

Indiana State Board of Education

August 16, 2023

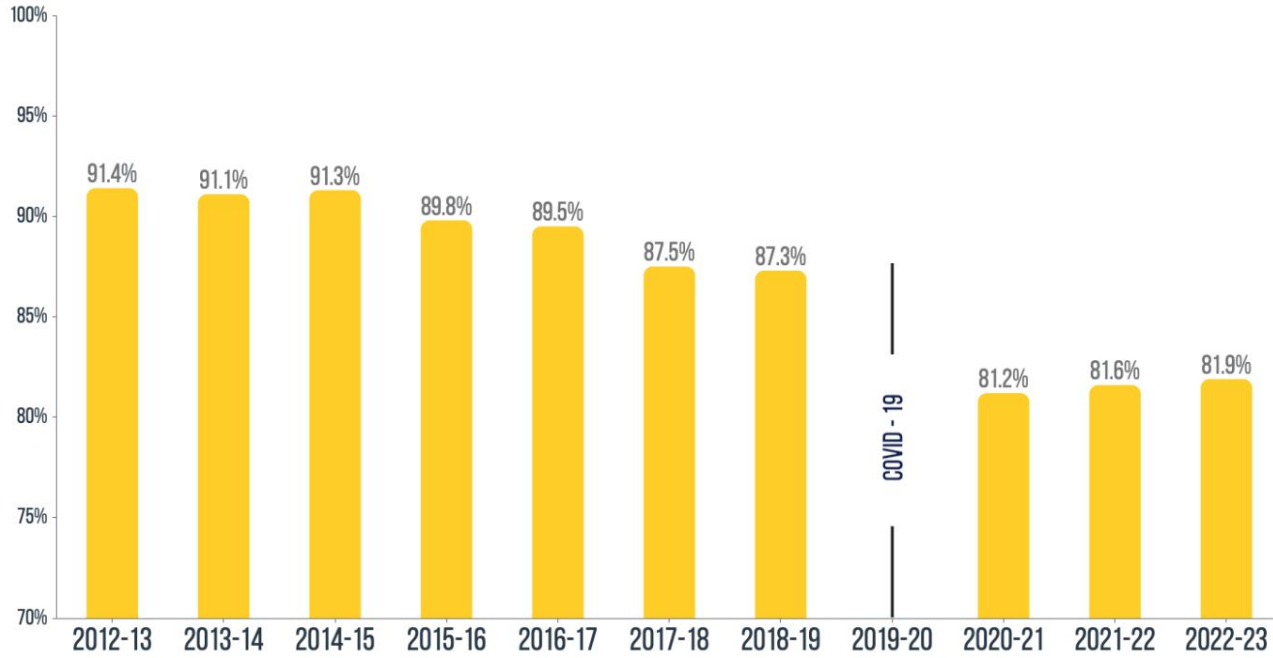
2022-2023 IREAD-3 Results

ITEMS TO NOTE BEFORE DIVING IN

Each table includes raw data for the 2022-2023 IREAD-3 assessment.

- Pass rates include grade three students who passed in either the **spring or the summer** retest.
- Passing results for grade two students at schools that voluntarily participated are **included in reporting the following year** as third graders.
- Students who participate in **I AM** do not participate in IREAD-3.
- All students participated in **online assessments** unless an accommodation required a paper assessment.
- Student who are **deaf or hard of hearing** do not participate in the listening items of Segment 1.
- Students who did not pass during the spring will not retest if granted a **Good Cause Exemption** (students with disabilities, English learners, students who have been retained two or more times).

IREAD-3 RESULTS: OVERALL, COMPARISON BY YEAR

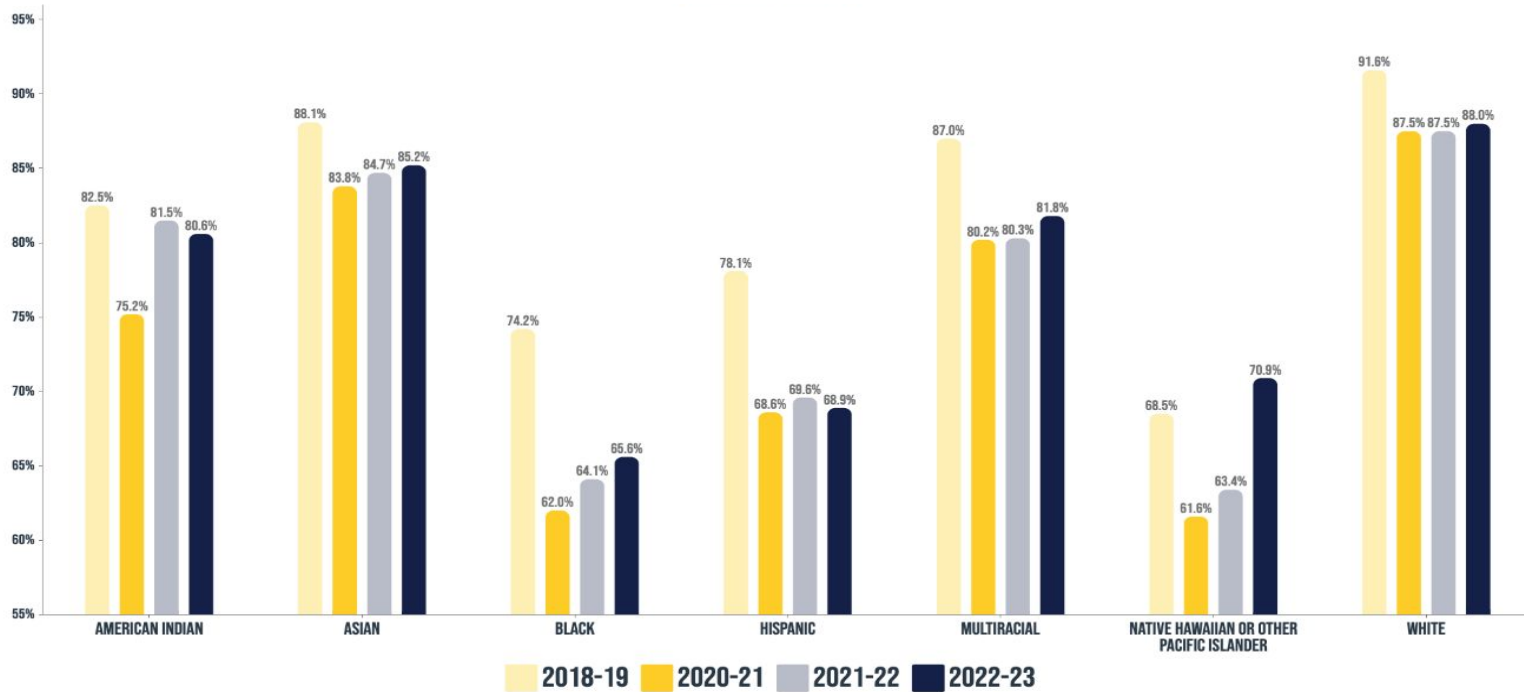


2023 IREAD-3 RESULTS: **SUMMARY**

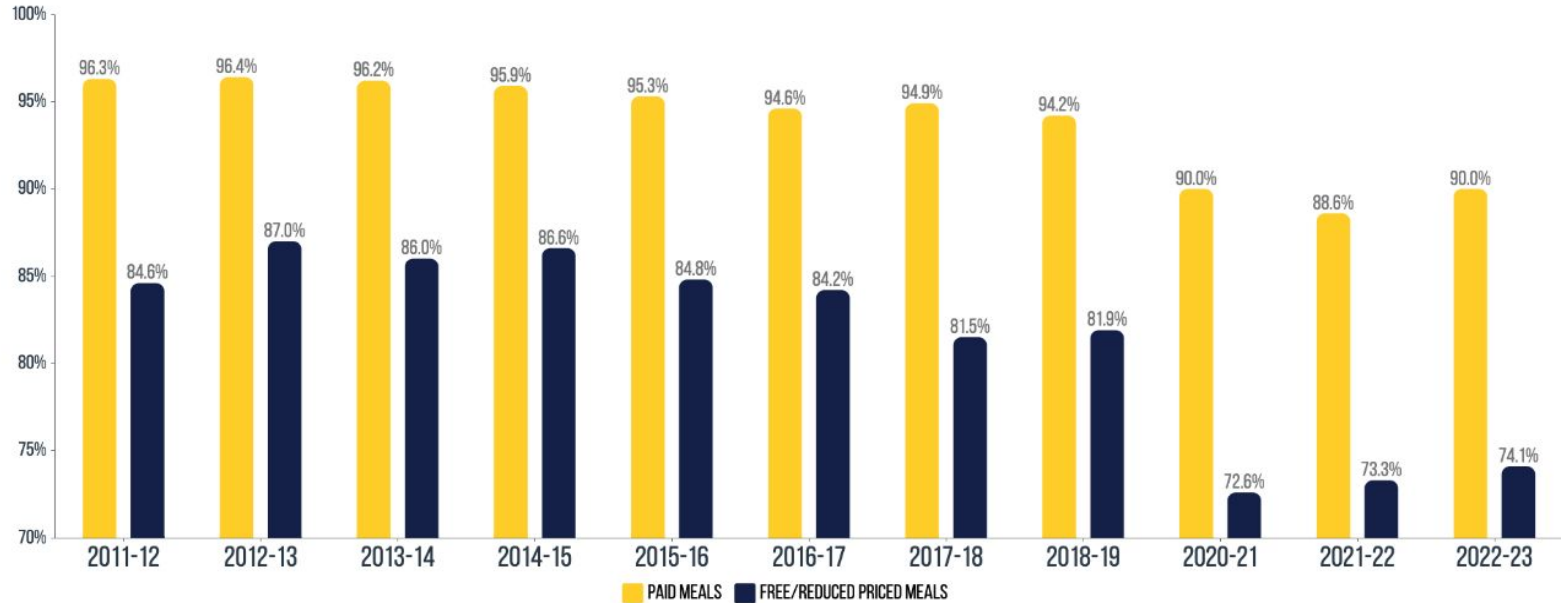
Statewide, proficiency rates for students **increased** 0.3 percentage points. This is a **minimal improvement** from 2021-2022 results.

- **81.9%** of Indiana's grade three students passed IREAD-3, **demonstrating proficiency** in foundational reading skills based on the Indiana Academic Standards through grade three.
- 14,805 students did not pass.
- Of those students who did not pass, some may be granted a Good Cause Exemption. It is important that **all students** who did not pass are provided **appropriate instructional supports for reading success**.

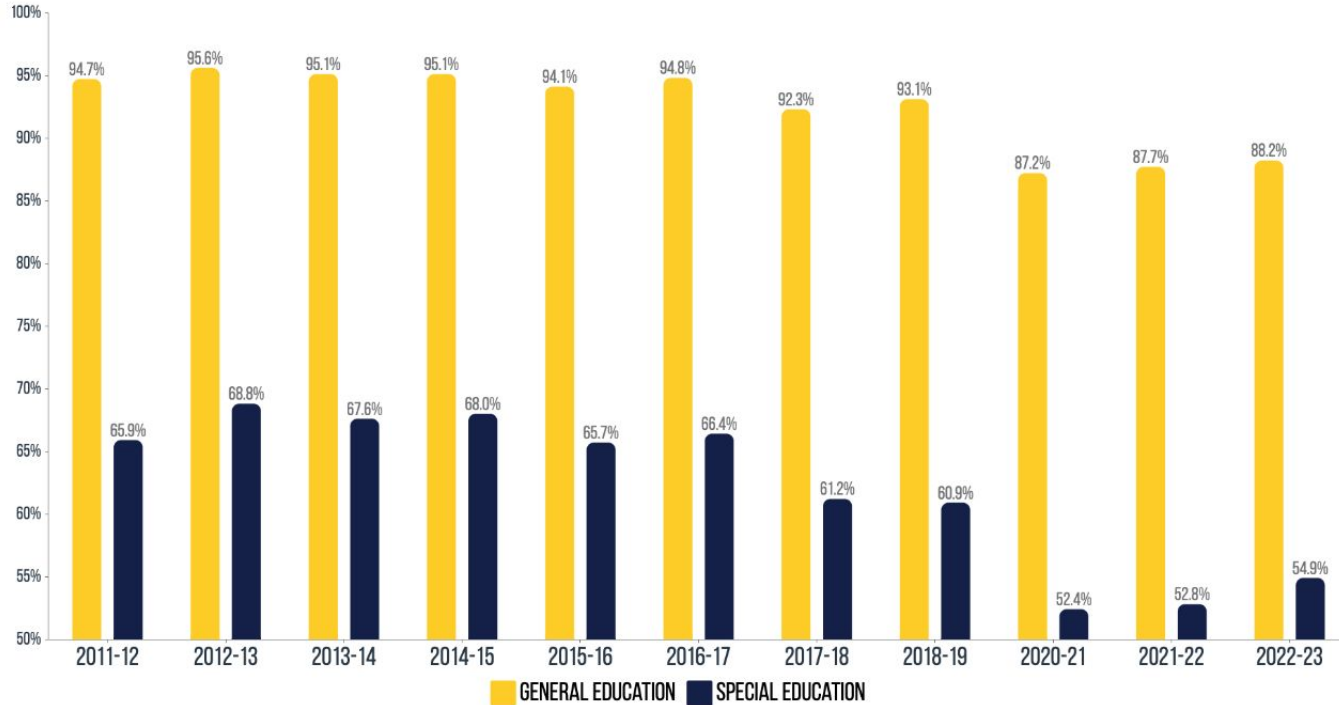
2023 IREAD-3 RESULTS: ETHNICITY



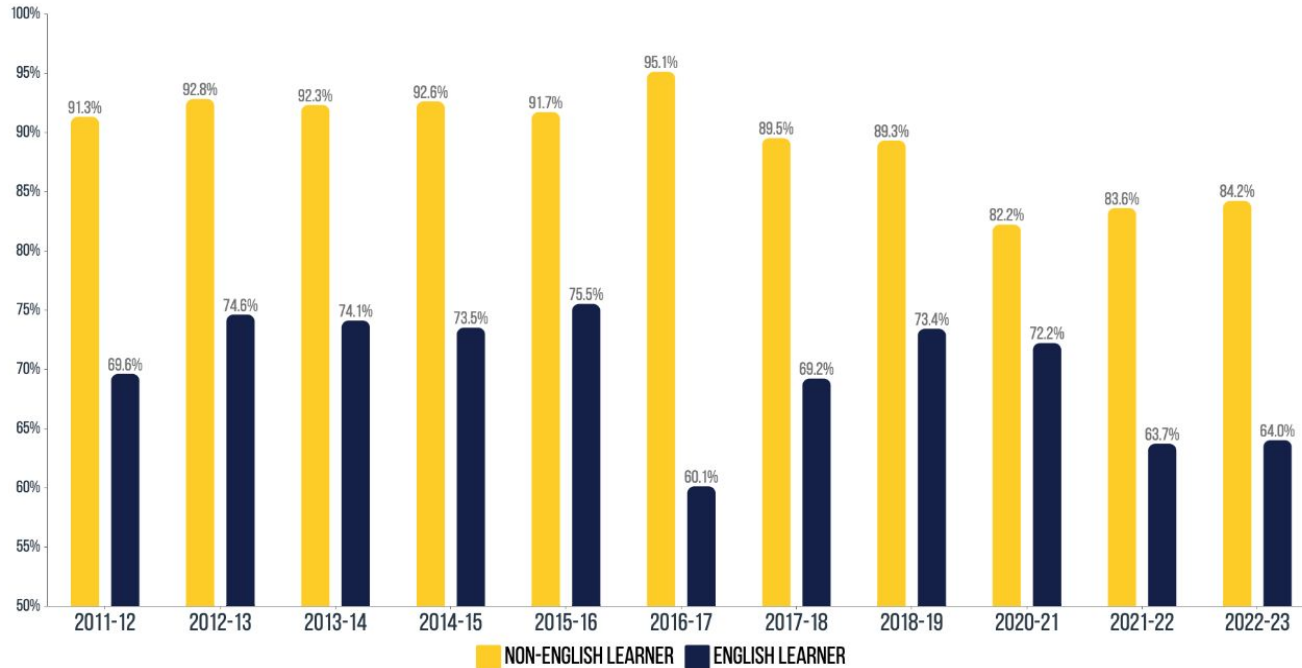
2023 IREAD-3 RESULTS: SOCIOECONOMIC STATUS



2023 IREAD-3 RESULTS: SPECIAL EDUCATION STATUS



2023 IREAD-3 RESULTS: ENGLISH LEARNER STATUS



IREAD-3 at Grade Two Opt-In: Year 2

IREAD-3, GRADE TWO

IREAD-3, Grade Two		
Achievement Level	Year One: Spring 2022	Year Two: Spring 2023
Pass	44%	45%
On Track	18%	17%
At Risk	38%	38%
Number of Students Participating	20,199	45,936

IREAD-3, GRADE TWO CONTINUED

- **57% of elementary schools** administered IREAD-3 to their *second grade students* in 2023, an increase from 38% in 2022.
- Of the second grade students who participated in 2023, **62% either passed** the assessment or are **on track** to pass by the end of third grade.
 - **Nearly all second graders** who achieved *On Track* in 2022 **passed the assessment in 2023.**
- *With the help of this early indicator,* **57% of second graders** who were identified as “**at-risk**” for passing IREAD-3 in 2022 received the interventions necessary to master foundational reading skills and **passed IREAD-3 in 2023.**

PRELIMINARY LITERACY CADRE IMPACT DATA

IDOE continues to *measure the impact* of the literacy cadre.

Examples of early success - Schools showing significant improvement in scale scores at grade two, following the participation in the literacy cadre.

405 - 445 = ON TRACK

446 & ABOVE = PASS

School Name	2022 Average Scale Score (grade two)	2023 Average Scale Score (grade two)
Benjamin Harrison Elementary School	403.66	443.83
Liberty Park Elementary	454.1	484.48
Lowell Elementary School	474.34	503.64

Elevating the Science of Reading

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: HOUSE BILL 1558

“‘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; and writing and spelling.”

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

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

= **\$111 million combined investment**

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

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

HISTORIC LITERACY INVESTMENT CONTINUED

- Deploy **instructional coaches** to elementary schools that opt-in (41 in cohort one; 158 in cohort two);
- Offer **stipends up to \$1,200 to K-3 teachers** who participate in professional development focused on the science of reading;
- Provide **targeted support for students who need the most help** in improving their reading skills; and
- Create a **literacy center** at IDOE **focused on science of reading strategies** and provide **technical assistance to schools.**

SCIENCE OF READING **MODULE COURSE**

Key Priority: Offer **stipends up to \$1,200** to **K-3 teachers** who participate in professional development focused on the science of reading.

In partnership with **Center of Vibrant Schools at Marian University**, IDOE leveraged funding to develop a **professional development course for the Indiana Learning Lab** focused on science of reading.

- 6 modules centered around what the science of reading is and how it informs the application of evidence-aligned instructional practices using a structured literacy approach through effective teaching and assessing foundational reading skills.
- Self-paced course will take approximately 20-25 hours to complete.
- Educators will receive 25 Professional Growth Plan (PGP) points.
- Receive one-time \$1,200 stipend to help compensate their time and dedication to supporting Hoosier students on the path to literacy success.



MARIAN UNIVERSITY
Center for Vibrant Schools
 **LearningLab**

KEY TAKEAWAYS FOR EDUCATORS

Module 1: Science of Reading Research	Gain a foundational understanding of science of reading, the theoretical models aligned with science of reading, and how the brain learns to read. Learn the key findings from the National Reading Panel and National Early Literacy Panel.
Module 2: Phonological & Phonemic Awareness Instruction	Examine the progression of skills within the development of phonological and phonemic awareness and gain an understanding of the critical role of phonemic awareness in learning to read.
Module 3: Phonics Instruction	Apply the alphabetic principle and the phases of word reading development to phonics instruction. Learn English speech sounds, spelling patterns, and syllable division patterns.
Module 4: Vocabulary Instruction	Learn components of vocabulary and gain an understanding of effective instructional practices to be able to apply these practices in vocabulary instruction.
Module 5: Comprehension Instruction	Learn the definition of reading comprehension and language comprehension. Gain an understanding of effective, evidence-aligned instructional practices to be able to apply these practices to comprehension instruction.
Module 6: Assessment of Foundational Reading Skills	Learn the symptoms and characteristics of reading difficulties and the types of assessments needed for a systematic approach to assessing foundational reading skills.

Additional, Ongoing Supports

ONGOING LOCAL SUPPORT

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

- Streamlined and prioritized K-12 Academic Standards in English/language arts, mathematics, social studies and science and computer science;
- Redesigning ILEARN as a through-year vs. summative assessment, aligned to the 2023 streamlined academic standards;

ONGOING LOCAL SUPPORT

- The recent expansion of [Indiana Learns](#), providing additional learning support for students, regardless of their parents' ability to pay.
- Up to [\\$185 million](#) in state-funded grants to help schools and community partners support accelerated learning for students through summer and before-, after- school programming;
- The [Indiana Graduates Prepared to Succeed](#) performance dashboard;
- The [Indiana Learning Lab](#) to provide educators and families with expanded online resources, including in literacy, STEM and English learner instruction;

ONGOING LOCAL SUPPORT CONTINUED

- First-of-its-kind partnership with [Get Your Teach On](#), providing educators with interactive professional development and support to educators; and,
- Partnership with [Schoolhouse.world](#) to remove financial barriers to tutoring opportunities.

IDOE will also host multiple webinars to help schools better understand their local data and identify specific student populations who may need additional, targeted support.



THANK YOU!