



INDIANA  
DEPARTMENT of  
EDUCATION

# INDIANA'S PRIORITIES FOR EARLY LITERACY

## Why is early literacy so important?

When it comes to the fundamentals, data shows that the roadmap of opportunity is endless for students who are literate by third grade. According to research from Yale University, students who are poor readers in third grade are likely to remain poor readers throughout high school. They are less likely to graduate high school on-time or may never receive their high school diploma. That data is compounded for students living in poverty and for our students who are racially and ethnically diverse.

These implications continue to make an impact, as this foundational skill is vital for future learning as well as the exploration of pathways and opportunities leading to post-graduation success.

To ensure every Hoosier student receives the foundational literacy skills they need for lifelong success, the Indiana Department of Education (IDOE) is working to expand our state's literacy focus and initiatives for students in kindergarten through grade three. This includes a plan, developed with our state's most at-risk students in mind, to provide high-quality literacy efforts aligned with the Science of Reading.

## VISION

Indiana's Priorities for Early Literacy will allow IDOE to collaborate with Indiana schools and educators to implement and apply the principles of the Science of Reading framework beginning in early learning to increase student literacy achievement and develop graduates prepared to succeed.

## MISSION

Indiana's Priorities for Early Literacy seeks to create a collaborative and sustainable model of preparing, educating, and supporting Indiana educators on the Science of Reading framework and the importance of early literacy. IDOE will support this achievement by facilitating high-quality, ongoing, data-driven, professional development at the school- and teacher-levels.

## Indiana's Current Reading Performance

2021 IREAD-3 AVERAGE PASS PERCENTAGE

**81.2%**

2021 IREAD-3 RESULTS ANALYSIS

- Black and Hispanic students perform 15-20% below grade-level peers.
- Special education students and English learners perform 15-30% below grade-level peers.
- 6,000 students annually receive a Good Cause Exemption, but may struggle to become lifelong readers.

## Timeline for Engagement

- January 2022: Recruitment of Identified Schools
- February 2022: Recruitment of Additional Schools (Opt-in)
- March 2022: Confirmation of Engagement and Assurances
- June-July 2022: Kickoff & Training
- August 2022: Implementation Begins

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Indiana Department of Education



## WHAT IS THIS PLAN?

With the mission of helping more students become proficient readers, Indiana's Priorities for Early Literacy supports evidence-based literacy practices aligned with the Science of Reading. The Science of Reading is a term used to describe the body of research around "reading, reading development, and best practices for reading instruction" (Petscher et al., 2020).

This plan's focus is to help educators better understand the Science of Reading and to identify and implement effective instructional practices that can prevent reading difficulties and support literacy progress. Special focus will be placed on educators serving student populations who have been most impacted by the COVID-19 pandemic.



## WHAT DOES IMPLEMENTATION LOOK LIKE?

- **Targeted K-12 Science of Reading deployment:** IDOE will procure, deploy, and oversee instructional coaches to provide guidance, support, and professional development and coaching in instructional practices aligned with the Science of Reading.
- **Improving teacher preparation in the Science of Reading:** Teacher preparation programs will be informed of Indiana's current literacy data and the urgency to ensure that all teacher candidates receive clear instruction in the Science of Reading.
- **Quality resources to advance literacy proficiency:** IDOE will increase access to meaningful and quality interventions, remediation, and enrichment opportunities for all students by providing Science of Reading and other quality resources.



## NEXT STEPS

Chosen schools that are identified as high-need will be contacted directly by IDOE to indicate interest through a JotForm. Implementation of the coaching model will begin in fall 2022, with ongoing research efforts aimed at ensuring sustainability of this model long-term.

IDOE intends to offer the same opportunities to additional schools and corporations beginning in summer 2022. Corporations and schools outside of the high-need defined above may opt-in as part of a voluntary coalition.

