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

Indiana Department of Education
Literacy Center

October 28, 2023

@EducateIN

AGENDA

- Key Priorities for Early Literacy
- Indiana Literacy Cadre
- Overview of Science of Reading
- Legislative Requirements
- Q & A

"Just about all children can be taught to read and deserve no less from their teachers.

Teachers, in turn, deserve no less than the knowledge, skills, and supported practice that will enable their teaching to succeed.

There is no more important challenge for education to undertake."

Louisa Moats, Teaching Reading Is Rocket Science

IDOE'S LITERACY CENTER

Literacy Center Staff

Karrianne Polk-Meek
Literacy Center Director

Melanie Hazelwood
Literacy Center Assistant Director

Shaiya Badgley
Literacy Specialist

Kathryn Holton
Literacy Specialist

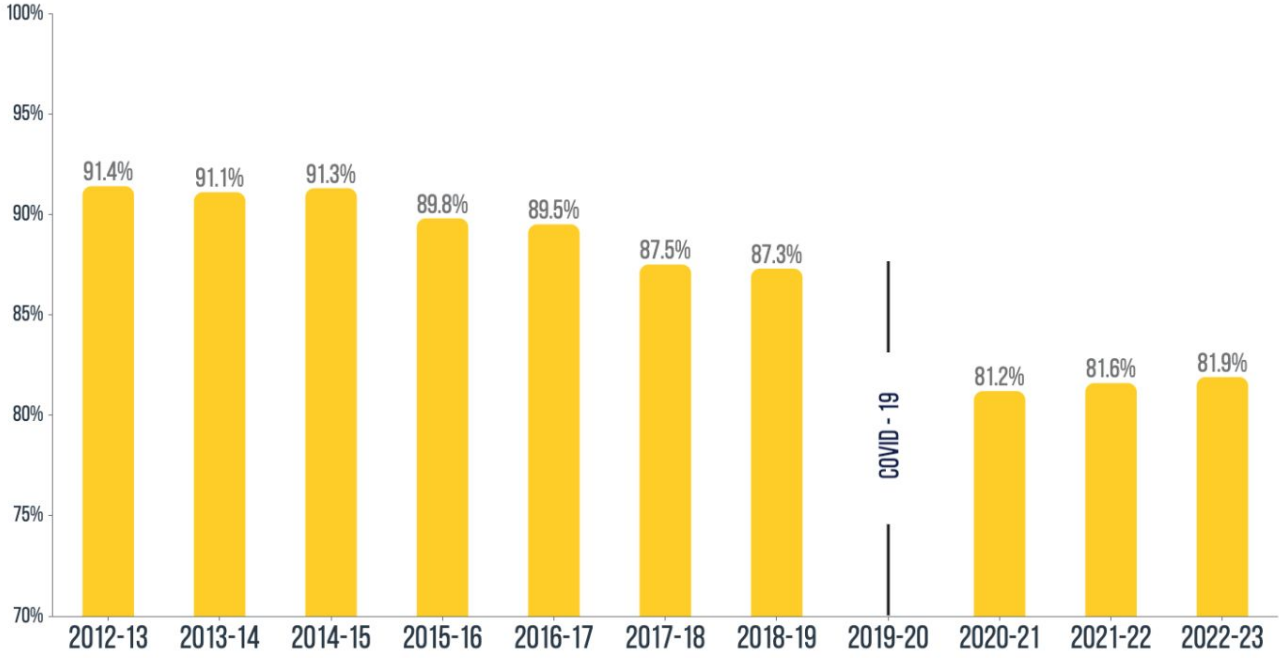
Josiah Colombo-Espinoza
Senior Dyslexia Specialist

WHY LITERACY IS A PRIORITY

Students who are poor readers at the end of third grade are likely to remain poor readers throughout their life...they even are less likely to graduate on-time or may never receive their high school diploma *(Yale University)*.

Of the approximately **65,000** third grade students who participated in the IREAD-3 assessment in spring 2023 , **over 14,000 of those students did not pass.**

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**.

LITERACY: CURRENT DATA

- Students who pass the IREAD-3 assessment by third grade are roughly **35% more likely** to graduate high school.
- Currently, **one in five** Indiana third grade students is not proficient in key literacy skills.
  2022 NAEP Results for Reading
  - **33%** of Indiana fourth graders scored at or above proficiency
  - **31%** of eighth graders scored at or above proficiency
- ***Achievement gaps persist*** for our **most at-risk students.**

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**!

INDIANA LITERACY CADRE

The Indiana Literacy Cadre works to achieve Indiana's goal of having 95% of students achieve a **passing score on IREAD-3 by 2027** by providing professional development for K-3 educators across the state based on the science of reading (SoR) research.

Why a Cadre?

- Dedicated early literacy goals through a community of practice.
- Help with academic recovery efforts.
- Provide intentional support, collaboration, and resources needed to be successful.

INDIANA Literacy Cadre

SUPPORTS FOR CADRE SCHOOLS

- **Comprehensive support** for school leadership and school-based coaches to provide in-school training and coaching
- **Financial support** for an approved school-based literacy coach
- **Training Support Specialist (TSS)** to provide onsite and virtual support for the cadre coach and administration in the implementation of cadre goals
- **Five-day summer training** related to science of reading integration
- Additional training and support in ongoing, bimonthly **Collaboration Network** meetings
- **Ongoing support in troubleshooting** implementation issues

IDOE leverages a variety of stakeholders to maximize research-based pedagogy and best practices in all early literacy schools.

Partners include:

- Center for Vibrant Schools at Marian University (CVS)
- Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis
- Reading Science Academy
- The Reading League Indiana
- The Hunt Institute
- Five Star Technology
- All nine Indiana Educational Service Centers (ESCs)

INDIANA Literacy Cadre

INTEREST FORM FOR COHORT THREE

Interested in learning more about cohort three of the Indiana Literacy Cadre?

Complete this interest form to be notified of all communication including informational webinars.

Overview of Science of Reading Research

TIME FOR A QUESTION: SHOW OF HANDS

How comfortable are you with science of reading?

- **One Finger:** This is the first time I've heard of science of reading.
- **Two Fingers:** I've been thinking about it.
- **Three Fingers:** I've started using a few strategies.
- **Whole Hand:** I'm a pro.

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

'**Science of reading**' means **a vast, interdisciplinary body of scientifically based research** that:

a vast, interdisciplinary body means:

- More than 50 years of research from multiple fields including:
  - cognitive psychology,
  - developmental psychology,
  - education,
  - implementation science,
  - linguistics,
  - neuroscience, and
  - school psychology.

Scientifically-based research means:

- Experimental or quasi-experimental design
- Detailed description of study methods
- Published in a peer-reviewed journal

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'**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;

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- 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;

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

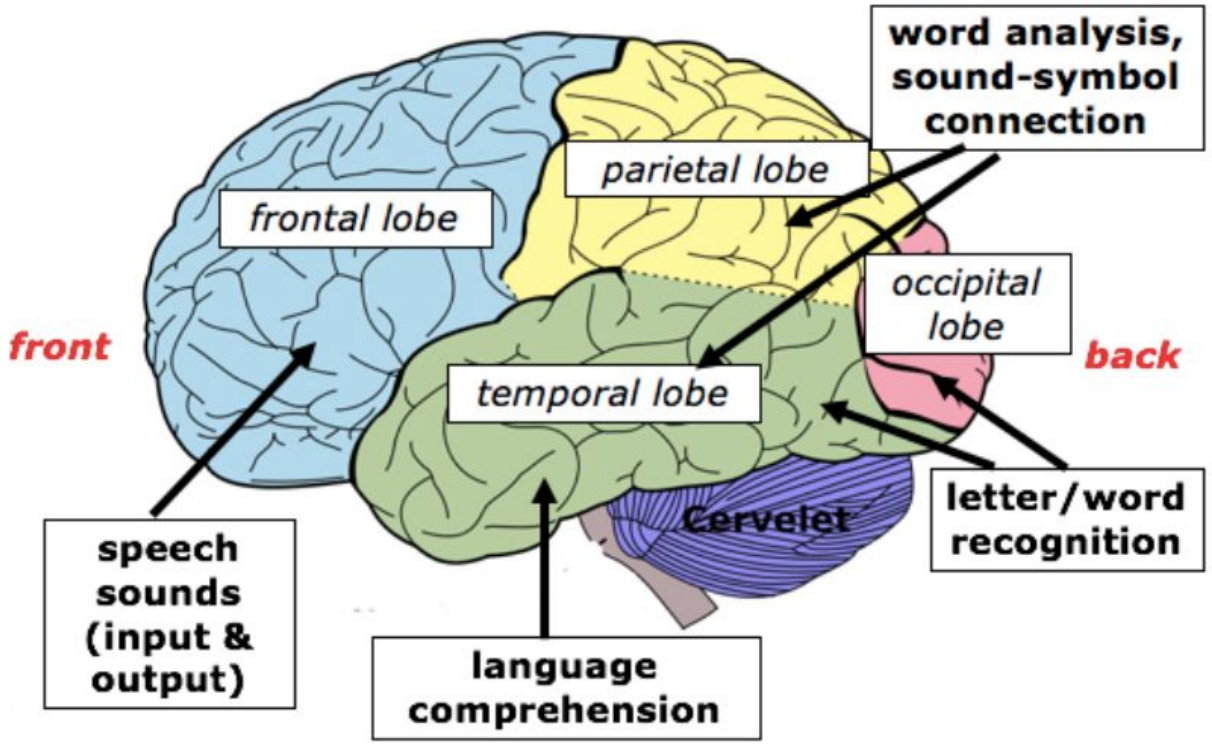
DEFINING THE SCIENCE OF READING

The Science of Reading IS:	The Science of Reading is NOT:
Based on science & research	A curriculum
Word recognition & language comprehension skills	Only phonics
Good for all students	A one-size fits all approach

“It is simply not true that there are hundreds of ways to learn to read....when it comes to reading, we all have roughly the same brain that imposes the same constraints and the same learning sequence.”

Stanislas Dehaene, *Reading in the Brain*

THE READING BRAIN



Sedita, 2020

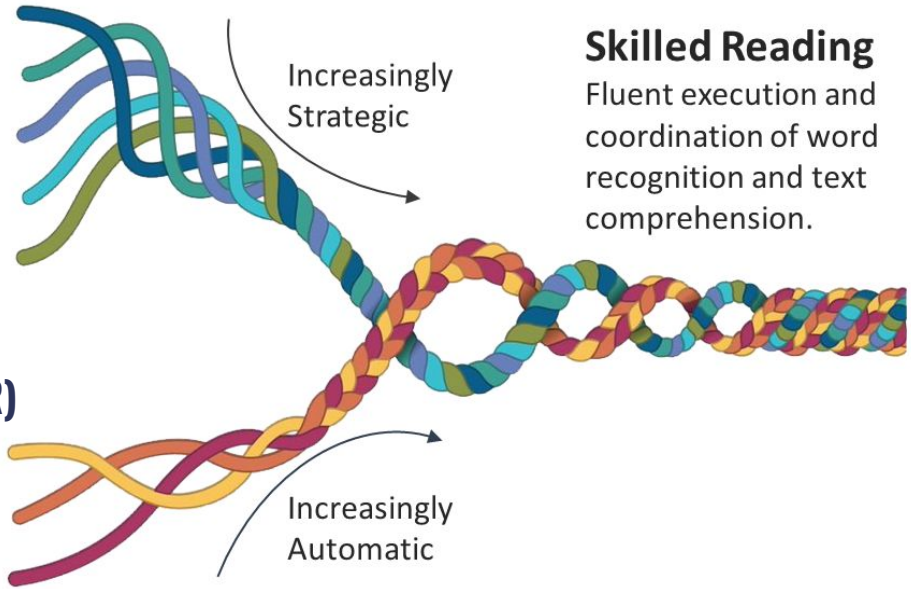
SIMPLE VIEW OF READING

Gough and Tunmer, 1986

SCARBOROUGH'S ROPE

Language Comprehension (LC)

- facts, concepts, etc — Background Knowledge
- breadth, precision, links, etc — Vocabulary Knowledge
- syntax, semantics, etc — Language Structures
- inference, metaphor, etc — Verbal Reasoning
- print concepts, genres, etc — Literacy Knowledge



Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

Word Recognition (WR)

- syllables, phonemes, etc — Phonological Awareness
- spelling-sound correspondence — Decoding (and Spelling)
- of familiar words — Sight Recognition

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy.* NY: Guilford Press.

CONNECTION TO ESSENTIAL COMPONENTS

Phonemic Awareness | Phonics | Vocabulary | Comprehension | Fluency

Gough and Tunmer, 1986

GUIDING QUESTIONS

Considering this definition, take a moment to reflect on what you already know about the science of reading.

- How successful is your current program at producing skilled readers?
- What is “settled science” at your school/in your classroom? Should it be “settled”?
- What research do you want to learn more about?

WORD RECOGNITION

Examples of instructional practices aligned with findings from the scientific evidence base:

- Phonemic awareness and letter sound-symbol correspondence instruction.
- Explicit and systematic instruction on decoding (read) and encoding (spell) words.
- Connected text reading to build reading accuracy automaticity, fluency, and comprehension.

Examples of instructional practices NOT supported by scientific evidence:

- Emphasis on larger units of speech (syllables, rhyme, onset-rime) rather than individual phonemes.
- Visual memorization of whole words
- Encouraging readers to guess a word based on context or picture cues.
- Emphasis on speed or words per minute over accuracy when reading texts.

(TRL, 2022)

LANGUAGE COMPREHENSION

Examples of instructional practices aligned with findings from the scientific evidence base:

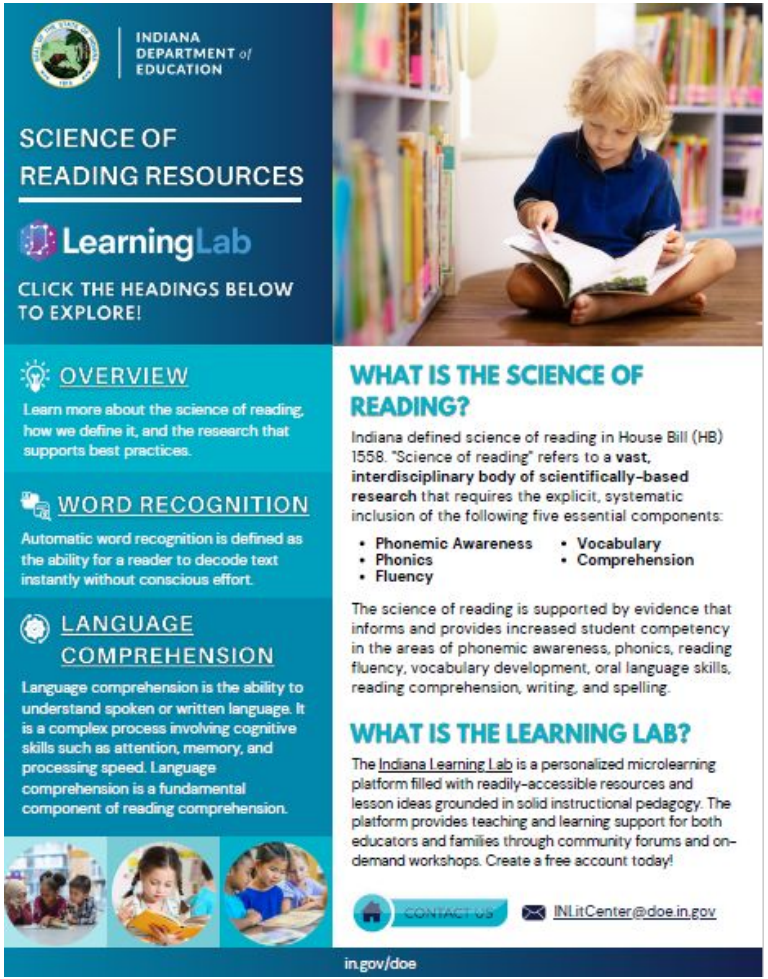
- Read-alouds from a variety of complex texts to build knowledge and vocabulary.
- Robust conversations to develop students' academic language.
- Explicit instruction in grammatical structures and academic vocabulary within the context of other reading activities.

Examples of instructional practices NOT supported by scientific evidence:

- Read-alouds from leveled texts that students will be reading so that text is not sufficiently complex.
- A lack of explicit instruction of morphology, and a memorization of isolated words and definitions out of context.
- Implicit instruction of grammatical structures.

(TRL, 2022)

LEARN MORE ON INDIANA LEARNING LAB



LearningLab

- Curated collection of trainings related to the science of reading research.
- Expert speakers (e.g., authors, university professors)
- There is so much more coming in the near future!

New Science of Reading Legislative Requirements

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

IC 20-26-5-44.2: SCHOOL WEBSITE REPORTING

Not later than July 15, 2023, and not later than July 15 each year after school corporations or charter schools will post the following on website:

1. The name and publisher of the school corporation's or charter school's adopted reading and writing curricula, listed by grade level.
2. Information regarding remedial programs provided by the school corporation or charter school, including the grade levels for which the remedial programs are provided.
3. Contact information of a designated administrative contact who can provide information regarding the information described in subdivisions (1) and (2).

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 will publish an advisory list of curriculum aligned with science of reading annually beginning in 2024.

IC 20-31-3-1 (C-D): STANDARDS

Beginning with the 2023-2024 school year, the state board and the department:

1. shall implement academic standards for reading that are:
    a. aligned with the science of reading; and
    b. developmentally appropriate based on student need; and
2. may not implement an academic standard for reading based on the three-cueing model.

IC 20-28-5-19.7: LITERACY ENDORSEMENT

Key responsibilities for IDOE/SBOE:

1. Not later than July 1, 2024, the state board shall establish and require a literacy endorsement for individuals first licensed after June 30, 2025, to teach a content area involving literacy instruction, including special education, in prekindergarten through grade five.
2. The Department shall approve and provide the evidence based professional development necessary for an individual to receive a literary endorsement under this section.
3. The Department shall establish the procedure for an existing teacher to add the literacy endorsement to their license.

IC 20-28-5-19.7: LITERACY ENDORSEMENT CONTINUED

To be eligible to receive a literacy endorsement, an individual must meet the following:

1. Complete 80 hours of evidence based professional development that is:
   a. aligned to the science of reading;
   b. provided by an organization accredited by the International Dyslexia Association;
   c. and approved by the Department.
2. Demonstrate proficiency in scientifically-based reading instruction skills aligned to science of reading on a written examination.

Move information regarding this endorsement to be made available early 2024.

HEA 1590: SCHOOLS BELOW 70%

Schools falling below a 70% passage rate on IREAD-3 will receive additional targeted supports. As required by state law, these schools will:

- Use curriculum that is based on science of reading and approved by IDOE.
- Employ an instructional coach trained in science of reading.
- Administer IREAD-3 in grade two.
- Use benchmark, formative, interim or similar assessments aligned with Indiana's Academic Standards and approved by IDOE.

LEGISLATIVE GUIDANCE

SCAN ME

IDOE'S LITERACY CENTER: CONTACT INFORMATION

INLitCenter@doe.in.gov

IDOE's Literacy Development Webpage

Do you want to receive weekly updates?

SCAN ME

Karrianne Polk-Meek
Literacy Center Director

Melanie Hazelwood
Literacy Center Assistant Director

Shaiya Badgley
Literacy Specialist

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Any questions?

THANK YOU!