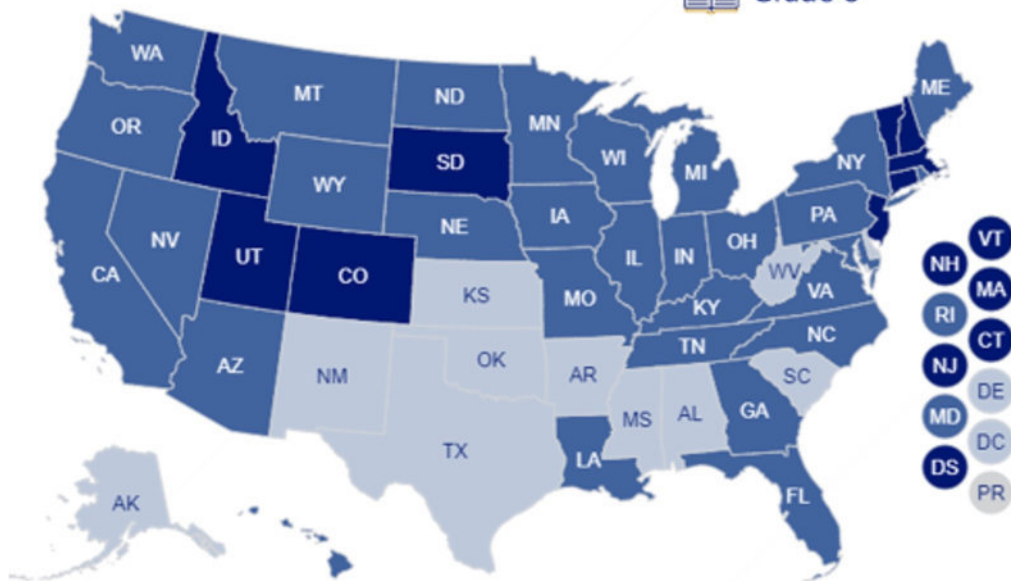
\*Students with disabilities including those with a Section 504 plan.

**GRADE 8  
READING  
RESULTS**



# State Comparisons

 Grade 8



2022 National public average scale score  
(0–500)

**259**

**10**

jurisdictions significantly higher

**30**

jurisdictions not significantly different

**12**

jurisdictions significantly lower

**GRADE 8  
READING  
RESULTS**

## 2022: **KEY TAKEAWAYS**

- While Indiana's fourth and eighth grade students scored above the national average in math; we saw some of our **largest drops in 4th grade math** compared to the nation.
- Indiana has been above the national average for nearly a decade in reading; however, our 4th grade reading scores have been **declining since 2015**.
- Comparable to our ILEARN and IREAD-3 state assessments, we see that overall proficiency for specific student populations **remains low in both reading and math** and requires intentional, targeted support.
  - Black students, Hispanic students, and students who receive free or reduced price meals

# House Enrolled Act 1251: Implementation Update

# HOUSE ENROLLED ACT (HEA) 1251

- House Enrolled Act 1251 called upon the Indiana Department of Education to identify the **key skills and traits** necessary for students to be successful after high school graduation.
- As a result, IDOE launched a **comprehensive research effort**.
  - Literature review of scholarly articles and papers,
  - analysis of other states and their use of employability skills,
  - a scan of postsecondary institutions and national organizations,
  - facilitation of Indiana focus groups with representatives from employment, enlistment, and enrollment, and
  - the dissemination and analysis of a survey completed by participants across the state.

## HOUSE ENROLLED ACT (HEA) 1251 CONTINUED

- Next, the team considered the following questions:
  - Is this an Indiana GPS characteristic?
  - Do at least 50% of the research articles reference the skill or trait or something comparable?
  - Did the focus groups emphasize this skill?
  - Was the skill identified as Essential or Absolutely Essential by at least 70% of survey respondents (n=290)?
  - Do at least 70% of the states in our sample (n=15) identify this skill/trait or something comparable?
- Using these questions, **8 key skills and traits** were identified.

# INDEPENDENT STUDY OF IMPORTANT KEY SKILLS AND TRAITS

## 1 COMMUNICATION ESS - Indiana GPS

- Graduates possess the ability to clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization (including various forms of communication like writing, speaking, listening, and digital communication).

## 2 COLLABORATION ESS - Indiana GPS

- Graduates possess the ability to work well with others in a team to accomplish a common goal, complete a project, or solve a problem.
- Graduates possess the ability to manage conflict and to recognize and manage one's emotions.
- Graduates possess the ability to network with others through a lens of social awareness and cultural competence.

## 3 INITIATIVE AND SELF-ADVOCACY AS ELA - Indiana GPS

- Graduates possess the ability to apply self-motivation and self-direction to work and learning which includes advocating for personal and professional needs (i.e., working to locate resources to support success in learning or on the job).

## 4 PROBLEM SOLVING AS Math - Indiana GPS

- Graduates possess the ability to apply critical and creative thinking to identify possible solutions to challenging tasks and situations.

## 5 PERSEVERANCE (GRIT) AND ADAPTABILITY

### ESS - Indiana GPS Work Ethic

- Graduates possess the ability to complete tasks and projects and demonstrate endurance when challenges or obstacles arise.
- Graduates possess the ability to work in ambiguous or changing situations (i.e., new supervisor, shift in project or task direction).

## 6 INTEGRITY

### ESS - Indiana GPS Work Ethic

- Graduates possess the ability to act in a trustworthy manner and demonstrate a commitment to excellence at all times.

## 7 GROWTH MINDSET

### ESS

- Graduates possess a willingness and desire to continuously pursue and apply new personal, professional, and career learning.

## 8 INFORMATION, DIGITAL, AND FINANCIAL LITERACY

### AS - Indiana GPS

- Graduates possess the ability to read for comprehension, synthesize messages in various formats (including digital formats like e-mail communication), and validate information and sources for accuracy/legitimacy.
- Graduates possess the ability to develop practical knowledge and skills that encourage financial literacy that will lead to financial security and independence.
- Graduates possess the ability to leverage acquired knowledge and understanding of technology for personal, professional, and societal advancement.

### KEY:

ESS = Employability Skills Standards

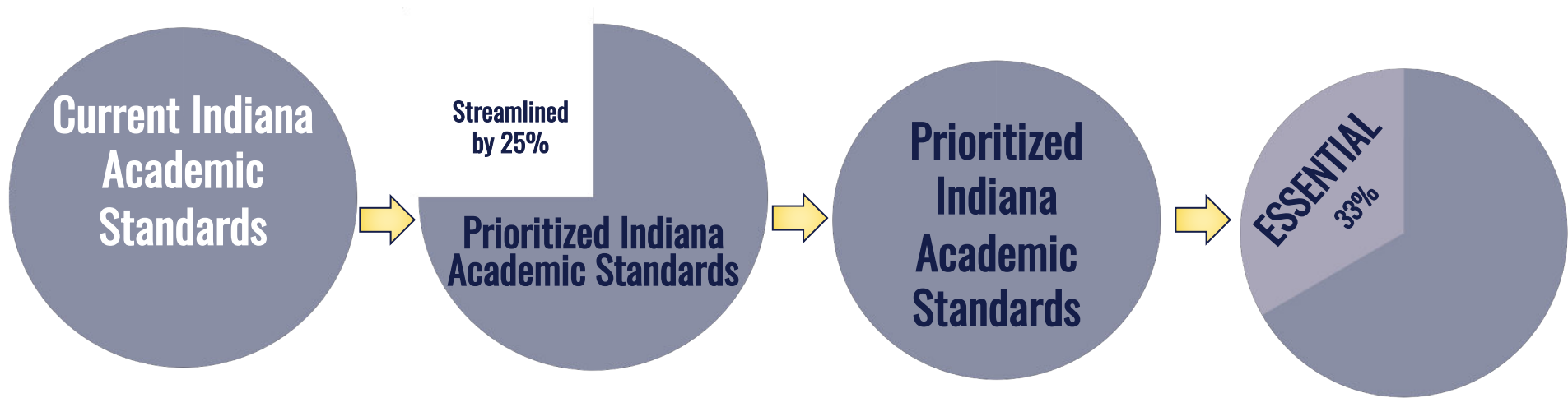
AS = Academic Standards

# INDIANA'S **ACADEMIC STANDARDS**

- The Indiana Academic Standards are designed to help educators, parents, students, and community members understand **what students need to know and be able to do at each grade level**, and within each content strand, in order to exit high school college and career ready.
- While the standards have identified the academic content or skills that Indiana students need to be prepared for both college and career, they are **not an exhaustive list**.
- How each standard is taught (curriculum) is determined at the **local level**.

# STANDARDS PRIORITIZATION

IDOE will now begin the process of streamlining Indiana's Academic Standards to focus on the essential knowledge and skills while promoting a rigorous learning environment.





## **IDOE'S PRE-PLANNING WORK**

**In preparation for this process, IDOE is currently engaged in the following pre-planning work.**

- **Internal review of standards**
- **Recruitment for K-12 standards review & development committees**

**IDOE's assessment team is also working alongside and participating in the internal standards review to ensure alignment between the standards and statewide assessments.**

# TIMELINE & NEXT STEPS FOR STANDARDS REDUCTION & PRIORITIZATION

## Timeline



# Thoughts & Questions



***THANK YOU!***