

DISTRICT SUCCESS STORIES

AVON INTERMEDIATE SCHOOL EAST

INTENTIONAL IMPLEMENTATION: AVON INTERMEDIATE SCHOOL EAST'S ILEARN PILOT SUCCESS

AVON INTERMEDIATE SCHOOL EAST

THE BASICS¹¹

Location	Avon, Indiana
Locale	Large Suburban
District Size	District: 10,736 students School 815 students
% of Students Eligible for Free/Reduced Lunch	47.2%
Pilot Best Practices that Align with IDOE's Theory of Action	• Eliminated previously used interim assessments • Supported teachers with data analysis • Used Checkpoint data to respond to student needs • Monitored student progress using Opportunity 2 • Leveraged state-provided resources strategically



Avon Intermediate School East, a 5th–6th grade school led by Principal Stephane Bordelon and Assistant Principal/Testing Coordinator Brad Bates, approached the ILEARN through-year assessment pilot with a deliberate plan to maximize its potential. Their goal was to use Checkpoint data to overhaul their Response to Intervention (RTI) block, WIN (“What I Need Now”), and drive targeted remediation, enrichment and skill-building for all students.

Teachers and leaders integrated state-provided blueprints, Performance Level Descriptors (PLDs) and item specifications into planning and paired the data with IXL software to create gamified, personalized learning paths. A key practice was involving students directly in tracking their own progress—teachers held individual meetings to review data and set growth goals, which were displayed in classrooms. Brad Bates recalled, “They would come to me and tell me I grew 87 points ... I think that was a big-ticket item for the kids.”

NOTABLE PRACTICE: UTILIZING OPPORTUNITY TWO FOR ALL STUDENTS

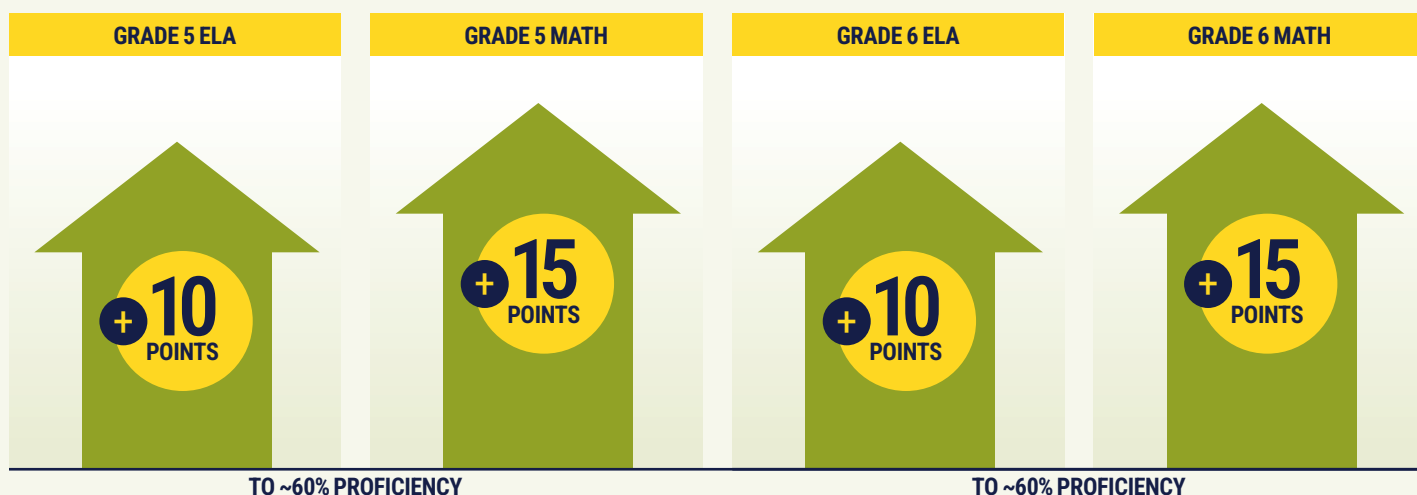
Unlike other schools in their district, Intermediate East made the intentional decision to have all students, regardless of their initial proficiency, participate in Opportunity 2 for the first two Checkpoints. Stephane emphasized this deliberate choice, stating, ***“We were the only school in the district that utilized opportunity two with all of our students, and that was very intentional on our part.”*** This universal participation fostered a culture of continuous improvement and accountability for every student. The goal was to normalize reassessment as part of the learning process, rather than something reserved for students who were behind. This process ensured every student had a chance to demonstrate growth after targeted reteaching. Brad described how, even for students who scored proficient on a Checkpoint, “We want to make sure they’re maintaining proficiency. . . and we need to make sure we are still growing those students.”

¹¹ Sources: NCES & Indiana GPS

Opportunity 2 retesting was used strategically with students close to proficiency, following targeted reteaching. Leaders found the Checkpoints far more useful and predictive than the previous interim commercial product they used, which often misaligned with ILEARN results. Frequent Checkpoint testing also built student stamina for the summative exam. As Bates summarized, "We took it and used it as a motivator and a point of accountability."

This comprehensive approach, coupled with student ownership, contributed to double-digit gains in ELA, math, and social studies. Stephane Bordelon reflected, "At East, we saw double-digit gains... a big credit to that was how we utilized the Checkpoints and the data coming out from that."

IMPACT ON ILEARN SUMMATIVE RESULTS:



Source: [Indiana Department of Education: Data Center & Reports](#)