

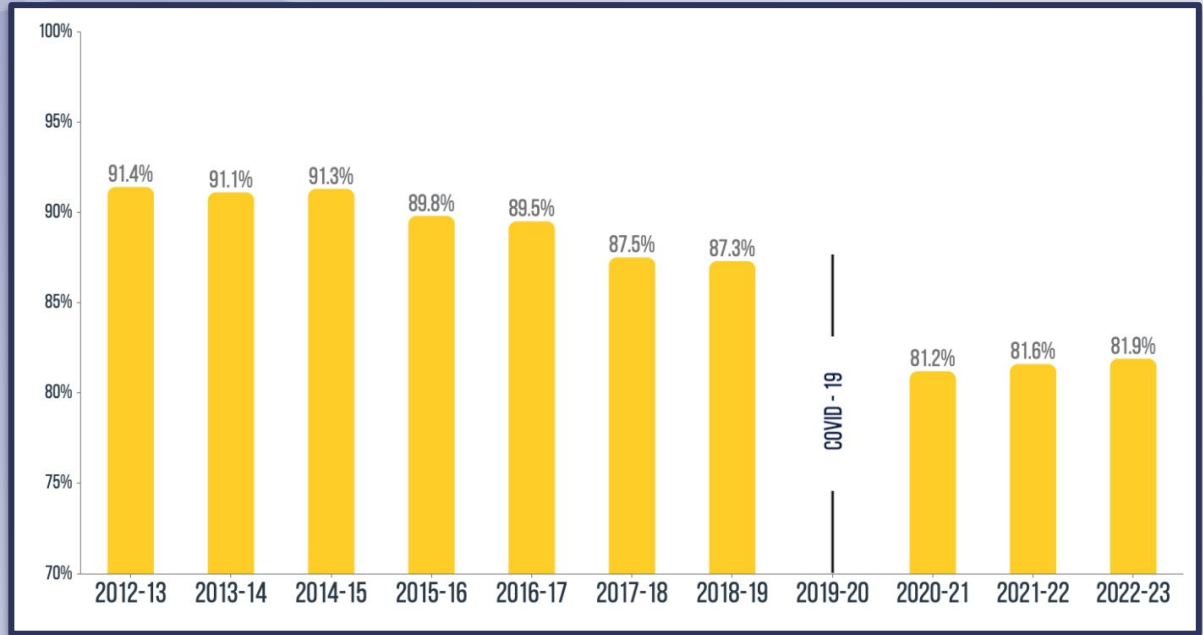
# Science of Reading Implementation: Indiana's Priorities for Early Literacy

**Indiana Department of Education**  
**Literacy Center**

# WHY LITERACY IS A **PRIORITY**

Indiana's *literacy rates* have been dropping for a **decade**...well before the COVID-19 pandemic.

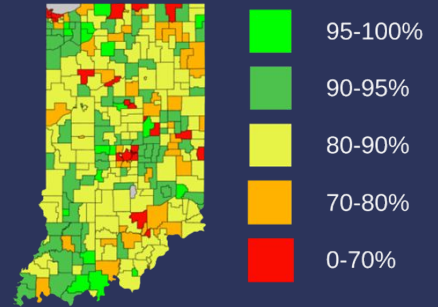
IREAD-3 passage rates peaked at **91.4%** in the 2012-2013 school year.



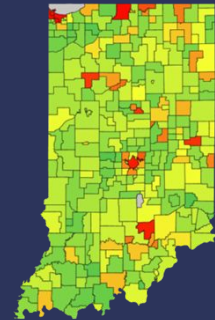
# CURRENT DATA

- Nearly **one in five third grade students** in Indiana is not proficient in key literacy skills.
- While third grade enrollment has declined since 2012, **the number of students who do not pass IREAD has more than doubled.**
- As reading scores have decreased, retention rates have also decreased, causing **thousands of students to enter fourth grade unable to read.**
- Longitudinal data show the majority of these students continue to **struggle academically**, rarely achieving proficiency on future assessments, and are less likely to graduate.

2023 IREAD Passage by Corporation



Percentage of Third Graders Promoted to Fourth Grade Who Have Not Mastered Reading



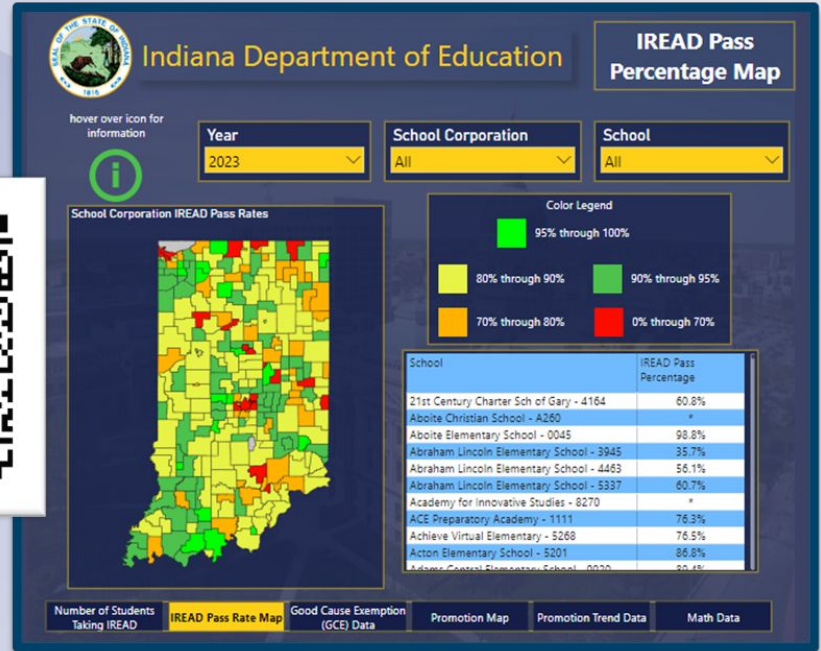
0% 40%+

# LITERACY DATA VISUALIZATION TOOL

For the first time ever, a **new data visualization tool** allows educators, parents and families, community leaders, and policymakers to **view key literacy data**.

As this tool is refined, it will help to:

- Quantify the number of students in each grade level who are unable to read;
- Track the long-term impacts of illiteracy;
- Evaluate the impact of the state's current literacy efforts; and, inform ongoing policy decisions.



# KEY PRIORITIES FOR **EARLY LITERACY**

1

Offer opportunity and support for Science of Reading implementation throughout Indiana schools.

2

Facilitate high-quality, ongoing, data-driven professional development for educators.

3

Increase access to quality literacy interventions, remediation, and enrichment for all students.



## Indiana's Priorities for Early Literacy

# HISTORIC LITERACY INVESTMENT

**Goal:** Achieve a passage rate of **95%** on IREAD-3 by 2027.

To support schools and educators, as well as parents and families in preparing students with foundational reading skills, Indiana continues to make historic investments in literacy, totaling over **\$170 million**. Below are examples of how this investment has been used to positively impact students:



**Indiana Literacy Cadre**



**Indiana Learns**



**Indiana Learning Lab**



**Literacy Achievement Grants**



**Competitive Science of Reading Grant**



**Science of Reading Modules** (in partnership with Marian University)



**IREAD at Second Grade**



**Dolly Parton's Imagination Library**

## ADDITIONAL, ONGOING **SUPPORT**

Indiana is leading a number of **tactical solutions** to provide **ongoing support** for schools, educators, and students. Here are *just a few examples* :

**Universal Screener:** Indiana will adopt a preferred reading screener in spring 2025 to support schools with data analysis, interventions, and professional development.

**Indiana Literacy Cadre:** Provides early elementary teachers with embedded instructional coaching and support aligned with science of reading practices.

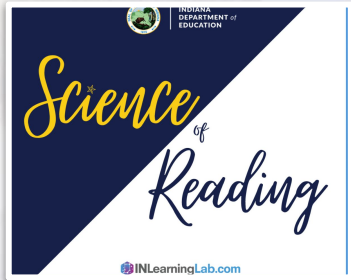
- **Cohort 1 (2022):** 41 schools | **Through Cohort 2 (2023):** 199 schools
- **Goal:** 425 schools through Cohort 3 (2024) | **Goal:** 600 schools (60%) through Cohort 4 (2025)

## ADDITIONAL, ONGOING **SUPPORT** CONTINUED



**IREAD at Second Grade:** Provides access to an early “On Track indicator” for parents/families and teachers to determine if students will master foundational reading skills by the end of third grade.

- **School Participation:** 385 in spring 2022; 771 in spring 2023; and 1,076 for spring 2024. *Required for all in spring 2025.*



**Science of Reading Modules:** Online modules developed to provide additional science of reading training.

- Over 5,500 educators have completed this training to date, earning 25 PGP points.



# ADDITIONAL, ONGOING **SUPPORT** CONTINUED



**Indiana Learning Lab:** One-stop-shop providing educators and families with instructional resources, PD opportunities, and other best practices.

- Features new Literacy, Assessment, and Parent hubs
- Saw an increase of nearly 64,000 users in two years (6,000 users in 2021, nearly 70,000 today).



**Streamlined Indiana Academic Standards by more than 25%.**

- Created new future-focused Indiana Academics Standards course modules for asynchronous learning opportunities
- Currently updating frameworks, test blueprints, item specifications, learning progressions documents

# Overview of Science of Reading Legislative Updates

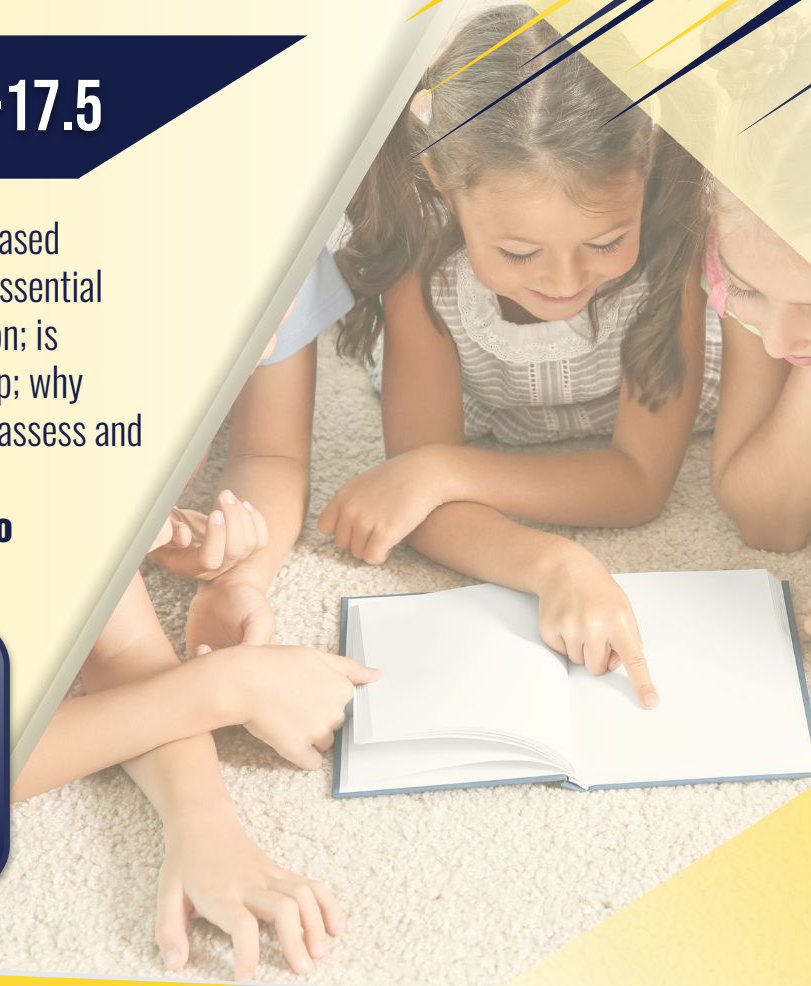
# 2023 LEGISLATIVE SESSION HIGHLIGHTS

- ✓ Statewide **definition** of science of reading
- ✓ Science of reading **approved curriculum list**
- ✓ Science of reading **grant fund** to support schools in implementation
- ✓ Science of reading **curriculum for future teachers** in educator prep programs
- ✓ A new **literacy endorsement**
- ✓ **Achievement grant** to reward schools/teachers for improving students' foundational reading skills
- ✓ **Literacy support plans** for elementary schools with less than 70% IREAD-3 passage

## SCIENCE OF READING DEFINITION: IC 20-18-2-17.5

**‘Science of reading’** means a vast, interdisciplinary body of scientifically-based research that: requires the explicit, systematic inclusion of the following five essential components: phonemic awareness, phonics, fluency, vocabulary, comprehension; is supported by evidence that informs: how proficient reading and writing develop; why some students have difficulty with reading and writing; and how to effectively assess and teach reading and writing to improve outcomes for all students ... **and has a demonstrated record of success, and when implemented, leads to increased student competency in the areas of:**

- phonemic awareness,
- phonics,
- reading fluency,
- vocabulary development,
- oral language skills,
- reading comprehension;
- writing and spelling.



## IC 20-18-2-17.5: ACADEMIC STANDARDS FOR READING

**Beginning with the 2023-2024 school year, SBOE and IDOE:**

- **Shall implement** academic standards for reading that are:
  - aligned with the science of reading; and
  - developmentally appropriate based on student need; and
- **May not implement** an academic standard for reading based on the three-cueing model.

# THREE-CUEING MODEL

**IC 20-26-12-24.5 (B):** "three-cueing model" refers to the model of reading that uses meaning drawn from the context, pictures, or syntax as the primary basis for teaching word recognition.

*In practice, this may look like:*

- Does it look right?
- Does it sound right?
- Does it make sense?



This is a happy  
dog.



This is a sad <sup>sleepy?</sup>  
dog. <sup>soft?</sup>  
<sup>sad?</sup>

## **IC 20-26-12-24.5: CURRICULUM ADOPTION**

**Beginning with the 2024-2025 school year, a superintendent, advisory committee, or governing body or the equivalent for a charter school, in adopting curriculum or supplemental materials for reading:**

1. shall adopt curriculum or supplemental materials for reading that are aligned:
  - a. with the science of reading; and
  - b. to the student's reading proficiency; and
2. may not adopt curriculum or supplemental materials for reading that are based on the three-cueing model.

**IDOE recently released 2024-25 K-5 Reading High-Quality Curricular Materials Advisory List.**

## HOUSE ENROLLED ACT (HEA) 1558 - 2023

- Requires SBOE to **establish and require an early literacy endorsement for future teachers applying for their first PK-6 or special education license *after June 30, 2025.***
- Requires IDOE to approve and provide the **evidence-based PD** necessary for an individual to receive the early literacy endorsement under this section.
- Requires IDOE to establish a **procedure for an existing teacher wanting to add the early literacy endorsement** to their license.
- **Requires pay differentiation** for teachers who possess the endorsement.

IC 20-28-5-19.7



## [SEA] 1 AND [HEA] 1243 - 2024

- Requires **current educators** with a PK-6 or special education license to meet the requirements for the early literacy endorsement on their **next license renewal that falls on or after July 1, 2027**.
- *Increases flexibility* by allowing **approval of 80 hours of evidence-based PD provided in a fully synchronous format** (requested by IDOE to allow greater flexibility for teachers).
- *Increases flexibility* by allowing the **approval of other high quality PD**, in addition to PD that is International Dyslexia Association (IDA) accredited (requested by IDOE to allow greater flexibility for teachers).

IC 20-28-5-19.7

# QUESTIONS?

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