

 **FULL IMPLEMENTATION**
 **PARTIAL IMPLEMENTATION**
 **FUTURE IMPLEMENTATION**
 **PRINCIPLE NOT ADOPTED**

Early Literacy Matters

State-by-State Policy Implementation Report

Explore Indiana's adoption and implementation of the 18 Early Literacy Fundamental Principles.

IN

PRINCIPLE ADOPTION
IMPLEMENTATION



Early Literacy Policy Implementation Rubric

Comprehensive Early Literacy Policy establishes support and intensive reading interventions for all K–3 students to ensure they read on grade level by the end of 3rd grade. The policy also requires 3rd grade students to demonstrate sufficient reading skills for promotion to 4th grade. For students severely below grade level and who do not qualify for a good cause exemption, retention provides struggling readers the additional time and intensive interventions they need to catch up with their peers.

 FULL IMPLEMENTATION	The fundamental principle is adopted in policy, and there is evidence of full implementation.  ABOVE & BEYOND BADGE: This badge recognizes efforts that exceed full implementation.
 PARTIAL IMPLEMENTATION	The fundamental principle is adopted in policy, but there is limited evidence of implementation.
 FUTURE IMPLEMENTATION	The fundamental principle is adopted in policy with a future date for implementation.
 PRINCIPLE NOT ADOPTED	The fundamental principle is not adopted in policy, does not meet minimum implementation requirements or is grant-based and not sustainable.

Early Literacy Policy Implementation Rubric

PURPOSE

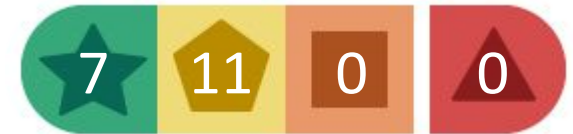
The purpose of this document is to provide an analysis of states' implementation of K–3 reading policies aligned to ExcelinEd's [fundamental principles](#) of an early literacy policy. It builds on an analysis of states' adoption of statutes and regulations establishing requirements for each component of the four fundamental principle areas, which are:

1. [Supports for Teachers & Policy](#)
2. [Assessment & Parent Notification](#)
3. [Instruction & Intervention](#)
4. [Retention & Intensive Intervention](#)

This report summarizes evidence of Indiana's early literacy policy implementation using an implementation rubric designed to gauge state progress toward full implementation of early literacy policies. Each of the fundamental principles is addressed in a separate table.

ADOPTION IMPLEMENTATION

18 out of 18



STATE POLICY ADOPTION REFERENCE MATERIALS

- [IC 20-32-5.1 Indiana's Learning Evaluation Assessment Readiness Network \(ILEARN\)](#)
- [IC 20-32-8.5 Reading Deficiency Remediation Plan](#)
- [IDOE, Indiana's Priorities for Early Literacy](#)
- [IDOE, Literacy Development](#)
- [IDOE, IREAD](#)

Science of Reading (SOR) Training



IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

State-adopted science of reading training is required for all K–3 teachers and administrators, and an implementation plan for rollout is clearly communicated to all educators.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Indiana HAS created the [Indiana Literacy Cadre](#), supported by the Indiana Department of Education, Center of Excellence in Leadership of Learning, and the Center for Vibrant Schools, which develops and implements collaborative professional development for K–3 educators based on the science of reading.
- Indiana DOES offer stipends to teachers who participate in professional development focused on the science of reading. The stipends were extended through [2025](#) via the state block grant for teacher training for teachers who earn the Early Literacy Endorsement. ([IDOE, State of Indiana & Lilly Endowment Announce \\$111 Million Investment to Support Early Literacy for Hoosier Students](#))
- Indiana DOES provide educators with a [Science of Reading and Dyslexia Toolkit](#) to provide detailed information about reading development and acquisition, evidence-based reading instruction and intervention, including recommended approaches for dyslexia intervention, and the areas of literacy.

Science of Reading (SOR) Training

CONTINUED

IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

EVIDENCE/GUIDANCE (CONTINUED)

- Indiana [policy](#) WILL require new educators who are applying for an initial Professional Educator License in certain content areas and grade spans to earn an early literacy endorsement, which requires curriculum in an educator preparation program to be aligned to the science of reading and a passing score of 159 on the Teaching Reading: Elementary (5205) Praxis exam. ([IDOE, Indiana's Early Literacy Endorsement for Future Educators and Current Educators Frequently Asked Questions \(FAQs\)](#))
- Beginning in 2027, [policy](#) WILL require current educators to add the early literacy endorsement at the time of their license renewal that falls on or after July 1, 2027, which requires completion of 80 hours of science of reading professional development approved by the Department and passing a content licensure test. This includes educators who are renewing these license types: Early Childhood (PreK–3); Early Childhood Special Education PreK–3; Elementary Education/Generalist 1–6, K–6; Elementary/Primary (K–3); Elementary/Intermediate (4–6); and Special Education K–6, 1–6, K–12, or PreK–12. (See also [IDOE, Literacy Development](#); [IDOE, Early Literacy Endorsement Verified Professional Development Programs](#); [IDOE, Indiana's Early Literacy Endorsement for Future Educators and Current Educators Frequently Asked Questions \(FAQs\)](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

Literacy Coaches



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

Literacy coaches are present in policy and trained in the science of reading, and they may provide job-embedded professional development and coaching to K–3 teachers based on student data or other models.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Indiana DOES train instructional coaches in school corporations based on criteria identifying student populations of greatest need in order to help schools implement the science of reading framework. ([IDOE, Indiana’s Priorities for Early Literacy](#))
- Beginning in 2027, Indiana [policy](#) WILL require all literacy coaches to receive literacy endorsements, which includes science of reading training.
- Indiana [policy](#) DOES require literacy coaches serving in schools scoring below 70% on the IREAD to obtain the Early Literacy Endorsement.
- Indiana DOES provide funding to support instructional coaches in schools. ([IDOE, State of Indiana & Lilly Endowment Announce \\$111 Million Investment to Support Early Literacy for Hoosier Students; House Bill 1001, Indiana Legislature \(2023\)](#))
- Through the Indiana Literacy Cadre, the state HAS literacy coaches in over 564 schools. (See [IDOE, Dr. Jenner’s Weekly Update \(January 10, 2025\)](#); [IDOE, Indiana Achieves Unprecedented Growth in Third Grade Literacy Rates](#))

Literacy Coaches

CONTINUED

IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

EVIDENCE/GUIDANCE (CONTINUED)

- By 2025–2026, Indiana HAS established a goal of providing 60 percent of elementary schools with an instructional coach. ([IDOE, State of Indiana & Lilly Endowment Announce \\$111 Million Investment to Support Early Literacy for Hoosier Students](#))
- Indiana [policy](#) DOES allow grants to schools to be used to establish a literacy coaching model program that supports literacy coaches.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Indiana should ensure that a literacy coach that is trained in the science of reading is assigned to each elementary school to provide job-embedded professional development and coaching to K–3 teachers.

Educator Preparation Program (EPP) Alignment



IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

EPP required coursework (elementary, early childhood, and special education) is aligned to the science of reading and prohibits the use of course materials that include three-cueing. Coursework includes evidence-based literacy instruction, how to administer reading assessments, and how to identify students with reading difficulties, such as dyslexia.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Indiana DOES have standards for teacher preparation programs that align to the science of reading. ([NCTQ, Indiana Summary 2023](#))
- Indiana [policy](#) DOES require teacher preparation programs to include content within the curriculum that is aligned to the science of reading for those candidates obtaining an elementary generalist license that is valid for teaching K–5, early childhood, or special education.
- Indiana [policy](#) DOES prohibit teacher preparation programs from using curriculum or content that is based on the three-cueing model.
- The Department MUST conduct a review of [accredited teacher preparation programs](#) to ensure alignment with the coursework science of reading requirements. If a program is not aligned, the program may lose their right to use the word “accredited.”
- Indiana [policy](#) DOES require teacher preparation programs to include content within the curriculum that prepares teacher candidates to recognize students who may have learning needs, including learning needs related to dyslexia.

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

Educator Preparation Program (EPP) Assessment



IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

Elementary education candidates must pass a science of reading aligned assessment to obtain teacher licensure.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Indiana [policy](#) DOES require educators seeking licensure to receive a literacy endorsement, which requires the educator to demonstrate proficiency in scientifically based reading instruction skills aligned to the science of reading on a written examination.
- To meet the early literacy endorsement requirements, Indiana DOES require educators to pass a licensure test that is aligned to the science of reading to obtain teacher licensure: The Teaching Reading: Elementary (5205) Praxis exam. ([IDOE, Indiana's Early Literacy Endorsement Professional Development and Licensure Frequently Asked Questions \(FAQs\)](#); [NCTQ, Indiana Summary 2023](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

Funding for Literacy Efforts



IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

Adequate funding is dedicated to support the sustainability of the implementation of each of the fundamental principles of the early literacy policy.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Indiana DOES direct funding specifically to support state and/or local implementation of the early literacy fundamental principles. These include:
 - Funding through 2027 from state block grants for PreK–5th grade teachers to complete 80-hours of professional development aligned with science of reading to complete the Early Literacy Endorsement
 - Specialized teacher training and new supports for students struggling to read, including funding for educator preparation programs to boost instruction on the science of reading (\$111 million investment)
 - Literacy Achievement grants (\$10,000,000) and funding to support the Department's initiatives related to the science of reading (up to \$20,000,000), including funding for the [2023–2024 Competitive Science of Reading Grant \(House Bill 1001, Indiana Legislature \(2023\)\)](#)

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

Universal Reading Screener



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

States require districts to adopt a universal reading screener to be administered at least one time per year with optional mid-year and end-of-year screening.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Indiana [policy](#) DOES require the Department to procure a universal screener for elementary schools with an IREAD pass rate below 70% – the Department selected Acadience K–6 as the preferred screener. (See [IDOE, Memo: Preferred Universal Screener – Beginning with the 2025–2026 School Year](#))
- Indiana [policy](#) DOES require schools to administer a universal screener to all students in grades K–2 annually to identify students who are “at some risk” or “at risk” of not reaching reading proficiency.
- Indiana has selected the Acadience K–6 screener as the preferred universal screener to be used by schools, and has created a [list](#) of approved assessments beginning school year 2025–2026.
- Indiana DOES NOT require schools to administer the universal reading screener to K–3 students three times per year; however, the state released [guidance](#) in 2025 that recommends universal reading screeners be administered three times per year to help prevent misidentifying students as at risk or not at risk of achieving reading proficiency for a prolonged period.
- Indiana DOES require schools to administer the [IREAD assessment](#) for all 2nd and 3rd grade students.
- Indiana DOES collect data on IREAD administration through the [Centralized Reporting System](#).

Universal Reading Screener

CONTINUED

IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

EVIDENCE/GUIDANCE (CONTINUED)

- Indiana rules DO require districts to include in their reading plan the manner in which schools will use formative and summative assessments to measure students in K–2 for phonemic awareness, phonics, fluency, vocabulary, comprehension, and grades 3 and higher in vocabulary and comprehension. ([511 IAC 6.2-3.1-3](#))
- Indiana [rules](#) DO require schools to report in their annual reading plan how many students were at risk or at some risk based on the universal screener.

RESOURCES

- [IDOE, Universal Screener and Dyslexia Programming](#)
- [IDOE, After IREAD: Remediation Support](#)
- [IDOE, Welcome to IREAD](#)

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Indiana should expand policy to require that the universal reading screener be administered to all K–3 students three times per year to identify students at risk for reading failure.

Screeners for Characteristics of Dyslexia



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

A state-approved screener for characteristics of dyslexia assesses the following skills as developmentally appropriate: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, encoding, and oral reading fluency. A diagnostic assessment is administered only to students who are flagged as at risk on the universal reading screener or upon teacher or parent request.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Indiana HAS created an approved list of universal screeners to screen for characteristics of dyslexia. ([IDOE, Universal Screener and Dyslexia Programming](#))
- Indiana [policy](#) DOES require the screeners to assess the following skills: phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming skills, and encoding skills.
- Indiana DOES provide that if parents object to use of the universal screener for characteristics of dyslexia, students may opt out of the process. ([IDOE, Universal Screener & Dyslexia Programming Guidance for Schools 2025–2026](#))
- Indiana [policy](#) DOES require schools to administer the screener to students in K–2. ([IDOE, Universal Screener & Dyslexia Programming Guidance for Schools 2025–2026](#))
- Indiana DID release [guidance](#) in 2025 that recommends universal reading screeners be administered three times per year to help prevent misidentifying students as at risk or not at risk of not reaching reading proficiency for a prolonged period.
- Indiana DOES require administration of the universal screener and further diagnostic assessments to occur within 90 days of the start of the school year. ([IDOE, Universal Screener & Dyslexia Programming Guidance for Schools 2025–2026](#))

Screeners for Characteristics of Dyslexia

CONTINUED

IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

NOTEWORTHY

The following aspects of the state's work are particularly noteworthy:

- Each school corporation and charter school must report dyslexia related information on their public website annually. ([IDOE, Universal Screener & Dyslexia Programming Guidance for Schools 2025–2026](#))

RESOURCES

- [IDOE, Universal Screener and Dyslexia Programming](#)
- [Science of Reading and Dyslexia Toolkit](#)

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Indiana should ensure that the approved list of universal screeners for characteristics of dyslexia assesses all of the following skills, as developmentally appropriate: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, encoding, and oral reading fluency.
- Indiana should require the screener to be, at minimum, administered to all students at the end of Kindergarten and the beginning of 1st and 2nd grade and amend policy to eliminate the parent opt-out option.

Parental Notification



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

States require parental notification of students identified with reading difficulties based on the state-approved universal reading screener and/or dyslexia screener results. Timeline and frequency of parental notification may vary.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Indiana [rules](#) DO specify that parents must be notified if a school intervenes with students who have reading deficiencies as identified by an assessment.
- Indiana DOES require notification when a student does not pass the IREAD. ([IDOE, Process & Considerations for Issuing a Good Cause Exemption \(updated August 2025\)](#))
- Indiana DOES provide templates for schools when communicating with parents, including the [IREAD invalid and undetermined results parent letter template](#) and [parent letter template for screening](#). ([IDOE, Process & Considerations for Issuing a Good Cause Exemption \(updated August 2025\)](#))
- Indiana DOES require schools to notify parents of the results of universal screeners. ([IDOE, Universal Screener & Dyslexia Programming Guidance for Schools 2025–2026](#))
- Indiana [policy](#) DOES require schools to notify Kindergarten students' families, by October 1 annually, of early intervention and screening supports and the retention requirements if they do not pass IREAD after multiple administration opportunities.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Indiana should expand policy to require notification of parents must occur *within 30 days* of identification of a student with a reading deficiency.

District Adoption of High-Quality Instructional Materials



IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

The state requires school districts to adopt high-quality instructional materials aligned to the science of reading and state standards from a vetted and approved list. Districts must post their adopted materials on the district website.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Superintendents and governing bodies MUST adopt curriculum or supplemental materials for reading that are aligned with the science of reading. ([IC 20-26-12-24.5 Reading curriculum requirements](#))
- Each school corporation and charter school MUST report the name and publisher of the school corporation's or charter school's adopted reading and writing curricula on the school corporation's or charter school's website. ([IC 20-26-5-44.2 School website report; reading and writing curricula; remedial programs](#))
- Indiana HAS created [vetted and approved lists of high-quality curricular materials](#), including K–8 reading lists aligned with the 2023 Indiana Academic Standards aligned to the science of reading, that inform adoption, instructional practices, and professional development. ([IDOE, High-Quality Curricular Materials Advisory Lists: Review Process](#))
- Indiana DOES provide guidance for vetting high-quality digital resources through the [Learning Lab](#).
- Indiana DOES provide educators with guidance through grade-level [literacy frameworks](#).

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

Elimination of Three-Cueing Instructional Materials



IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

The state has adopted a policy to eliminate the use of all instructional materials that include the three-cueing systems model for teaching reading with a clear timeline for the elimination of the use of these materials.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Indiana DOES prohibit superintendents or governing bodies from adopting curriculum or supplemental materials for reading that are based on the three-cueing model. ([IC 20-26-12-24.5 Reading curriculum requirements](#))
- Indiana [Code](#) DOES require the Secretary of Education in the state to develop a plan to improve the reading skills of students, which includes a requirement that schools provide reading instruction that “includes a core reading program aligned with the science of reading” for students in grades K–8.

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

Individual Reading Plans



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

The state requires schools to develop and implement an individual reading plan for some students in 2nd and 3rd grade. Timeline and monitoring may vary.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Indiana [policy](#) DOES require students who are at risk of not being proficient in reading in 2nd grade or not reading proficient in 3rd grade, as determined by the IREAD assessment., to attend summer school. Students who do not achieve at least a 90% attendance rate in a summer reading course must participate in an individual reading plan aligned to the science of reading in the following school year. (See also [IDOE, Memo: 2025 Individual Reading Plan Guidance and Template](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Indiana should adopt policy to require schools to develop and implement an individual reading plan for Kindergarten–3rd grade students who are identified as having a reading deficiency within 30 days of administration of universal reading screeners.

Regularly Monitor Student Progress



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

The state requires schools to monitor students' progress within a multi-tiered system of supports (MTSS). Monitoring can take many forms (i.e., observations, screeners, assessments, and student work).

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Indiana DOES administer formative assessments to [monitor student progress](#) and growth of 2nd and 3rd grade students who are being administered the IREAD assessment.
- Indiana rules DO require that, for students who have been identified as having a reading deficiency, interventions must include [principles of response to instruction](#), which includes ongoing monitoring of student data to assess the effectiveness of instruction.
- Indiana DOES provide guidance on the use of multi-tiered systems of support. ([IDOE, Essentials of MTSS](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Indiana should expand policy to require all students in 3rd grade, in addition to students in Kindergarten–2nd, be administered the universal reading screener.
- Any student who shows a reading deficiency should receive regular monitoring within a multi-tiered system of supports, and student data should be used to inform instruction and intervention, in a timely manner.

Evidence-Based Interventions



IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

The state requires school districts to target students' needs by adopting interventions grounded in the science of reading *from a vetted and approved list*. Interventions are provided before, during, or after school.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Indiana DOES require, through [rule](#), schools to provide interventions that are research-based and address reading deficiencies as determined by assessment results. ([511 IAC 6.2-3.1-5 Reading Plan; intervention](#))
- Superintendents and governing bodies MUST adopt curriculum or supplemental materials for reading that are aligned with the science of reading. ([IC 20-26-12-24.5 Reading curriculum requirements](#))
- Indiana DOES provide some [guidance](#) to educators on remediation support following administration of the IREAD, which includes encouraging remediation to occur during the school day, before or after school, or during a summer program. (See, for example, [IDOE, After IREAD: Remediation Support](#); [Indiana Learning Lab](#))
- Indiana DOES provide guidance for vetting high-quality digital resources through the [Learning Lab](#).

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

Summer Reading Camps



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

The state requires districts to offer summer reading camps to students at risk of reading failure to remediate learning loss and/or build reading skills.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Indiana [policy](#) DOES require districts to offer summer reading programs to 2nd grade students who are identified as “at risk” on IREAD and for non-passing 3rd grade students.
- Indiana [policy](#) DOES require educators at summer reading camps to be trained in evidence-based instructional practices and the curriculum at the camp must be aligned to the science of reading.

NOTEWORTHY

The following aspects of the state's work are particularly noteworthy:

- Indiana's Summer Learning Labs served more than 12,000 in 2025, in grades 1–9 within 37 cities – this included providing free or low-cost, high-quality reading and math instruction. Students achieved a 25 percentage point increase in English language arts proficiency and 24 percentage point increase in math, in addition to other learning gains. ([IDOE, Intentional Investments in Summer Reading and Math Support Continue to Show Return on Investment for Students](#))
- Indiana provides further support to students in reading through [Indiana Learns](#), a statewide grant program to provide qualifying families with \$1,000 to fund approved high-dosage tutoring in mathematics and English language arts.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Indiana should require districts, through policy adoption, to offer summer reading programs to all rising 1st–4th grade students who are at risk of reading failure to remediate learning loss and/or build reading skills.

Parent Read-At-Home Plan



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

The state or district provides online resources to parents to support reading at home.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Indiana DOES provide online resources to parents to support reading at home through the Learning Lab's [#INLovesReading](#) page and through the Parent and Family Hub on the [Learning Lab page](#).
- Indiana DOES provide a Parent and Community Resource section within the [Science of Reading and Dyslexia Toolkit](#), which provides information that promotes successful reading development outside of school and supporting a child with reading difficulties, including learning characteristics of dyslexia.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Indiana should require schools to provide read-at-home plans to parents as soon as a student in Kindergarten–3rd grade is identified with a reading deficiency. These plans should target students' needs based on data and must be aligned with the science of reading.

Initial Determinant Retention at 3rd Grade Based on State Assessment



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

The state requires that a student who is unable to demonstrate sufficient reading skills on the state test-based options provided be promoted to 4th grade with provisions for additional support through transitional classes, tutoring, and/or intensive interventions.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Indiana [Code](#) DOES require that students must be retained in grade 3 if the student has not achieved a “passing score on the determinant evaluation of reading skills” following the opportunity to retake the determinant evaluation at least twice in the summer.
- Indiana [rules](#) DO require that a student who does not achieve a passing score on the IREAD assessment during the previous school year or during a subsequent attempt at passing IREAD be retained. ([IDOE, Memo: Third Grade Good Cause Exemption & Retention Guidance](#); [IDOE, IREAD](#))
- Indiana DOES collect data on IREAD administration through the [Centralized Reporting System](#).
- Indiana DOES provide for promotion of a student where the school determines that retention is not necessary based on the student passing the ILEARN mathematics assessment. ([IDOE, Memo: Third Grade Good Cause Exemption & Retention Guidance](#); [IDOE, Process & Considerations for Issuing a Good Cause Exemption](#))
- Indiana DOES provide that parents may [appeal](#) the decision to retain a student if they believe their student qualifies for a good cause exemption. ([IDOE, Memo: Third Grade Good Cause Exemption & Retention Guidance](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Indiana should amend policy to specify that retention is *required* when a student is unable to demonstrate sufficient reading skills on the state test-based options provided, if a good cause exemption is not met, with no exceptions for mathematics assessment results or parental appeal.

Multiple Options for Promotion



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

The state allows the school-based team, in consultation with the parent, to determine the student's promotion to 4th grade or 3rd grade retention.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Indiana DOES offer three pathways for promotion to 4th grade: student was subject to retention and was retained in grade 3 previously; if the student has been retained two times prior to promotion to 4th grade and received intensive intervention for at least 2 years; and if the school determines that retention is not necessary based on the academic performance of the student on the ILEARN mathematics assessment. ([IDOE, Memo: Third Grade Good Cause Exemption & Retention Guidance](#))
- Indiana [policy](#) DOES require students who are promoted to continue to retake the IREAD until the student passes the assessment or enters grade 7.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Indiana should consider offering additional pathways to promotion, including through a portfolio of student work.
- Indiana should amend policy to specify that retention is *required* when a student is unable to demonstrate sufficient reading skills on the state test-based options provided, if a good cause exemption is not met, with no exceptions for math exceptionality.

Good Cause Exemptions for Some Students



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

The state permits districts to determine good cause exemptions for some students who do not demonstrate sufficient reading skills on the state-based option for promotion to 4th grade.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Indiana DOES allow specific good cause exemptions for promotion to 4th grade, including exemptions for students with IEPs, identified English learners and students who have been retained twice and received intensive intervention for at least 2 years, as well as a student who receives a score of “At Proficiency” or “Above Proficiency” on the grade 3 ILEARN mathematics assessment. ([IDOE, Process & Considerations for Issuing a Good Cause Exemption](#); [IDOE, Memo: Third Grade Good Cause Exemption & Retention Guidance](#))
- Indiana DOES require students who receive a [good cause exemption](#) to receive targeted instruction designed to meet the goals within their IEPs and Individual Learning Plans – students must participate in IREAD spring and summer retest administrations until they pass or are promoted to grade 7.

RESOURCES

- [IDOE, IREAD](#)

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Indiana should amend policy to specify that retention is *required* when a student is unable to demonstrate sufficient reading skills on the state test-based options provided, and work to eliminate the discretion of the school to promote students due to performance on the ILEARN mathematics assessment.

