

# 2024-2025 ILEARN & SAT Results

July 16, 2025



# TODAY'S AGENDA

**2024-2025 ILEARN Results**

**ILEARN Through-Year Model**

**Ongoing Reading & Math Supports**

**2024-2025 SAT Results**





# 2024-2025 ILEARN Results



## ITEMS TO NOTE BEFORE DIVING IN

Each table includes raw data for the 2024-2025 ILEARN 3-8 English/Language Arts (ELA) and Mathematics assessments.

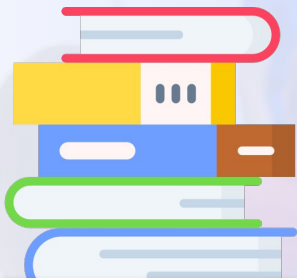


Results do not include data from I AM, the accountability assessment for students with significant cognitive disabilities (participation is capped at 1% of students).

- Pass rates include students who scored “**Proficient**” and “**Above Proficient.**”
- ILEARN is a computer-adaptive assessment. All schools test **in person** and **electronically**, unless an accommodation requires a paper assessment.



# 2024-2025 ILEARN RESULTS: STATEWIDE SUMMARY (GRADES 3-8)



**40.6%**  
of Indiana students  
are proficient in **ELA**.

ELA proficiency remained  
relatively flat year-over-year.

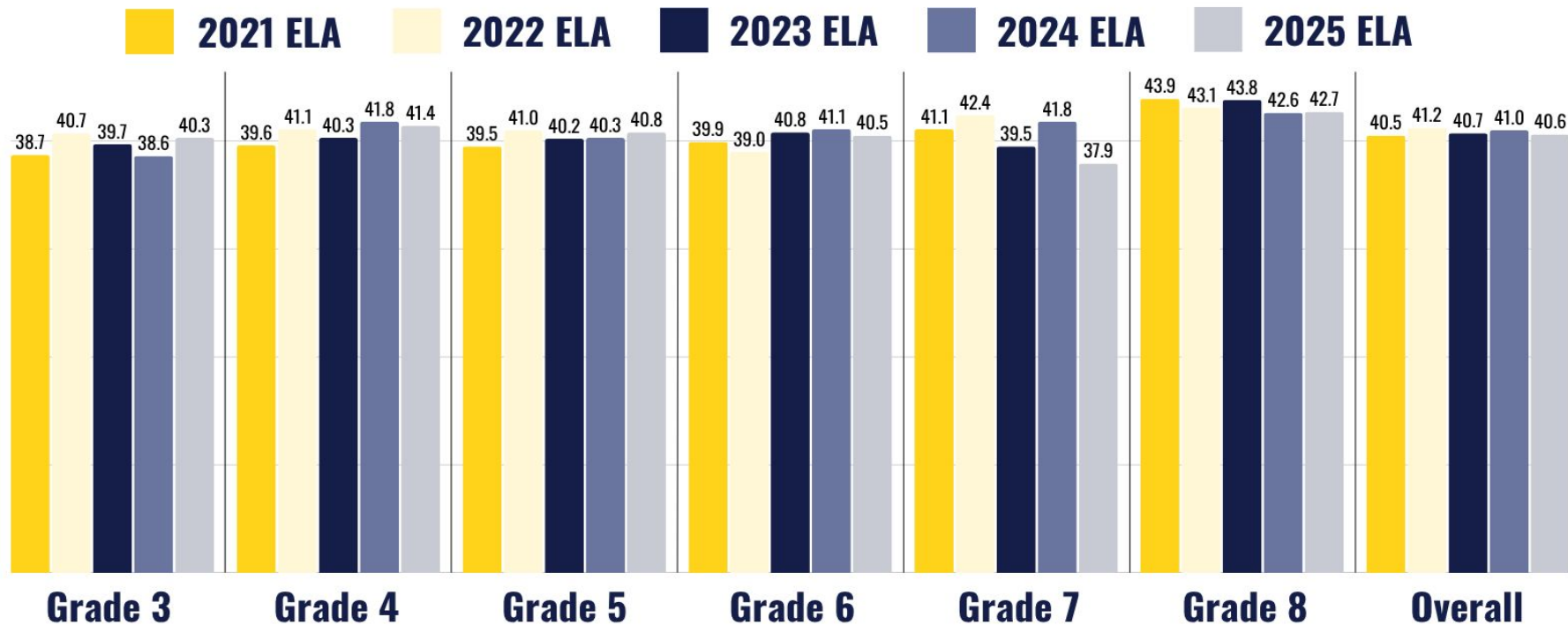


**42.1%**  
of Indiana students  
are proficient in **math**.

Math proficiency continues to  
*increase* across all grade levels.

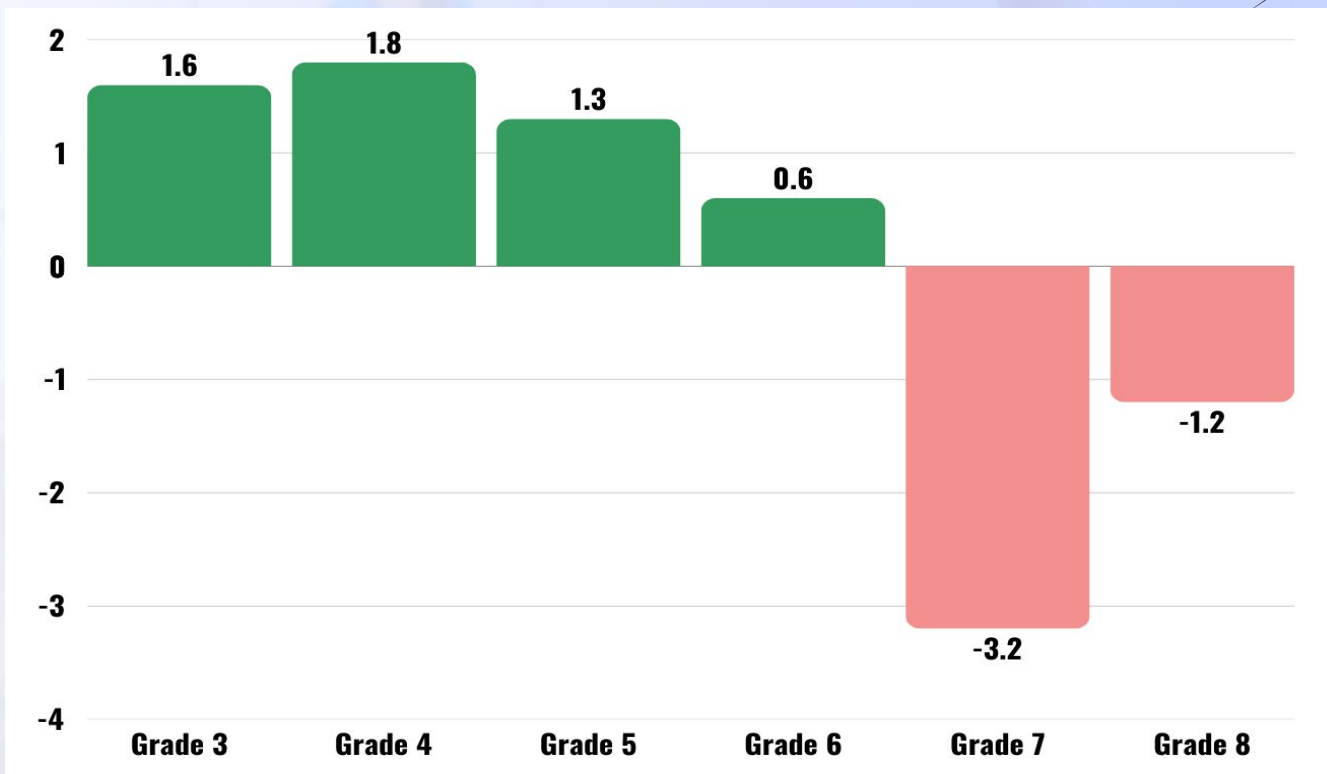


# ILEARN ELA RESULTS: GRADE LEVEL



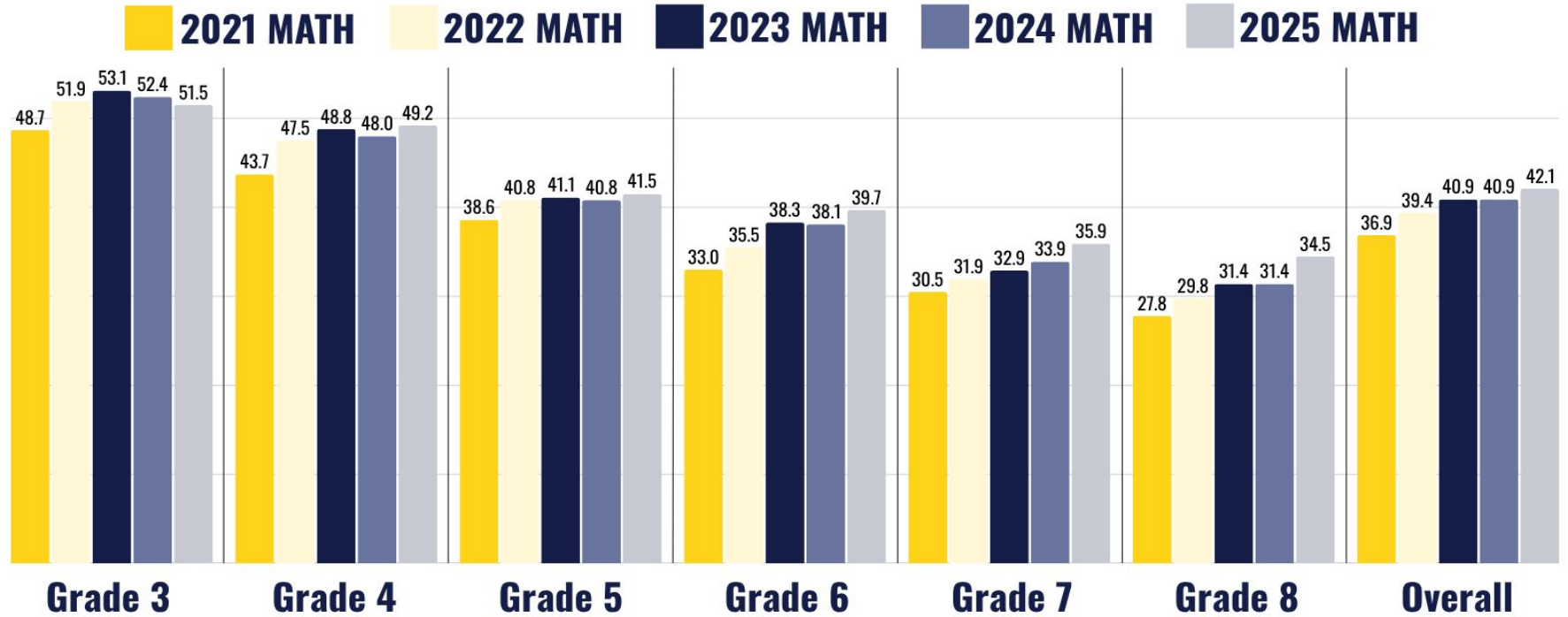


# ILEARN ELA PERCENTAGE POINT CHANGE 2021-2025: GRADE LEVEL



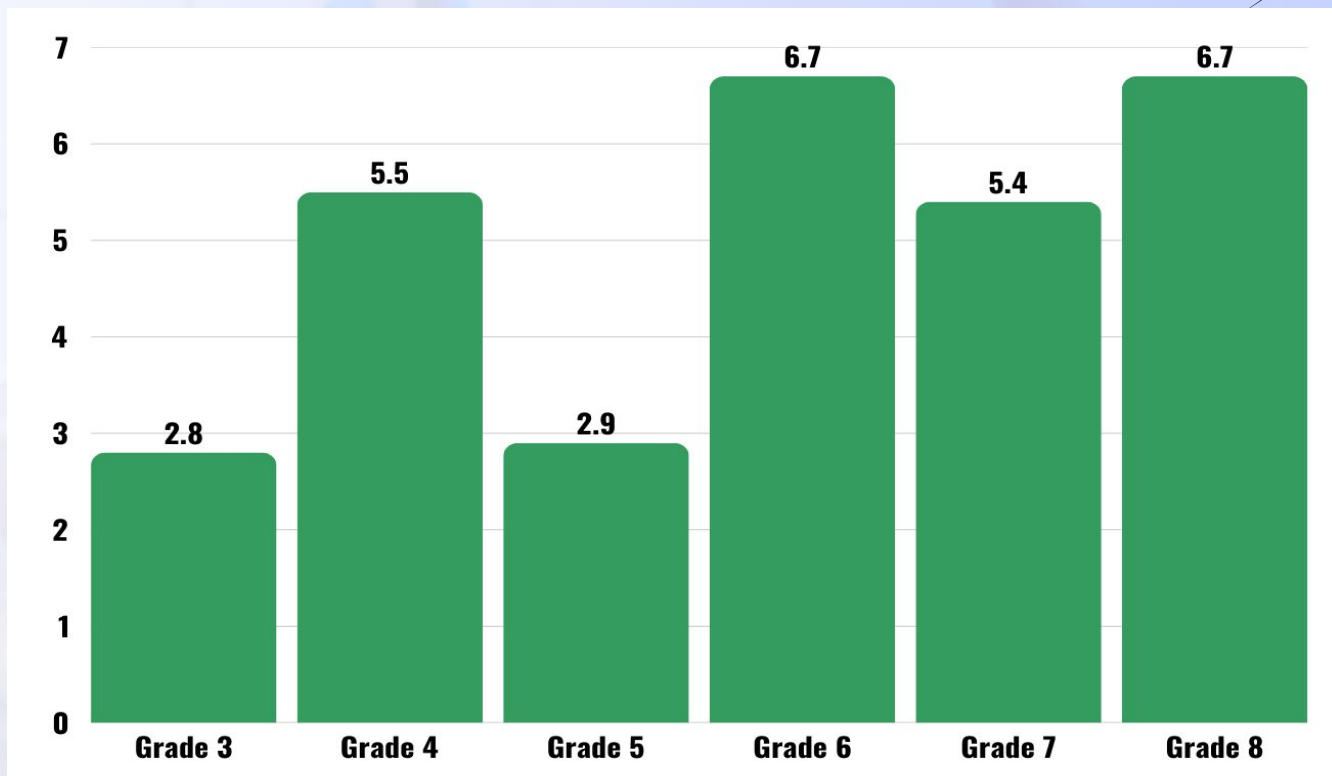


# ILEARN MATH RESULTS: GRADE LEVEL



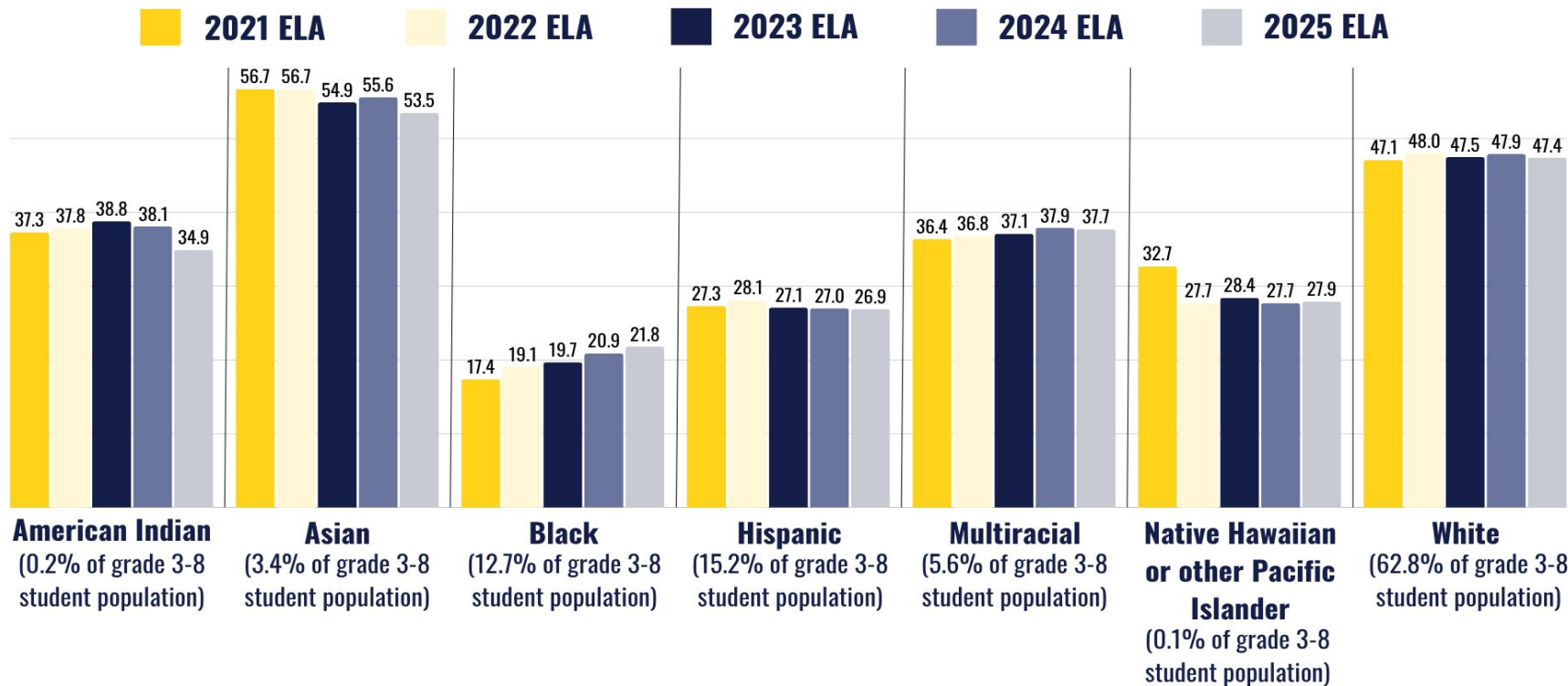


# ILEARN MATH PERCENTAGE POINT CHANGE 2021-2025: GRADE LEVEL



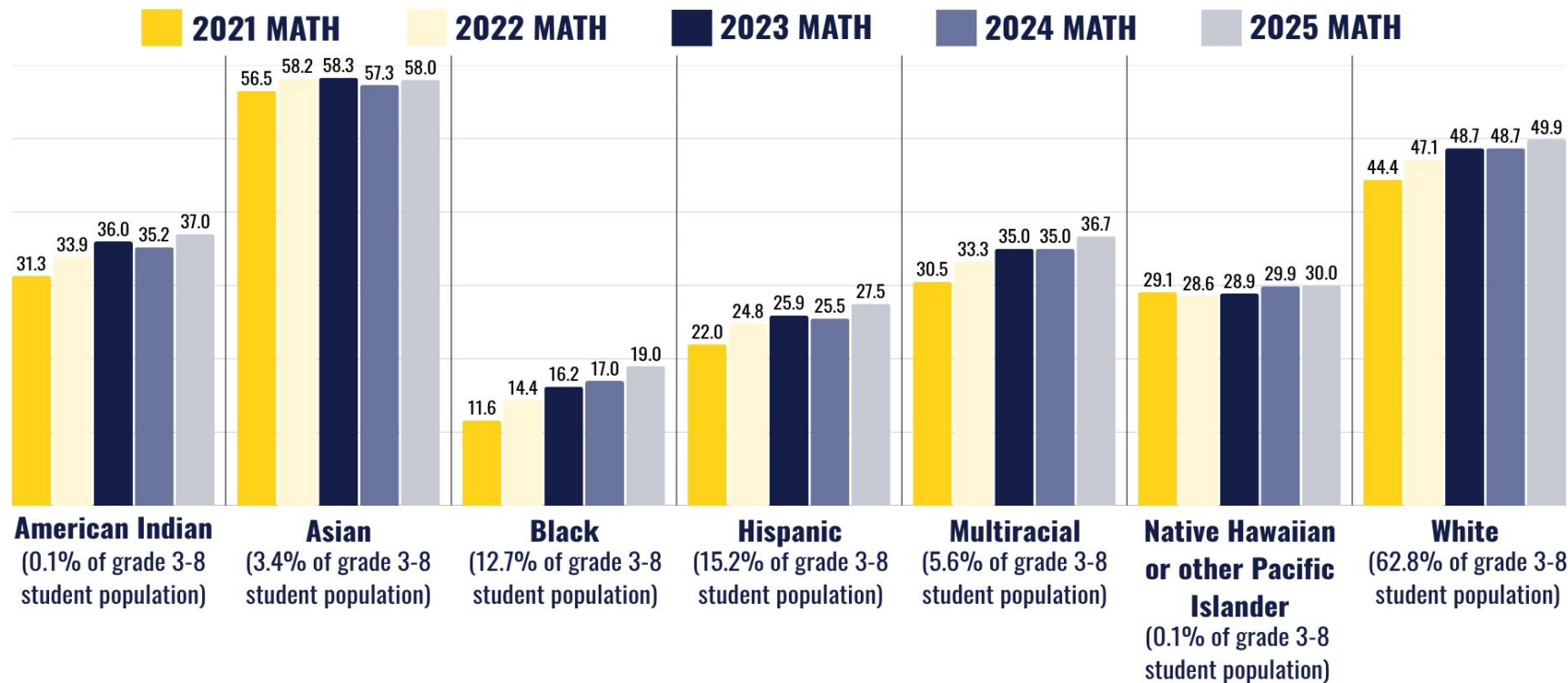


# ILEARN ELA RESULTS: ETHNICITY



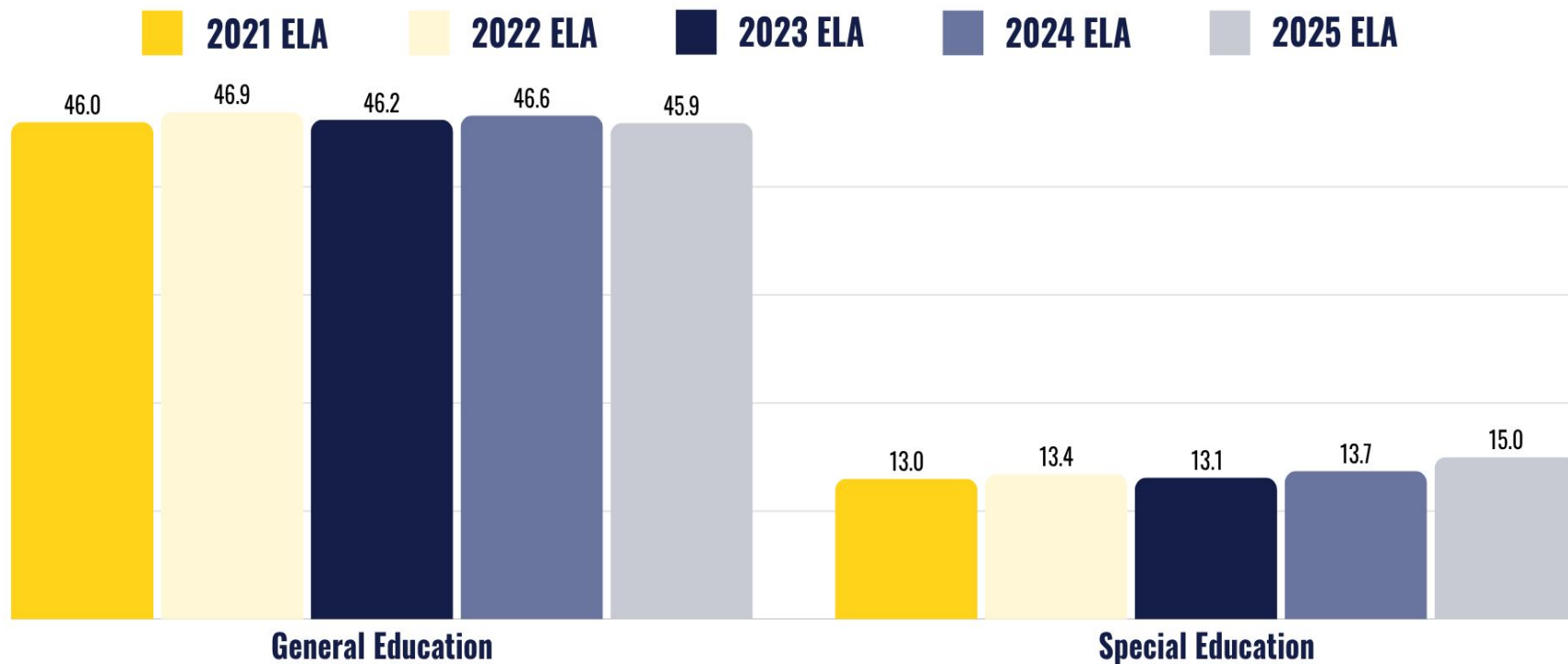


# ILEARN MATH RESULTS: ETHNICITY



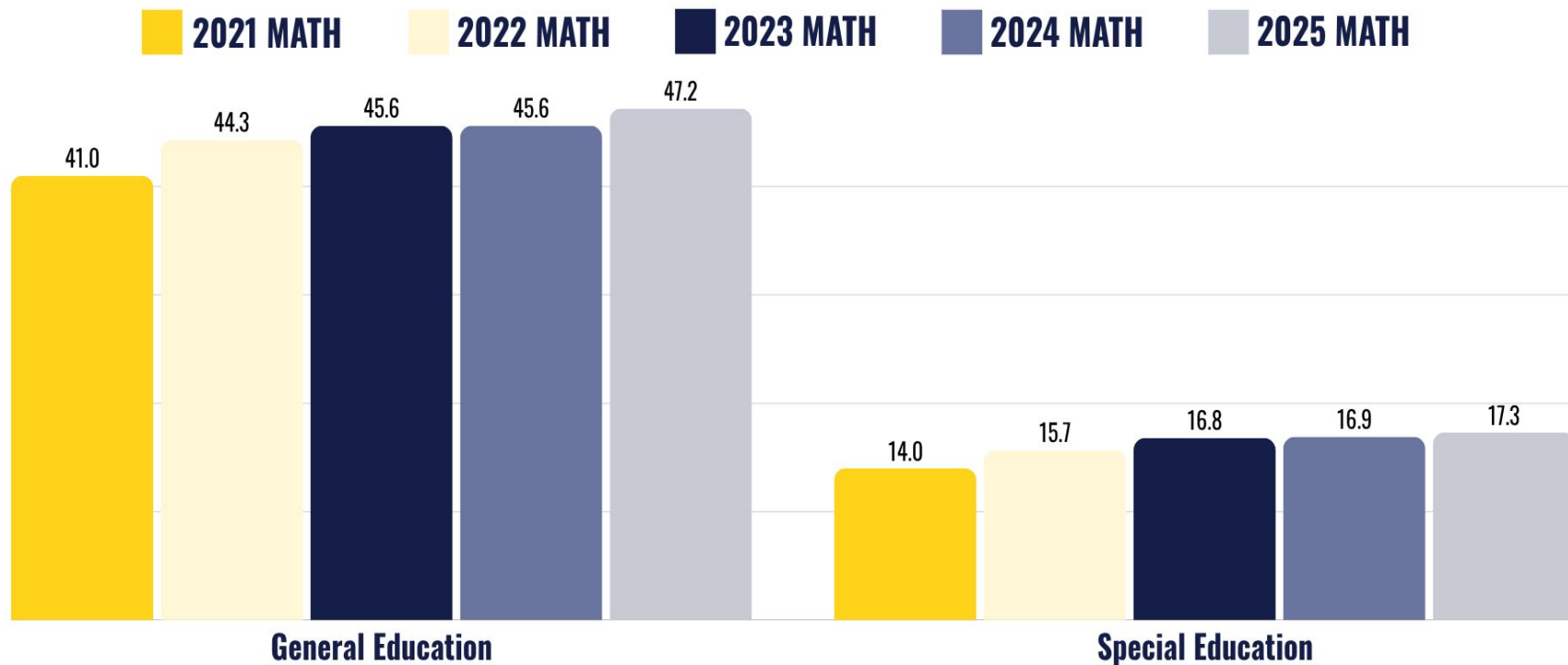


# ILEARN ELA RESULTS: SPECIAL EDUCATION STATUS



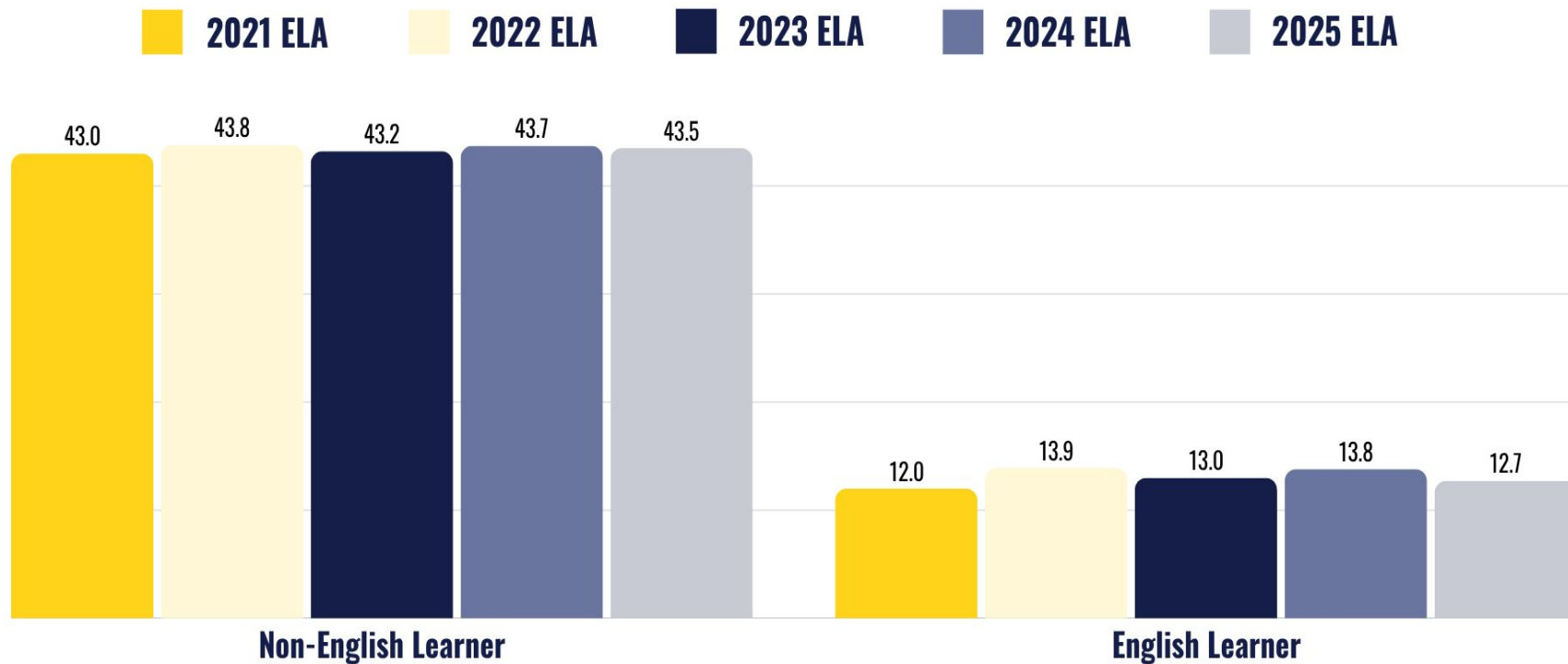


# ILEARN MATH RESULTS: SPECIAL EDUCATION STATUS



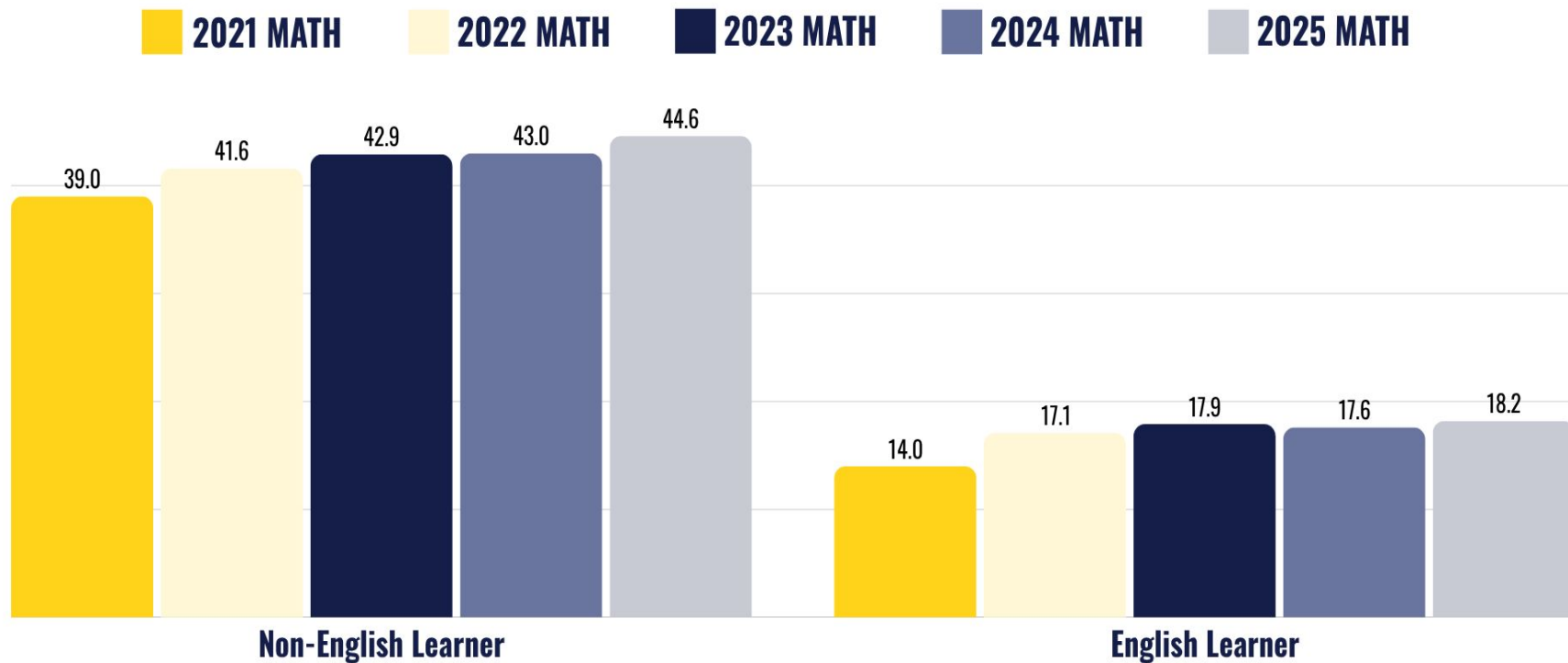


# ILEARN ELA RESULTS: ENGLISH LEARNER STATUS



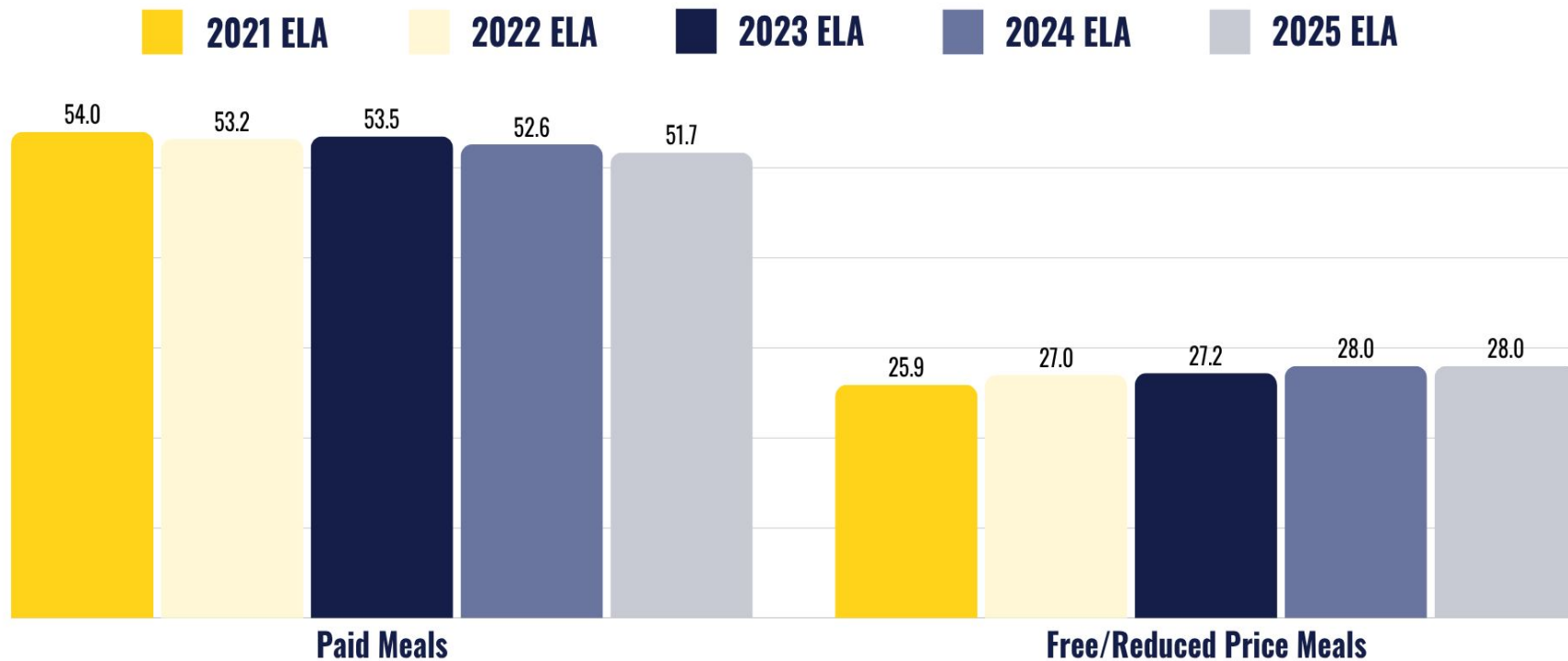


# ILEARN MATH RESULTS: ENGLISH LEARNER STATUS



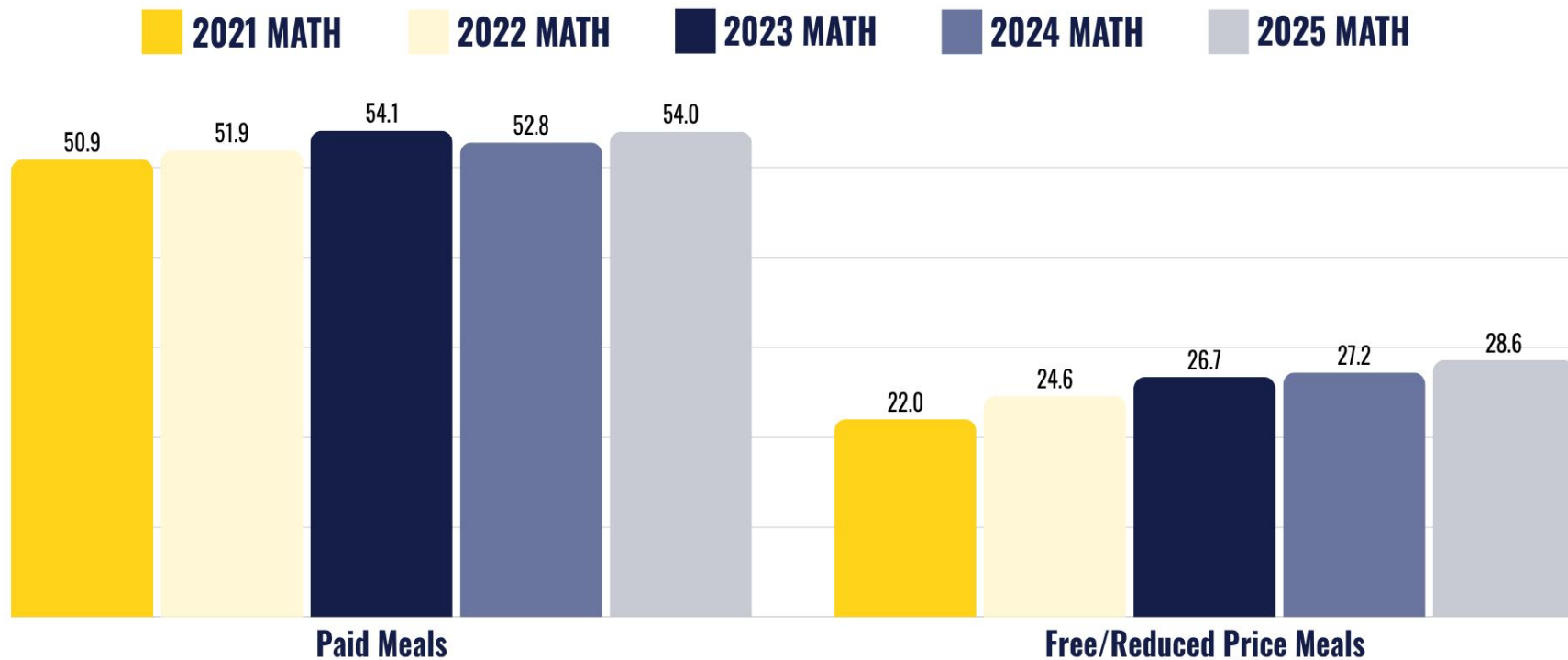


# ILEARN ELA RESULTS: SOCIOECONOMIC STATUS





# ILEARN MATH RESULTS: SOCIOECONOMIC STATUS





## KEY TAKEAWAYS



Since the 2021 baseline, ELA proficiency has *increased across most grade levels*, although not as significantly as math proficiency.

- **Third grade:** 1.6 percentage point increase
- **Fourth grade:** 1.8 percentage point increase
- **Fifth grade:** 1.3 percentage point increase
- **Sixth grade:** 0.6 percentage points increase
- **Seventh grade:** 3.2 percentage point decrease
- **Eighth grade:** 1.2 percentage point decrease



## KEY TAKEAWAYS CONTINUED



Most grade levels remained *within one percentage point* of last year's results in ELA.

- The **largest year-to-year *increase*** was in grade three (1.7 percentage points).
- The **largest year-to-year *decrease*** was in grade seven (3.9 percentage points).





## KEY TAKEAWAYS CONTINUED



Since the 2021 baseline, math proficiency has *increased significantly across all grade levels.*

- **Third grade:** 2.8 percentage point increase
- **Fourth grade:** 5.5 percentage point increase
- **Fifth grade:** 2.9 percentage point increase
- **Sixth grade:** 6.7 percentage points increase
- **Seventh grade:** 5.4 percentage point increase
- **Eighth grade:** 6.7 percentage point increase



## KEY TAKEAWAYS CONTINUED



Most grade levels increased *more than one percentage point* in math compared to last year. Only grade three had a decline (0.9 percentage points).

- The greatest change was in grade eight, a 3.1 percentage point ***increase***.



Students in grades five and eight had year-over-year *increases in both ELA and math*.



## KEY TAKEAWAYS CONTINUED



Specific student populations are seeing improved growth.

- Since the 2021 baseline, math proficiency rates are ***higher for all student populations*** in 2025.
- Black students had year-over-year ***increases in both ELA and math*** (0.9 and 2.0 percentage points respectively) and had ***the highest percentage point increase*** of all students in ELA.
- Black and Hispanic students had the ***highest year-over-year percentage point increases*** of all students in math (2 percentage points).



## KEY TAKEAWAYS CONTINUED



### Specific student populations are seeing improved growth, cont.

- Students in special education had ***year-over-year increases in both ELA and math*** (1.3 and 0.4 percentage points respectively) and had a ***greater year-over-year increase in ELA*** than their general education peers.
- Students receiving free/reduced price meals had a ***greater year-over-year increase in math*** than students not receiving free/reduced price meals (1.4 percentage points).
- English learner students had a ***year-over-year increase in math*** (0.6 percentage points), but ***declined 1.1 percentage points in ELA*** after an increase in 2024.



# **ILEARN Through-Year Assessment System**



# ILEARN THROUGH-YEAR PILOT



## Why was ILEARN redesigned?

House Enrolled Act (HEA) 1251 (2022) required IDOE to streamline and prioritize K-12 academic standards in core content areas. This required the redesign of ILEARN to align with these streamlined, prioritized standards.

HEA 1243 (2024) also provided for the redesign of ILEARN from a summative to a through-year assessment, including three checkpoints and a shortened summative assessment.



## Why was a through-year assessment piloted?

This format was requested by educators, as well as parents/families, and provides more **real-time, actionable data** to better support student learning throughout the year.



# ILEARN THROUGH-YEAR PILOT CONTINUED



## Pilot Progress

- **1,350**, or over **75%** of schools across Indiana, opted in to pilot the through-year assessment design this year.
- **720,000 ELA and math checkpoints were administered** this school year for each checkpoint administration.
- Out of the approximately 80,000 students enrolled in each grade level (3-8), **approximately 60,000 participated**.
- **Over 6,500 educators** provided direct feedback through surveys focus groups, and committees.





## HIGHLIGHTS FROM 2024-2025 PILOT

- Over 120 professional development opportunities provided
- Clearer understanding of what it means to be proficient
- Greater focus on learning and instruction vs. assessment
- Reduced testing time
- Increased accessibility
- Improved student experience

We will continue to analyze the data to determine ROI and ensure that this model, and the supports we build around it, are increasing student learning and success.



## Instructional Framework



## Assessment Framework

ILearn Mathematics Grade 3 Term 1 (2020-21)				Checkpoint 1	Checkpoint 2	Checkpoint 3	Summative Assessment
ILearn (challenge and enrichment assessments and projects) and projects (CATs) Time Slot: English (30 min)				Performance Bandwidth 80-95 %	Performance Bandwidth 80-95 %	Performance Bandwidth 80-95 %	Performance Bandwidth 80-95 %
Indicator	Indicate Academic Element	Level of Priority	Reporting Category	Free (2) Academic Element Assessment	Term (2) Academic Element Assessment	Free (2) Academic Element Assessment	Reporting Category Summative Element
3.0.1.1	Identify and explain the relationship between the number of sides of a polygon and the number of its interior angles.	Standard	Place Value	Assessed		Assessed	Range of Indian Students
3.0.1.2	Identify and explain the relationship between the number of sides of a polygon and the number of its interior angles.	Essential	Understanding Fractions		Assessed		All Indian Students
3.0.1.3	Identify and explain the relationship between the number of sides of a polygon and the number of its interior angles.	Essential	Understanding Fractions			Assessed	All Indian Students
3.0.1.4	Identify and explain the relationship between the number of sides of a polygon and the number of its interior angles.	Essential	Understanding Fractions			Assessed	Range of Indian Students
3.0.1.5	Identify and explain the relationship between the number of sides of a polygon and the number of its interior angles.	Essential	Understanding Fractions			Assessed	All Indian Students
3.0.1.6	Identify and explain the relationship between the number of sides of a polygon and the number of its interior angles.	Standard	Place Value	Assessed			Range of Indian Students
3.0.1.7	Identify and explain the relationship between the number of sides of a polygon and the number of its interior angles.	Standard	Arithmetic, Subtraction, & Addition	Assessed			Range of Indian Students
3.0.1.8	Identify and explain the relationship between the number of sides of a polygon and the number of its interior angles.	Essential	Measurement and Data	Assessed			All Indian Students
3.0.1.9	Identify and explain the relationship between the number of sides of a polygon and the number of its interior angles.	Essential	Multiplication and Division		Assessed		All Indian Students
3.0.1.10	Identify and explain the relationship between the number of sides of a polygon and the number of its interior angles.	Essential	Multiplication and Division			Assessed	All Indian Students
3.0.1.11	Identify and explain the relationship between the number of sides of a polygon and the number of its interior angles.	Essential	Multiplication and Division			Assessed	Range of Indian Students
3.0.1.12	Identify and explain the relationship between the number of sides of a polygon and the number of its interior angles.	Essential	Multiplication and Division			Assessed	All Indian Students
3.0.1.13	Identify and explain the relationship between the number of sides of a polygon and the number of its interior angles.	Standard	Multiplication and Division			Assessed	Range of Indian Students
3.0.1.14	Identify and explain the relationship between the number of sides of a polygon and the number of its interior angles.	Standard	N/A				Range of Indian Students
3.0.1.15	Identify and explain the relationship between the number of sides of a polygon and the number of its interior angles.	Standard	N/A				Range of Indian Students
3.0.1.16	Identify and explain the relationship between the number of sides of a polygon and the number of its interior angles.	Standard	Multiplication and Division				Range of Indian Students
3.0.1.17	Identify and explain the relationship between the number of sides of a polygon and the number of its interior angles.	Essential	Measurement and Data				All Indian Students
3.0.1.18	Identify and explain the relationship between the number of sides of a polygon and the number of its interior angles.	Essential	Measurement and Data				Range of Indian Students
3.0.1.19	Identify and explain the relationship between the number of sides of a polygon and the number of its interior angles.	Essential	Measurement and Data				Range of Indian Students
3.0.1.20	Identify and explain the relationship between the number of sides of a polygon and the number of its interior angles.	Essential	Arithmetic, Subtraction, & Addition	Assessed			Summative Assessment and Enrichment (10-12 items)



## Centralized Reporting System



# EXAMPLES: UPDATES IN 2025-2026 **BASED ON PILOT FEEDBACK**

## EDUCATORS

- ✓ **Enhanced assessment and instructional frameworks** to break down concepts & skills, provide science of reading support, & Algebra predecessor skills
- ✓ **Revised policies for test administration**, make up tests, and classroom resources

## PARENTS AND FAMILIES

- ✓ **Secure family portal** to retrieve annotated student reports and connect directly to test resources
- ✓ **Videos and instructional guides** for the Indiana Academic Standards to support assessed standards and results

## STUDENTS

- ✓ **Application Programming Interface (API)** that works with curriculum to create personalized learning opportunities
- **Updated Released Item Repository (RIR) and practice tests** focused on specific standards



# Ongoing Reading & Math Supports



# HISTORIC LITERACY INVESTMENT

**Announced August 2022**

\$60 million from Lilly Endowment to IDOE +  
\$26 million from IDOE (ESSER II) +  
Up to \$25 million from Lilly Endowment to teacher prep programs  

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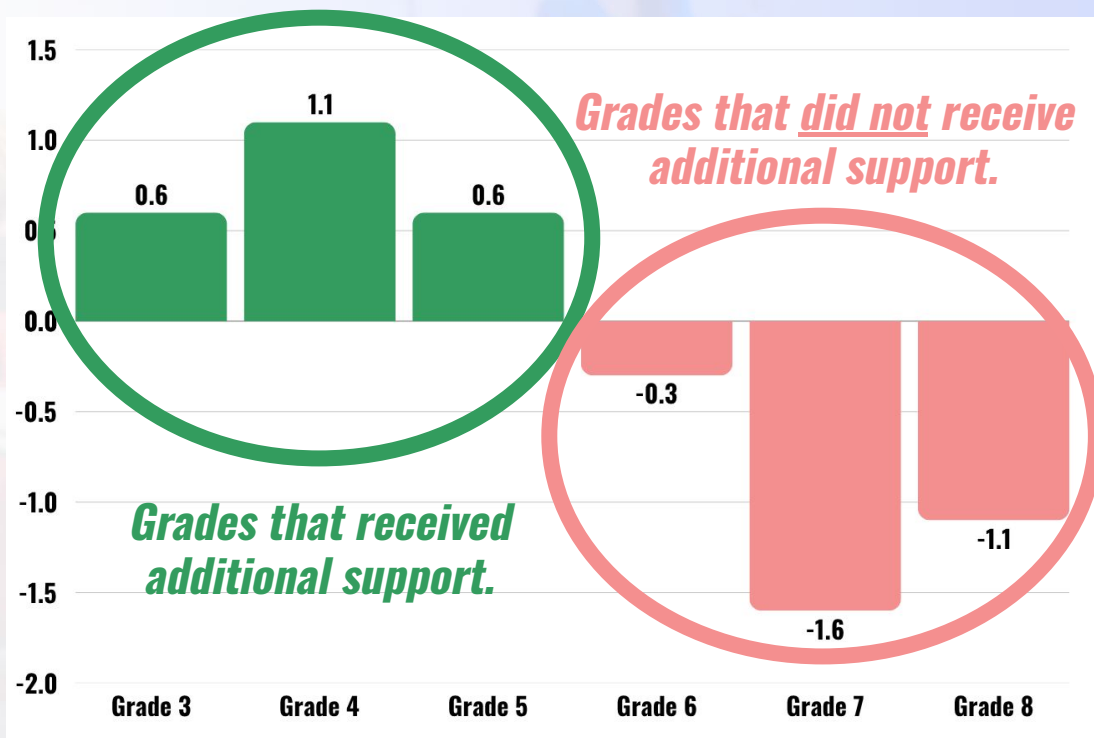
= **\$111 million combined investment**



....Plus an additional \$60 million during the 2023 legislative session, increasing the state's historic literacy investment to over **\$170 MILLION!**



# ILEARN ELA PERCENTAGE POINT CHANGE 2023-2025: STATEWIDE, BY GRADE



- Indiana's ***increased emphasis on early literacy*** began during the 22-23 SY.
- This focus on K-3 would have ***directly impacted students who were in grades 3-5*** during the most recent school year.
- We must continue to focus on ***adolescent literacy***.



# **ADOLESCENT LITERACY SUPPORTS**

**Continuing to administer IREAD until a student passes or completes sixth grade**

**Assessing reading ability on both ILEARN checkpoints and the summative assessment via Lexile scores**

**Extending reading supports for at-risk students in fourth through eighth grade**

**Monitoring the progress of non-passing IREAD students and providing remediation aligned to science of reading**



# HEA 1634 (2025): INCREASING FOUNDATIONAL MATH SKILLS

## Math Screener

Utilizes a **numeracy screener** for all K-2 students to identify early if they are at risk of not meeting grade level proficiency and triage, as needed.

## Targeted Support

Provides **targeted intervention** for all K-8 students who have not achieved grade-level proficiency on a screener, classroom assessment, or ILEARN.



# HEA 1634 (2025): INCREASING FOUNDATIONAL MATH SKILLS CONT.

## Preparing Students for Future Success

Ensures students who are high performers in math are **promoted to advanced coursework** when appropriate. *Note: parents can opt out of this requirement.*

## Supporting Future Teachers

Aligns **teacher prep programs**, ensuring future teachers are equipped with the tools needed to help more students master foundational math.



## ADDITIONAL **LEARNING SUPPORTS** FOR STUDENTS

- **Teacher training** in science of reading (Literacy Cadre and Early Literacy Endorsement)
- Multiple **early indicators of proficiency**, allowing earlier intervention and support for students (approved list of universal screeners in reading, a preferred universal screener, and IREAD at 2nd grade)
- A one-stop shop providing educators and families with **instructional resources, professional development opportunities, and other best practices** (Indiana Learning Lab)
- Free or low-cost **reading and math support** during the summer (Summer Learning Labs)
- \$1,000 grants that parents can use towards **reading and math tutoring services** (Indiana Learns)
- Advisory lists to assist schools in identifying **high-quality curricular materials** (High-Quality Curricular Materials Advisory lists for K-8 reading and K-12 STEM)



# 2024-2025 SAT Results



## ITEMS TO NOTE BEFORE DIVING IN



For purposes of *federal accountability*, the SAT serves as Indiana's required high school assessment. All students participate in 11th grade.

State statute requires a **national college entrance exam** with the “passing” cut score no lower than the national cut score.

- The *At College-Ready Benchmark* is set by College Board; the *Approaching* and *Below College-Ready* benchmarks are set by the state.
- A student who scores *Approaching* with one more year remaining in high school is expected to be *At College-Ready Benchmark* upon graduation.



## ITEMS TO NOTE BEFORE DIVING IN CONT.

- Students who score *At* or *Above* the College-Ready Benchmark have a 75% chance of earning at least a C in first-semester, credit-bearing college courses in that subject area.
- This level of performance fulfills Component 3 of Graduation Pathways.

### At College-Ready Benchmark

**Evidence-Based Reading and Writing**

480

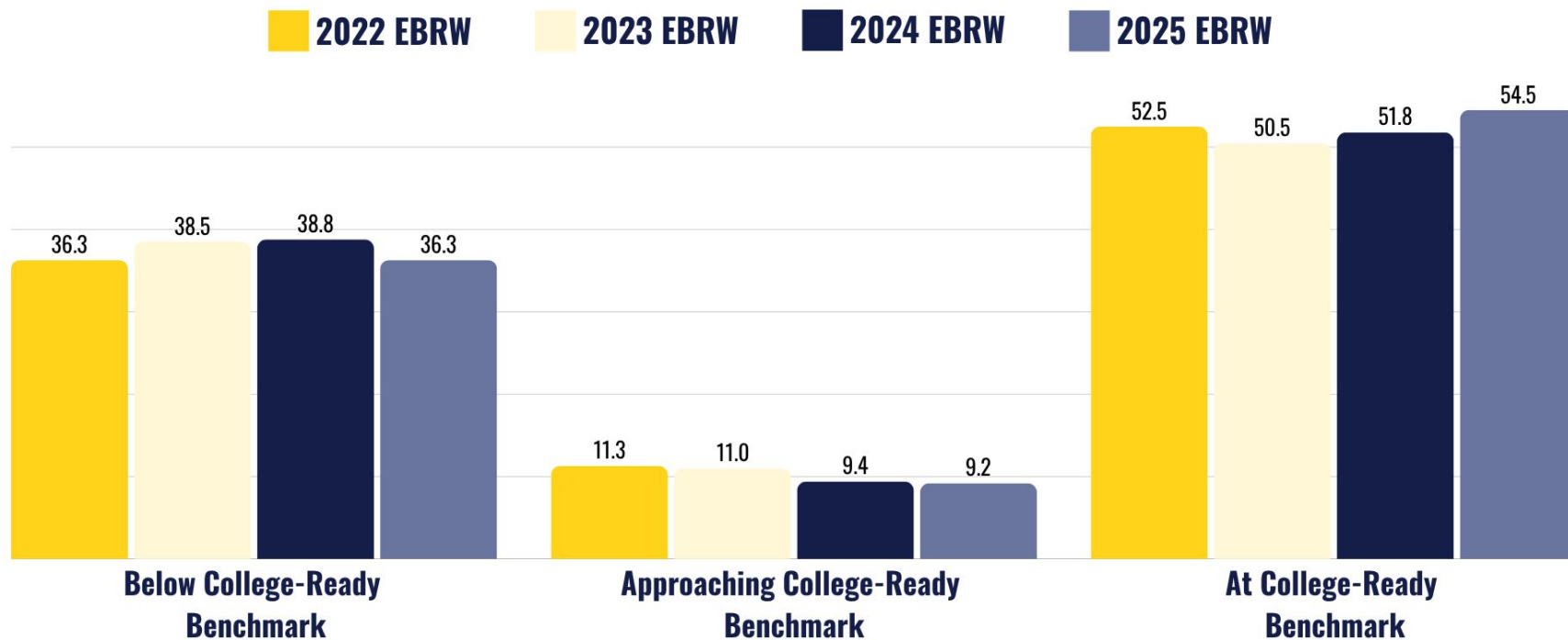
**Mathematics**

530



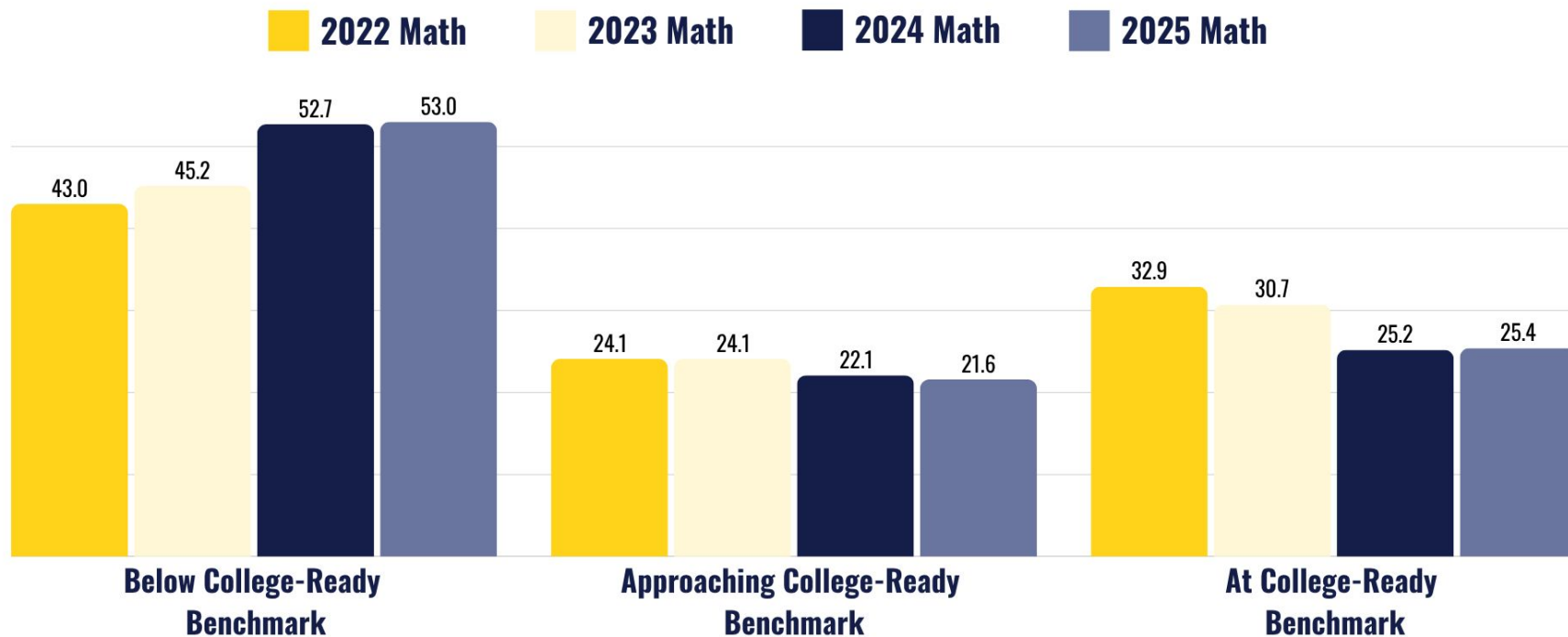


# SAT EVIDENCE-BASED READING AND WRITING (EBRW)





# SAT MATHEMATICS





## KEY TAKEAWAYS



The percentage of students meeting the At College-Ready Benchmark *increased* in both Evidence-Based Reading and Writing and Math.



36.3% of students are *Below College-Ready Benchmark* in Evidence-Based Reading and Writing; 53% are *Below College-Ready Benchmark* in Math.

This underscores the ***urgency*** behind the state's ongoing work to maximize the four years of high school, elevate the value of multiple pathways, and ensure all students are prepared to succeed – whether their unique goals include continuing their education, starting a career, or serving in our nation's military.





***THANK YOU!***