

Maximizing Reading Support for Students

November 5, 2025

TODAY'S AGENDA

2024-2025 Literacy Recap

Reading Policy Level-Set

***NEW!* IREAD Good Cause Exemption Dashboard**

Additional, Ongoing Supports



2024-2025 Literacy Recap

2024-2025 IREAD RESULTS: STATEWIDE SUMMARY

Statewide: Nearly
5 percentage point
increase in *one year!*

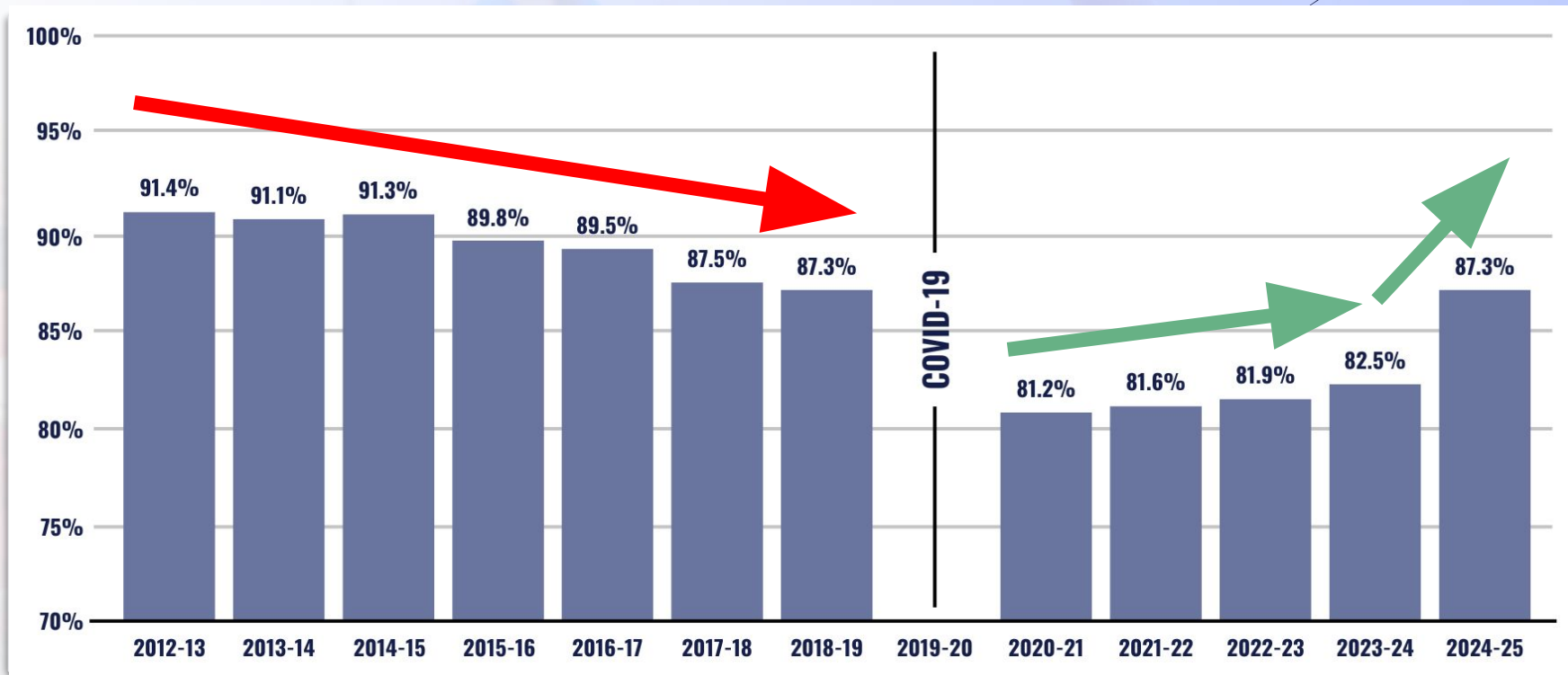


87.3% of Indiana third graders are proficient in foundational reading skills.

- This represents **73,500 third graders** out of 84,163 total.
- Statewide, proficiency rates for students increased **nearly 5 percentage points**, the *largest single-year increase* since the assessment began in 2013.

THIRD GRADE IREAD RESULTS: LONGITUDINAL DATA

Statewide: Nearly
5 percentage point
increase in *one year!*



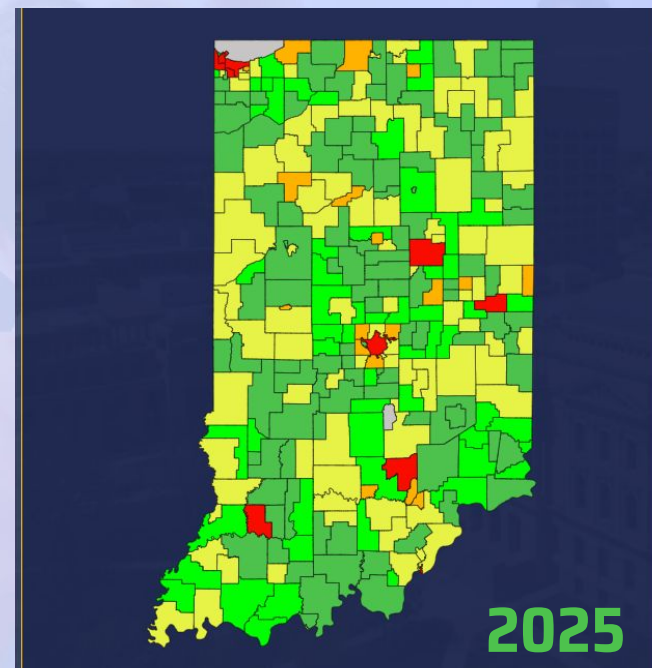
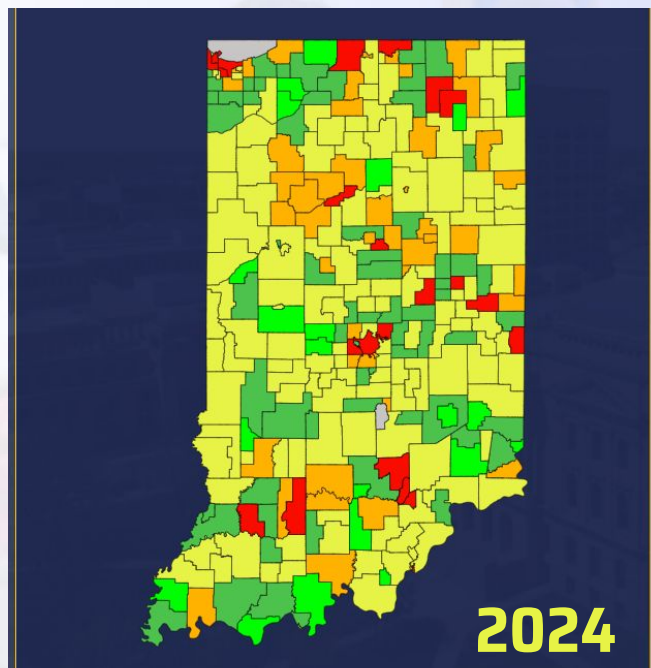
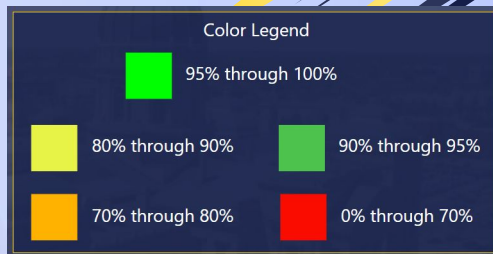
STATEWIDE IREAD RESULTS: **KEY TAKEAWAYS**

Statewide: Nearly
5 percentage point
increase in *one year*!

With this *unprecedented* nearly five percentage point increase:

- Approximately **6,000 additional third grade students** are reading compared to 2024;
- Literacy rates **increased for all student populations** for the first time ever;
- **Over 450 elementary schools** hit the state's 95% reading goal; and
- Indiana's third grade literacy rates have now **increased for four consecutive years** and are back to **pre-pandemic levels**.

SCHOOL CORPORATION IREAD PASS RATES: 2024 TO 2025



Reading Policy Level-Set

RECENT POLICIES TO SUPPORT **INCREASED LITERACY**

New policies in the 2024-2025 school year to support increased literacy

- All second graders now **participate in IREAD** and, going forward, will have **five opportunities** to pass IREAD prior to fourth grade, with **targeted supports in between**
- Third grade students who do not pass in the spring have **two summer retest opportunities**
- Second graders who score “At Risk” and third graders who “Did Not Pass” have access to **summer school support** with a **science of reading-trained instructor**
- **To ensure they receive ongoing intervention and support, any student** who does not pass IREAD in third grade, including students who receive a Good Cause Exemption, **retest each spring and summer** until they pass or enter seventh grade

LITERACY IN THE FUTURE ACCOUNTABILITY MODEL *(DRAFT)*

Indiana's *proposed* new accountability model elevates the importance of literacy by allowing students to generate points towards their school's accountability grade for the following:

IREAD ASSESSMENT

Key success indicator
in the K-3 grade band

ACCELERATED LITERACY

A success indicator for
students who are identified
as At-Risk on IREAD at grade
2 and later pass in grade 3

ADOLESCENT READING

A success indicator for
students who do not pass
IREAD in grade 3 and later
pass in grades 4-6

GOOD CAUSE EXEMPTION ELIGIBILITY, PER STATUTE

Criteria 1: The student has an intellectual disability or the student's IEP specifies that retention is not appropriate, and the student's case conference committee has determined that promotion to another grade is appropriate.

Criteria 2: The student is an English learner who has received services for less than two years and a committee consisting of:

- the student's parent; a building level administrator or designee; a classroom teacher of service; an EL teacher of record (if one exists); and an EL district administrator (if one exists).

determines that promotion is appropriate based on the implementation of research-based instructional practices outlined in the student's ILP.

GOOD CAUSE EXEMPTION ELIGIBILITY, PER STATUTE CONTINUED

Criteria 3: The student was previously retained in grade three.

Criteria 4: The student received a score of “At Proficiency” or “Above Proficiency” on the grade three ILEARN Mathematics assessment.

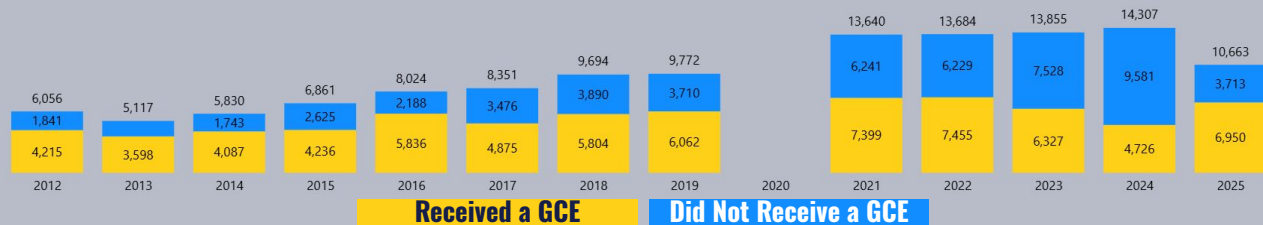
Criteria 5: The student has previously been retained more than once throughout kindergarten, grade one, or grade two, and has already received intensive intervention.

***NEW!* IREAD Good Cause Exemption Dashboard**

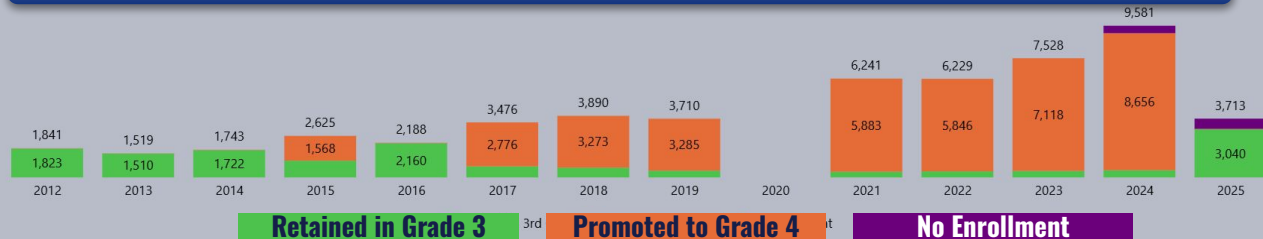
GOOD CAUSE EXEMPTIONS TREND TAB

Note: N sizes of less than 10 are suppressed in alignment with FERPA.

STATEWIDE DATA: DID NOT PASS IREAD GCE STATUS



STATEWIDE DATA: PROMOTION STATUS



Can be filtered to view statewide data, as well as corporation- and school-level data for all school types.

STATEWIDE DATA: DID NOT PASS IREAD **GCE STATUS**

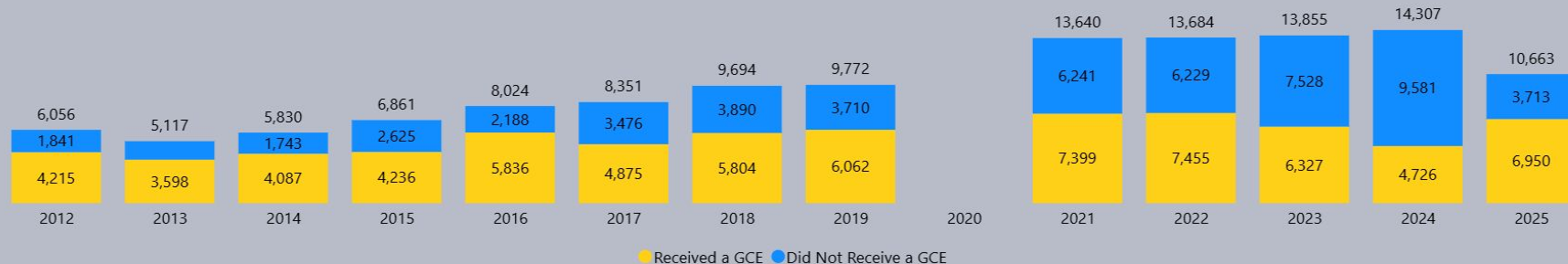
Note: N sizes of less than 10 are suppressed in alignment with FERPA.

Key Takeaways

Approximately **8 percent of students** statewide received a GCE in 2025 and will continue to receive intentional, targeted reading supports to help them become proficient readers.

- This represents less than **7,000 students** out of over 84,000 students who tested.

Did Not Pass 3rd Grade Students Exemption Status



STATEWIDE DATA: PROMOTION STATUS

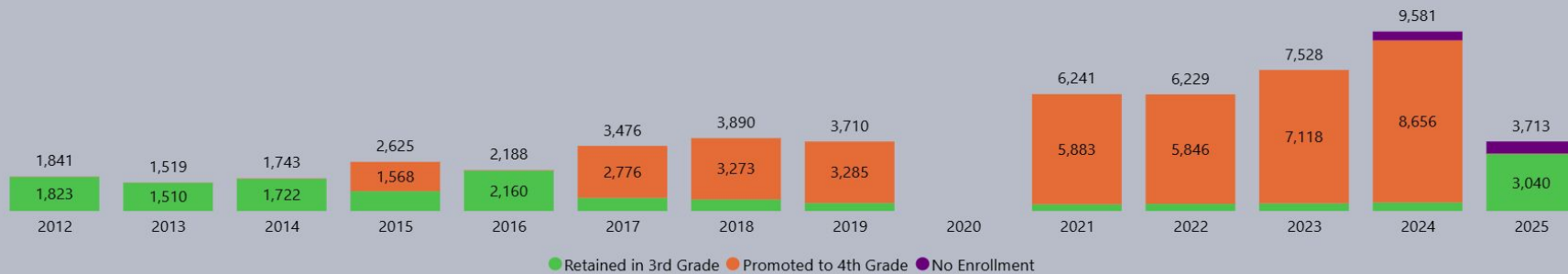
Note: N sizes of less than 10 are suppressed in alignment with FERPA.

Key Takeaways

Approximately **3.6 percent of students** were retained in 2025 and will continue to receive intentional, targeted reading supports to help them become proficient readers.

- This represents approximately **3,000 students** out of over 84,000 students who tested.

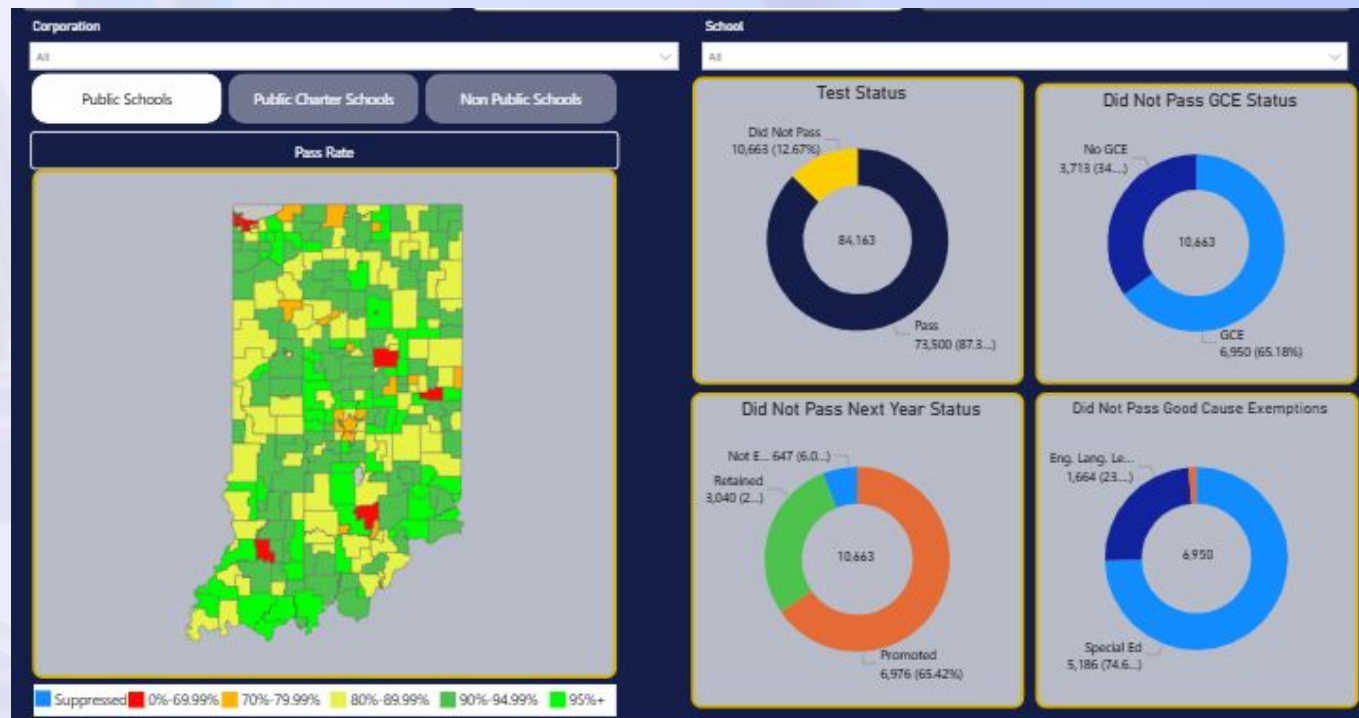
Did Not Pass 3rd Grade Students without a Good Cause Exemption Promotion Status



IREAD PASS RATES TAB

Note: N sizes of less than 10 are suppressed in alignment with FERPA.

Can be filtered to view statewide data, as well as corporation- and school-level data for all school types.

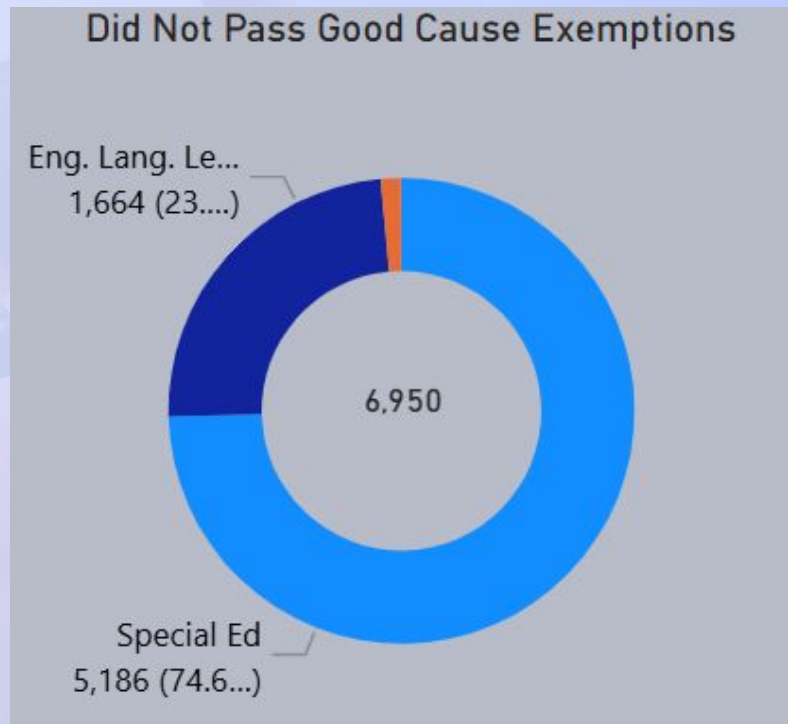


GOOD CAUSE EXEMPTIONS BY ELIGIBILITY CRITERIA

Note: N sizes of less than 10 are suppressed in alignment with FERPA.

Of the approximately 8 percent of students statewide who received a GCE in 2025:

- **Nearly 75%** were for **students in special education**.
- **Nearly 24%** were for **EL students** who have received services for less than two years.
- **Approximately 1%** were for students with a **math exceptionality** and students who had **previously been retained**.



Additional, Ongoing Supports

ADDITIONAL, ONGOING SUPPORTS

- A **universal screener** to identify K-2 students who are not on track to become proficient readers;
- **Assessment and Instructional Frameworks updates** to provide science of reading support;
- Assessing reading ability on both **ILEARN Checkpoints and the summative assessment** via Lexile scores;
- Advisory lists to assist schools in identifying **high-quality curricular materials** (HQCM Advisory lists);

ADDITIONAL, ONGOING SUPPORTS CONT.

- **Teacher training** in science of reading (Early Literacy Endorsement);
- A one-stop shop providing educators and families with **instructional resources, professional development opportunities, and other best practices** (Indiana Learning Lab);
- The **Dolly Parton Imagination Library** to increase access to books for our youngest Hoosiers; and
- Free or low-cost **reading and math support** (Indiana Learns & Summer Learning Labs).



THANK YOU!