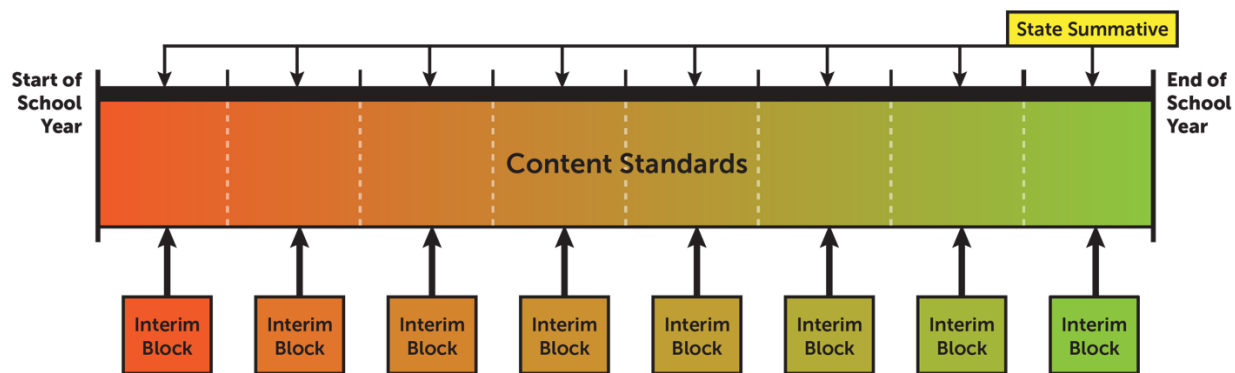


# The Relationship between Student **Participation** on the Smarter Balanced Interim Assessment Blocks and Student **Growth** on the Smarter Balanced Summative Assessment- 2024-25 Data

## Introduction

Unlike the Smarter Balanced Summative Assessments that sample the content standards for the *entire* grade and are best designed to measure overall achievement and growth, Smarter Balanced Interim Assessment Blocks (IABs)—both Focused Interim Assessment Blocks and Interim Assessment Blocks—in English language arts (ELA) and mathematics are short, fixed-form assessments that focus on a subset of the grade-level standards (Smarter Balanced, 2019). Figure 1 visually illustrates the difference in scope between the state summative assessment and the IABs in the Smarter Balanced Assessment System (Connecticut State Department of Education, 2022).



**Figure 1: Content Coverage of Summative Assessment and IABs**

There are many benefits to utilizing the IABs when using the Smarter Balanced system. Interims are intentionally designed with a narrower focus in order to allow teachers and students to gain greater insight into how students are progressing. Teachers can use the information from the IABs to adjust their instruction to enhance student learning. The IABs contain high-quality test questions that are developed in the same rigorous manner as that for the summative, and they cover the range of depth of knowledge

described in the Connecticut Core Standards. They are delivered on the same testing platform as the summative assessments and incorporate a wide array of accommodations and supports. The tests are scored immediately; moreover, teachers can view the test questions, scoring rubrics, and student responses to obtain greater insight into student cognition and reasoning. In addition to administering the entire IAB as a stop-and-test event, the IABs can also be used in non-standard ways. For instance, a teacher may use test items from an IAB to illustrate the expectation of the standard, as a Do-Now exercise in the classroom, or as an exit ticket to check for understanding. The IABs are a critical component of the system because they can align coherently with a district's curriculum and assessment practices (Marion et al, 2019).

This study replicates the methodology used in the [2020 study](#) to examine if *sustained participation* in the IABs during the 2024-25 SY has any relationship to improved performance on the summative in terms of growth on the Smarter Balanced vertical scale score on the end-of-grade summative assessment from 2023-24 to 2024-25. When referring to the IABs for the purpose of this paper, both typical interim blocks that assess 3-8 targets and the focused interim blocks that assess 1-3 targets are included. *Sustained participation* is defined as a student who participates in *at least four* different IABs in a subject area during the school year. Since the IABs cover only a portion of the content standards, participation in four different IABs is considered to represent reasonable coverage of the breadth of the standards and is therefore a suitable standard for examination of growth on the end-of-grade summative score. Moreover, administration of four or more different IABs during the school year may be representative of a more systematic integration of the IABs into the curriculum.

## Data

The data for this analysis were the following administrative, student-level data sets:

- The interim assessment participation data in the 2024-25 school year; and
- The spring 2024 and spring 2025 summative assessment results to evaluate growth.

## Results

The number of times a specific IAB was administered in both ELA and mathematics is presented in Tables 1, 2, and 3. The ELA Read Literary Texts block was the most frequently administered ELA block across

Grades 3 through 8, followed by Read Informational Texts (Table 1). The least administered blocks were Revision for Grade 3 and 5, and Brief Writes for Grade 4, 6, 7, and 8.

**Table 1: Number of ELA IABs Administered in 2024-25**

Interim Block	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
Brief Writes	4,047	3,070	3,589	3,677	3,527	3,209	<b>21,119</b>
Editing	10,569	10,076	9,287	9,441	7,399	11,341	<b>58,113</b>
Language and Vocabulary Use	10,921	10,315	10,590	9,027	7,163	6,978	<b>54,994</b>
Listen/Interpret	15,603	12,648	11,610	7,192	5,478	6,138	<b>58,669</b>
Read Informational Texts	26,168	24,164	24,487	21,963	18,674	16,926	<b>132,382</b>
Read Literary Texts	24,480	22,323	23,959	23,602	20,332	19,232	<b>133,928</b>
Research	15,014	14,736	13,780	20,984	20,657	22,711	<b>107,882</b>
Revision	3,613	3,520	2,564	4,653	3,839	0	<b>18,189</b>
Write and Revise	9,256	9,163	8,422	7,518	6,052	5,270	<b>45,681</b>
<b>Total</b>	<b>119,671</b>	<b>110,015</b>	<b>108,288</b>	<b>108,057</b>	<b>93,121</b>	<b>91,805</b>	<b>630,957</b>

Due to the organization of the Connecticut Core Standards in mathematics, the IABs in Grades 3-5 are different from those in Grades 6-8. In the elementary grades, the Number and Operations - Fractions block was the most frequently administered block, followed by Operations and Algebraic Thinking block (Table 2). Besides the PT block, the least administered blocks were Geometry for Grades 3 and 5 and Measurement and Data for Grade 4.

**Table 2: Number of Mathematics IABs Administered in 2024-25 – Grades 3-5**

Interim Block	Grade 3	Grade 4	Grade 5	Total
Geometry	4,881	4,969	3,151	<b>13,001</b>
Measurement and Data	14,611	4,105	20,239	<b>38,955</b>
Number and Operations - Fractions	18,916	34,312	29,064	<b>82,292</b>
Number and Operations in Base Ten	19,614	27,702	30,405	<b>77,721</b>
Operations and Algebraic Thinking	43,945	27,259	9,319	<b>80,523</b>
PT	1,594	1,307	1,153	<b>4,054</b>
<b>Total</b>	<b>103,561</b>	<b>99,654</b>	<b>93,331</b>	<b>296,546</b>

The Number System block and Expressions & Equations block were the most frequently administered blocks in Grades 6 and 7 respectively, while Statistics and Probability was the least frequently administered block besides PT (Table 3). In Grade 8, the Expressions & Equations block was the most frequently administered block.

**Table 3: Number of Mathematics IABs Administered in 2024-25 – Grades 6-8**

Interim Block	Grade 6	Grade 7	Grade 8	Total
Expressions & Equations	18,362	22,604	30,791	<b>71,757</b>
Expressions & Equations II			1,913	<b>1,913</b>
Functions			6,499	<b>6,499</b>
Geometry	6,792	8,625	20,469	<b>35,886</b>
PT	2,178	1,221	1,771	<b>5,170</b>
Ratio and Proportional Relationships	18,190	16,858		<b>35,048</b>
Statistics and Probability	2,690	2,455		<b>5,145</b>
The Number System	32,112	14,094	4,986	<b>51,192</b>
<b>Total</b>	<b>80,324</b>	<b>65,857</b>	<b>66,429</b>	<b>212,610</b>

Among the students in Grades 3 through 8 who took the Smarter Balanced Summative Assessments statewide, 71-87 percent took at least one IAB in ELA, and 69-90 percent took at least one IAB in mathematics during the 2024-25 school year (Table 4). In both ELA and mathematics, student participation was stronger in the elementary grades (3-5) than in the middle school grades (6-8). These are the highest participation rates observed since 2018-19.

**Table 4: Percentage of Students Taking at Least One IAB**

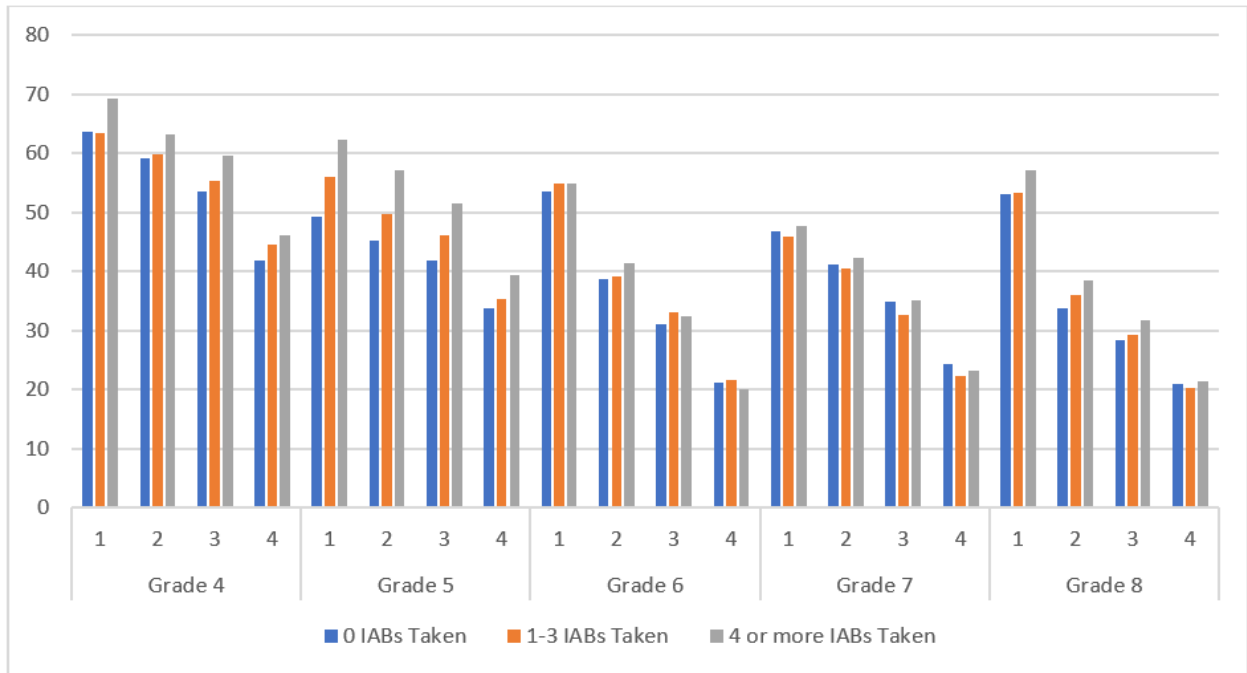
Grade	ELA	Math
3	87	90
4	87	89
5	83	85
6	81	80
7	73	72
8	71	69
<b>Total</b>	<b>80</b>	<b>81</b>

Table 5 and Figure 2 (ELA) and Table 6 and Figure 3 (math) show the essential outcomes for this analysis. Students who took the assessment in spring 2024 and in the next higher grade in spring 2025 were matched based on their state assigned unique student identifier. The mean scale score gain from spring 2024 to spring 2025 achieved by these matched students was grouped based on their spring 2024 performance level (PL).

These results are further disaggregated based on eligibility for free- or reduced-price meals (FRPM). ELA results are in Table 7 and Figure 4, while mathematics results are in Table 8 and Figure 5.

**Table 5: Number/Percentage of Students Taking ELA IABs and Mean Scale Score Gain on the ELA Summative Assessment from Spring 2024 to Spring 2025**

2025Grade_2024PL	Total Matched Students	0 IABs Taken: N	0 IABs Taken: %	0 IABs Taken: Mean Gain	1-3 IABs Taken: N	1-3 IABs Taken: %	1-3 IABs Taken: Mean Gain	4 or more IABs Taken: N	4 or more IABs Taken: %	4 or more IABs Taken: Mean Gain
2025Grade4_2024PL1	10,287	1,615	15.7	64	5,752	55.9	63	2,920	28.4	69
2025Grade4_2024PL2	7,497	966	12.9	59	4,017	53.6	60	2,514	33.5	63
2025Grade4_2024PL3	6,988	804	11.5	53	3,701	53	55	2,483	35.5	60
2025Grade4_2024PL4	8,411	831	9.9	42	4,399	52.3	45	3,181	37.8	46
2025Grade5_2024PL1	11,349	2,186	19.3	49	6,190	54.5	56	2,973	26.2	62
2025Grade5_2024PL2	6,182	1,088	17.6	45	3,084	49.9	50	2,010	32.5	57
2025Grade5_2024PL3	7,476	1,106	14.8	42	3,792	50.7	46	2,578	34.5	51
2025Grade5_2024PL4	9,855	1,390	14.1	34	4,811	48.8	35	3,654	37.1	39
2025Grade6_2024PL1	10,334	2,263	21.9	54	5,451	52.8	55	2,620	25.4	55
2025Grade6_2024PL2	6,477	1,170	18.1	39	3,497	54	39	1,810	28	42
2025Grade6_2024PL3	9,022	1,563	17.3	31	4,822	53.5	33	2,637	29.2	32
2025Grade6_2024PL4	9,020	1,528	16.9	21	4,667	51.7	22	2,825	31.3	20
2025Grade7_2024PL1	9,634	2,872	29.8	47	4,701	48.8	46	2,061	21.4	48
2025Grade7_2024PL2	8,363	2,212	26.5	41	4,200	50.2	41	1,951	23.3	42
2025Grade7_2024PL3	10,149	2,486	24.5	35	5,190	51.1	33	2,473	24.4	35
2025Grade7_2024PL4	6,865	1,592	23.2	24	3,381	49.3	22	1,892	27.6	23
2025Grade8_2024PL1	9,852	3,095	31.4	53	4,566	46.4	53	2,191	22.2	57
2025Grade8_2024PL2	7,800	2,376	30.5	34	3,644	46.7	36	1,780	22.8	38
2025Grade8_2024PL3	11,544	3,141	27.2	28	5,373	46.5	29	3,030	26.3	32
2025Grade8_2024PL4	6,139	1,556	25.4	21	2,835	46.2	20	1,748	28.5	21

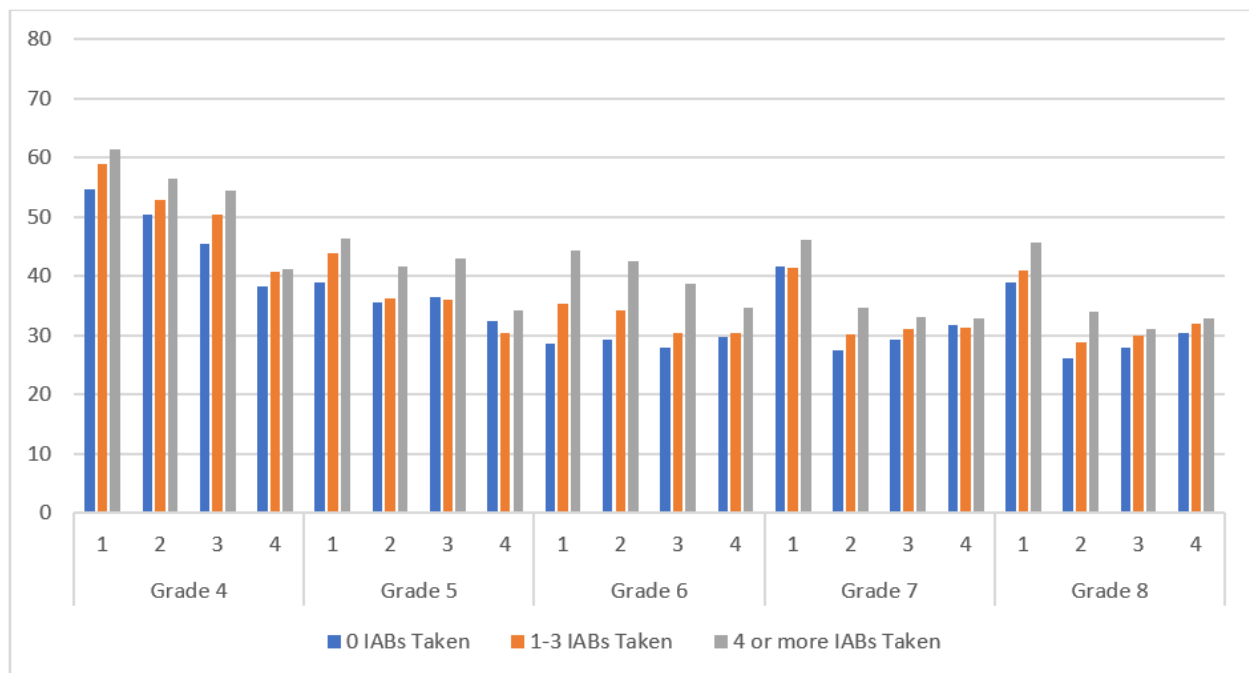


**Figure 2: Mean Scale Score Gain on ELA Summative Assessment from Spring 2024 to Spring 2025 Based on ELA IAB Participation**

**Table 6: Number/Percentage of Students Taking Math IABs and Mean Scale Score Gain on the Math Summative Assessment from Spring 2024 to Spring 2025**

2025Grade_2024PL	Total Matched Students	0 IABs Taken: N	0 IABs Taken: %	0 IABs Taken: Mean Gain	1-3 IABs Taken: N	1-3 IABs Taken: %	1-3 IABs Taken: Mean Gain	4 or more IABs Taken: N	4 or more IABs Taken: %	4 or more IABs Taken: Mean Gain
2025Grade4_2024PL1	8,965	1,139	12.7	55	5,965	66.5	59	1861	20.8	61
2025Grade4_2024PL2	6,959	688	9.9	50	4,467	64.2	53	1804	25.9	56
2025Grade4_2024PL3	8,761	832	9.5	45	5,514	62.9	50	2,415	27.6	54
2025Grade4_2024PL4	8,409	745	8.9	38	5,145	61.2	41	2,519	30	41
2025Grade5_2024PL1	8,316	1,425	17.1	39	5,493	66.1	44	1398	16.8	46
2025Grade5_2024PL2	9,010	1,282	14.2	36	5,813	64.5	36	1,915	21.3	42
2025Grade5_2024PL3	8,775	1,152	13.1	36	5,423	61.8	36	2,200	25.1	43
2025Grade5_2024PL4	8,647	1,103	12.8	32	5,228	60.5	30	2316	26.8	34
2025Grade6_2024PL1	11,338	2,481	21.9	29	7,262	64.1	35	1,595	14.1	44
2025Grade6_2024PL2	8,260	1,530	18.5	29	5,238	63.4	34	1492	18.1	43
2025Grade6_2024PL3	6,304	1,137	18	28	3,883	61.6	31	1284	20.4	39

2025Grade6_2024PL4	8,786	1,671	19	30	5,188	59.1	30	1927	21.9	35
2025Grade7_2024PL1	11,265	3,253	28.9	42	7,107	63.1	41	905	8	46
2025Grade7_2024PL2	8,901	2,307	25.9	28	5,682	63.8	30	912	10.3	35
2025Grade7_2024PL3	6,639	1,676	25.2	29	4,170	62.8	31	793	11.9	33
2025Grade7_2024PL4	7,944	2,225	28	32	4,493	56.6	31	1226	15.4	33
2025Grade8_2024PL1	11,988	3,823	31.9	39	7,083	59.1	41	1082	9	46
2025Grade8_2024PL2	8,300	2,269	27.3	26	5,062	61	29	969	11.7	34
2025Grade8_2024PL3	6,994	1,852	26.5	28	4,139	59.2	30	1003	14.3	31
2025Grade8_2024PL4	7,755	2,713	35	30	3,997	51.5	32	1045	13.5	33



**Figure 3: Mean Scale Score Gain on Math Summative Assessment from Spring 2024 to Spring 2025 Based on Math IAB Participation**

- Generally, students at lower performance levels tended to take 4 or more IABs at a lower rate than their higher achieving peers.
- Among students in every grade and at almost every performance level, those who took 4 or more IABs generally showed substantially greater mean scale score gains on the summative from spring 2024 to spring 2025 than those who took fewer or no IABs. This remains true even when the data are further disaggregated by eligibility for FRPM (Table 7 and 8 and Figures 4 and 5 in the Appendix).

- As expected, mean gains were greater in the lower grades and for those at lower performance levels.

## Conclusion

This report confirms the overall findings from the 2020 study. It affirms that in both ELA and math, in all grades, and regardless of the performance level or socioeconomic status of the student, those who take four or more different IABs during the year generally demonstrate greater mean scale score gains than those taking fewer or no IABs. While these are descriptive results and as such do not support a causal inference, they do provide ongoing evidence for further inquiry into the thoughtful integration of Smarter Balanced IABs to support classroom teachers to implement high-quality instruction.

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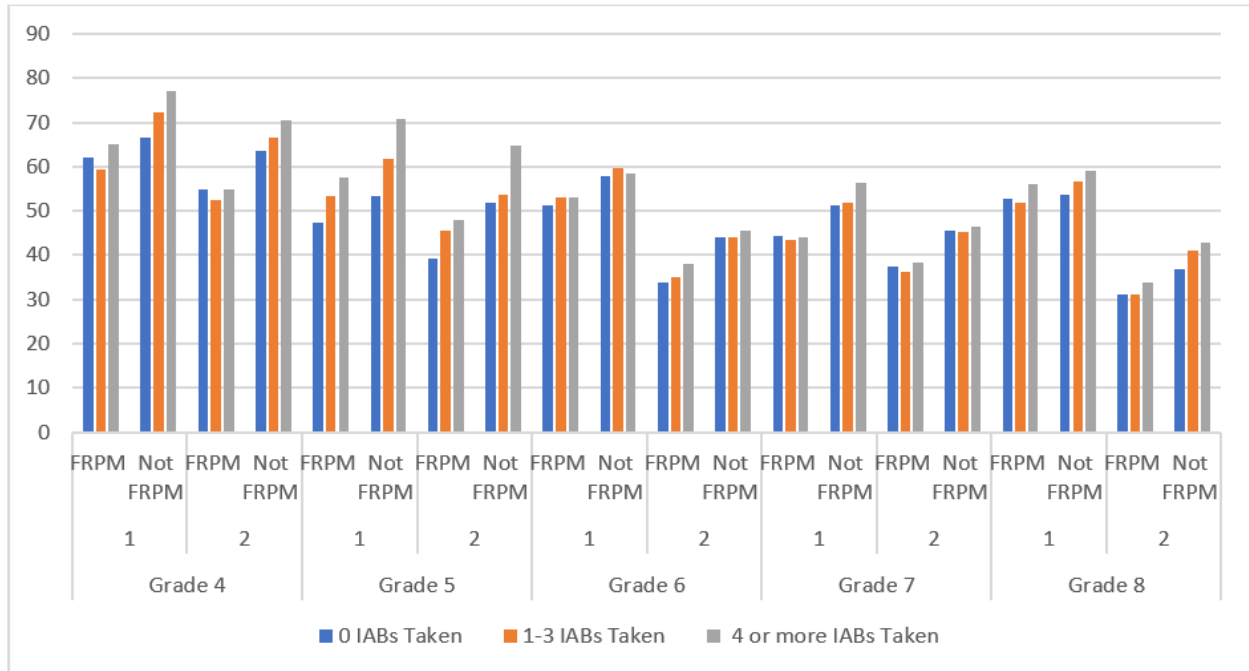
Smarter Balanced (2019). *Interim Assessments Overview*. Retrieved on October 27, 2019, from <https://portal.smarterbalanced.org/library/en/interim-assessments-overview.pdf>

## Appendix

**Table 7: Number/Percentage of Students Taking ELA IABs and Mean Scale Score Gain on ELA Summative Assessment from Spring 2024 to Spring 2025**

2025Grade_2024PL _Meal Eligibility Status	Total Matched Students	0 IABs Taken: N	0 IABs Taken: %	0 IABs Taken: Mean Gain	1-3 IABs Taken: N	1-3 IABs Taken: %	1-3 IABs Taken: Mean Gain	4 or more IABs Taken: N	4 or more IABs Taken: %	4 or more IABs Taken: Mean Gain
Grade4_PL1_FRPM	6951	1078	15.5	62	3954	56.9	59	1919	27.6	65
Grade4_PL1_Not FRPM	3336	537	16.1	67	1798	53.9	72	1001	30	77
Grade4_PL2_FRPM	3585	490	13.7	55	1926	53.7	52	1169	32.6	55
Grade4_PL2_Not FRPM	3912	476	12.2	64	2091	53.5	67	1345	34.4	70
Grade4_PL3_FRPM	2369	289	12.2	51	1240	52.3	48	840	35.5	52
Grade4_PL3_Not FRPM	4619	515	11.2	55	2461	53.3	59	1643	35.6	63
Grade4_PL4_FRPM	1706	208	12.2	38	813	47.7	40	685	40.2	41
Grade4_PL4_Not FRPM	6705	623	9.3	43	3586	53.5	46	2496	37.2	48
Grade5_PL1_FRPM	7725	1502	19.4	47	4330	56.1	53	1893	24.5	57
Grade5_PL1_Not FRPM	3624	684	18.9	53	1860	51.3	62	1080	29.8	71
Grade5_PL2_FRPM	3065	573	18.7	39	1567	51.1	46	925	30.2	48
Grade5_PL2_Not FRPM	3117	515	16.5	52	1517	48.7	54	1085	34.8	65
Grade5_PL3_FRPM	2703	472	17.5	35	1387	51.3	40	844	31.2	45
Grade5_PL3_Not FRPM	4773	634	13.3	47	2405	50.4	49	1734	36.3	54
Grade5_PL4_FRPM	1973	362	18.4	29	918	46.5	31	693	35.1	35
Grade5_PL4_Not FRPM	7882	1028	13	36	3893	49.4	37	2961	37.6	40
Grade6_PL1_FRPM	7137	1475	20.7	51	3824	53.6	53	1838	25.8	53
Grade6_PL1_Not FRPM	3197	788	24.7	58	1627	50.9	60	782	24.5	58
Grade6_PL2_FRPM	3504	611	17.4	34	1913	54.6	35	980	28	38
Grade6_PL2_Not FRPM	2973	559	18.8	44	1584	53.3	44	830	27.9	46
Grade6_PL3_FRPM	3260	565	17.3	26	1767	54.2	30	928	28.5	30

2025Grade_2024PL _Meal Eligibility Status	Total Matched Students	0 IABs Taken: N	0 IABs Taken: %	0 IABs Taken: Mean Gain	1-3 IABs Taken: N	1-3 IABs Taken: %	1-3 IABs Taken: Mean Gain	4 or more IABs Taken: N	4 or more IABs Taken: %	4 or more IABs Taken: Mean Gain
Grade6_PL3_Not FRPM	5762	998	17.3	34	3055	53	35	1709	29.7	34
Grade6_PL4_FRPM	1779	309	17.4	14	917	51.6	18	553	31.1	18
Grade6_PL4_Not FRPM	7241	1219	16.8	23	3750	51.8	23	2272	31.4	21
Grade7_PL1_FRPM	6584	1881	28.6	44	3260	49.5	43	1443	21.9	44
Grade7_PL1_Not FRPM	3050	991	32.5	51	1441	47.3	52	618	20.3	56
Grade7_PL2_FRPM	4337	1175	27.1	37	2158	49.8	36	1004	23.2	38
Grade7_PL2_Not FRPM	4026	1037	25.8	46	2042	50.7	45	947	23.5	47
Grade7_PL3_FRPM	3461	977	28.2	31	1659	47.9	27	825	23.8	31
Grade7_PL3_Not FRPM	6688	1509	22.6	37	3531	52.8	35	1648	24.6	37
Grade7_PL4_FRPM	1162	278	23.9	22	559	48.1	20	325	28	24
Grade7_PL4_Not FRPM	5703	1314	23	25	2822	49.5	23	1567	27.5	23
Grade8_PL1_FRPM	6668	2037	30.6	53	3143	47.1	52	1488	22.3	56
Grade8_PL1_Not FRPM	3184	1058	33.2	54	1423	44.7	57	703	22.1	59
Grade8_PL2_FRPM	4005	1264	31.6	31	1863	46.5	31	878	21.9	34
Grade8_PL2_Not FRPM	3795	1112	29.3	37	1781	46.9	41	902	23.8	43
Grade8_PL3_FRPM	3857	1205	31.2	24	1731	44.9	24	921	23.9	27
Grade8_PL3_Not FRPM	7687	1936	25.2	31	3642	47.4	32	2109	27.4	34
Grade8_PL4_FRPM	1126	340	30.2	18	487	43.3	16	299	26.6	19
Grade8_PL4_Not FRPM	5013	1216	24.3	22	2348	46.8	21	1449	28.9	22



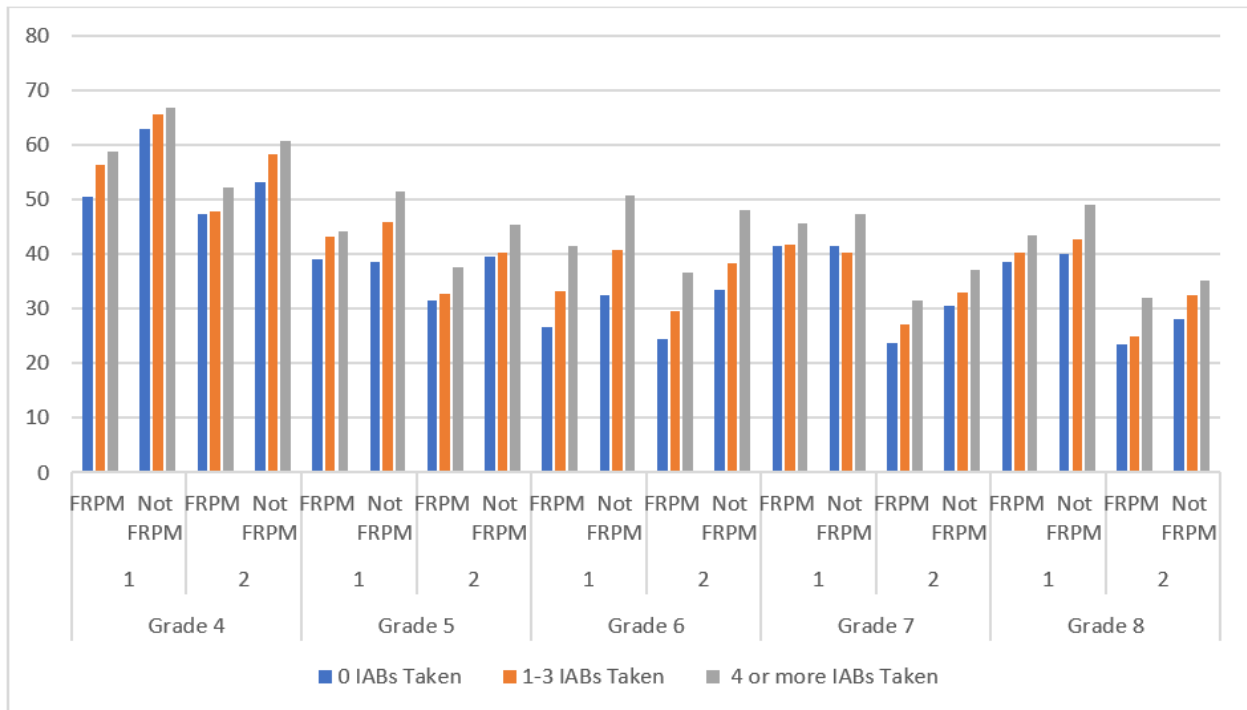
**Figure 4: Mean Scale Score Gain on ELA Summative Assessment from Spring 2024 to Spring 2025 Based on ELA IAB Participation (Performance Levels 1 and 2 Only)**

**Table 8: Number/Percentage of Students Taking Math IABs and Mean Scale Score Gain on Math Summative Assessment from Spring 2024 to Spring 2025**

2025Grade_2024PL_Meal Eligibility Status	Total Matched Students	0 IABs Taken: N	0 IABs Taken: %	0 IABs Taken: Mean Gain	1-3 IABs Taken: N	1-3 IABs Taken: %	1-3 IABs Taken: Mean Gain	4 or more IABs Taken: N	4 or more IABs Taken: %	4 or more IABs Taken: Mean Gain
Grade4_PL1_FRPM	6333	764	12.1	51	4297	67.9	56	1272	20.1	59
Grade4_PL1_Not FRPM	2632	375	14.3	63	1668	63.4	66	589	22.4	67
Grade4_PL2_FRPM	3594	332	9.2	47	2332	64.9	48	930	25.9	52
Grade4_PL2_Not FRPM	3365	356	10.6	53	2135	63.5	58	874	26	61
Grade4_PL3_FRPM	3042	292	9.6	41	1937	63.7	44	813	26.7	49
Grade4_PL3_Not FRPM	5719	540	9.4	48	3577	62.6	54	1602	28	57
Grade4_PL4_FRPM	1575	129	8.2	32	950	60.3	36	496	31.5	39
Grade4_PL4_Not FRPM	6834	616	9	39	4195	61.4	42	2023	29.6	42

2025Grade_2024PL _Meal Eligibility Status	Total Matched Students	0 IABs Taken: N	0 IABs Taken: %	0 IABs Taken: Mean Gain	1-3 IABs Taken: N	1-3 IABs Taken: %	1-3 IABs Taken: Mean Gain	4 or more IABs Taken: N	4 or more IABs Taken: %	4 or more IABs Taken: Mean Gain
Grade5_PL1_FRPM	6074	1003	16.5	39	4097	67.5	43	974	16	44
Grade5_PL1_Not FRPM	2242	422	18.8	39	1396	62.3	46	424	18.9	52
Grade5_PL2_FRPM	4762	644	13.5	31	3182	66.8	33	936	19.7	38
Grade5_PL2_Not FRPM	4248	638	15	40	2631	61.9	40	979	23.1	45
Grade5_PL3_FRPM	3060	401	13.1	28	1939	63.4	33	720	23.5	37
Grade5_PL3_Not FRPM	5715	751	13.1	41	3484	61	38	1480	25.9	46
Grade5_PL4_FRPM	1496	189	12.6	23	916	61.2	27	391	26.1	30
Grade5_PL4_Not FRPM	7151	914	12.8	34	4312	60.3	31	1925	26.9	35
Grade6_PL1_FRPM	7960	1626	20.4	27	5219	65.6	33	1115	14	41
Grade6_PL1_Not FRPM	3378	855	25.3	33	2043	60.5	41	480	14.2	51
Grade6_PL2_FRPM	3949	707	17.9	24	2522	63.9	30	720	18.2	37
Grade6_PL2_Not FRPM	4311	823	19.1	34	2716	63	38	772	17.9	48
Grade6_PL3_FRPM	2051	380	18.5	23	1291	62.9	25	380	18.5	31
Grade6_PL3_Not FRPM	4253	757	17.8	31	2592	61	33	904	21.3	42
Grade6_PL4_FRPM	1616	267	16.5	22	996	61.6	23	353	21.8	26
Grade6_PL4_Not FRPM	7170	1404	19.6	31	4192	58.5	32	1574	22	37
Grade7_PL1_FRPM	7908	2134	27	42	5168	65.4	42	606	7.7	46
Grade7_PL1_Not FRPM	3357	1119	33.3	42	1939	57.8	40	299	8.9	47
Grade7_PL2_FRPM	4167	1030	24.7	24	2741	65.8	27	396	9.5	32
Grade7_PL2_Not FRPM	4734	1277	27	31	2941	62.1	33	516	10.9	37
Grade7_PL3_FRPM	2013	491	24.4	23	1277	63.4	26	245	12.2	30
Grade7_PL3_Not FRPM	4626	1185	25.6	32	2893	62.5	33	548	11.9	35
Grade7_PL4_FRPM	1286	314	24.4	27	806	62.7	29	166	12.9	33
Grade7_PL4_Not FRPM	6658	1911	28.7	32	3687	55.4	32	1060	15.9	33

2025Grade_2024PL_Meal Eligibility Status	Total Matched Students	0 IABs Taken: N	0 IABs Taken: %	0 IABs Taken: Mean Gain	1-3 IABs Taken: N	1-3 IABs Taken: %	1-3 IABs Taken: Mean Gain	4 or more IABs Taken: N	4 or more IABs Taken: %	4 or more IABs Taken: Mean Gain
Grade8_PL1_FRPM	8208	2481	30.2	38	5045	61.5	40	682	8.3	43
Grade8_PL1_Not FRPM	3780	1342	35.5	40	2038	53.9	43	400	10.6	49
Grade8_PL2_FRPM	3797	1035	27.3	24	2387	62.9	25	375	9.9	32
Grade8_PL2_Not FRPM	4503	1234	27.4	28	2675	59.4	33	594	13.2	35
Grade8_PL3_FRPM	2198	567	25.8	24	1372	62.4	26	259	11.8	28
Grade8_PL3_Not FRPM	4796	1285	26.8	30	2767	57.7	32	744	15.5	32
Grade8_PL4_FRPM	1238	373	30.1	27	725	58.6	30	140	11.3	32
Grade8_PL4_Not FRPM	6517	2340	35.9	31	3272	50.2	32	905	13.9	33



**Figure 5: Mean Scale Score Gain on Math Summative Assessment from Spring 2024 to Spring 2025 Based on Math IAB Participation (Performance Levels 1 and 2 Only)**