

## Rule 3.1. Reading Plan

### 511 IAC 6.2-3.1-1 Definitions

Authority: IC 20-19-2-8; IC 20-32-8.5-4

Affected: IC 20-31; IC 20-32-8.5

Sec. 1. The following definitions apply throughout this rule:

- (1) "Core reading program" means a scientifically-based program that provides a scope and sequence that scaffolds instruction in accordance with state academic standards.
- (2) "Dedicated time" means that scientifically-based reading research is the primary basis for the instruction provided during that time period.
- (3) "Differentiated instruction" means the process of matching instruction to meet the different needs of students.
- (4) "English learner" means a student whose native language is not English and who is classified as a Level 1-4 limited English proficient or Level 5 fluent English proficient based on the LAS Links English proficiency assessment.
- (5) "Individual learning plan" means the record keeping document developed for each English learner, outlining the student's level of English proficiency and instructional and assessment adaptations.
- (6) The Indiana's Learning Evaluation Assessment Readiness Network (ILEARN) program means the statewide assessment developed pursuant to the requirements set forth in IC 20-32-5.1 et seq., and for purposes of this rule, to identify students that shall be required to take the IREAD-3 reading proficiency assessment.**
- (7) "IREAD-3" is the reading test approved by the board to test reading proficiency.
- (8) "Job-embedded time" means professional development that occurs during the course of the work day.
- (9) "Parent-guided home reading program" means a guidebook on how to promote reading at home.
- (10) "Principles of response to instruction" means the systemic process of meeting the educational needs of all students through the following:
  - (A) Professional accountability to ensure delivery of scientific research-based core curriculum and instruction.
  - (B) Ongoing monitoring of student data to assess instruction effectiveness.
  - (C) Determination and delivery of targeted and intensive individualized student supports.Response to instruction guidance is available at the department's website.
- (11) "Reading deficiency" means reading at a level not equivalent to grade-level reading proficiency.
- (12) "Reading instruction" means instruction on the five (5) components of scientifically-based reading, which includes the following:
  - (A) Phonics.
  - (B) Phonemic awareness.
  - (C) Fluency.
  - (D) Vocabulary.
  - (E) Comprehension.
- (13) "Scaffolding" means instruction that builds on a student's prior knowledge and internalizes new information.
- (14) "Scientifically-based reading research" means research that includes the following:
  - (A) Scientific methods with an emphasis on experimental control or comparison groups.
  - (B) Replication of results, using multiple studies by different investigators.
  - (C) Ability to generalize results from one (1) sample to other children in the general population.
  - (D) Fulfillment of rigorous standards with an emphasis on peer review.

(E) Consistency of results between studies.

**511 IAC 6.2-3.1-2 Applicability**

Authority: IC 20-19-2-8; IC 20-32-8.5-4

Affected: IC 20-24-8-5; IC 20-26-15; IC 20-31; IC 20-32-8; IC 20-32-8.5; IC 20-35-5; IC 36-1-7

Sec. 2. (a) This rule applies to:

- (1) elementary schools, including charter schools as set forth under IC 20-24-8-5(18), with exemptions for charter schools noted;
- (2) elementary schools organized by an interlocal agreement under IC 36-1-7;
- (3) special education cooperative organized under IC 20-35-5; and
- (4) accredited nonpublic school under IC 20-26-15 or 511 IAC 6.1-1-1.

(b) A school is an elementary school under this rule if any students in the school attend kindergarten, first, second, or third grade.

(c) Each school shall submit the details of a reading plan that includes components set forth in section 3 of this rule to the department on the June 30 before the school year of implementation.

(d) If an entity under subsection (a) receives funding under IC 20-32-8, the entity shall prioritize that funding on resources for students who have a reading deficiency in grades 1 through 3.

**511 IAC 6.2-3.1-3 Reading plan; components**

Authority: IC 20-19-2-8; **IC 20-19-2-14.5**; IC 20-32-8.5-4

Affected: IC 20-31; IC 20-32-8.5

Sec. 3. (a) A reading plan includes the following:

- (1) Membership of the reading leadership team.
- (2) Measurable student achievement goals for each grade level.
- (3) Reading instruction in accordance with section 4 of this rule.
- (4) Details of the manner in which the school plans to use formative and summative assessments for the following:

(A) Students in kindergarten through grade 2 that measure the following:

- (i) Phonemic awareness.
- (ii) Phonics.
- (iii) Fluency.
- (iv) Vocabulary.
- (v) Comprehension.

(B) Students in grade 3 and higher that measure vocabulary and comprehension in relation to content knowledge.

(5) Intervention in accordance with section 5 of this rule.

**(6) A requirement that all students taking ILEARN that do not obtain the minimum reading threshold score shall be required to ISTEP and IMAST assessments take the IREAD-3 assessment. Students that obtain the minimum reading threshold score, or better, are not required to take the IREAD-3 assessment.**

**(7) The “reading threshold” referenced in subdivision (6) of this section shall be approved annually by the state board after receiving a recommendation from the department.**

(8) Beginning with the ~~2012-2013~~ **2020-2021** school year, retention of a student in grade 3 if the student does not **obtain the minimum reading threshold score on ILEARN, as approved by the state board pursuant to subdivision (7) of this section, and subsequently does not** achieve a passing score on the IREAD-3 assessment ~~during the previous school year or during a subsequent attempt at passing IREAD-3~~. The student shall not be retained if one (1) of the following applies to the student:

(A) The student has been retained two (2) times prior to promotion to grade 4.

(B) The student has a disability and a case conference committee has determined that promotion is appropriate.

(C) The student is an English learner and a committee consisting of:

- (i) the student's parent;
- (ii) a building level administrator or designee;

- (iii) a classroom teacher of service;
- (iv) an English learner teacher, if one exists; and
- (v) an English learner district administrator, if one exists;

determines that promotion is appropriate based on the implementation of researched-based instructional practices outlined in the student's individual learning plan.

(9) Promotion of students retained under subdivision ~~(6)~~ **(8)** when the student achieves grade-level reading proficiency as demonstrated by passing IREAD-3.

(10) Professional development for teachers that includes the following:

- (A) Utilizing assessment data to target the measurable student achievement goals for each grade level.
- (B) Development differentiated for teachers based on classroom data.
- (C) Development of model classrooms within the school.
- (D) When possible, job-embedded time for professional development and collaboration.

(11) A monitoring plan that evaluates the implementation of the reading plan.

(b) A reading plan for a charter school will be collected by a charter school's sponsor, and must include the general information required in this section, but does not need to meet the form prescribed by the department.

**511 IAC 6.2-3.1-4 Reading plan; instruction**

Authority: IC 20-19-2-8; **IC 20-19-2-14.5**; IC 20-32-8.5-4

Affected: IC 20-31; IC 20-32-8.5

Sec. 4. (a) Reading instruction for all students in kindergarten through third grade must include the following:

(1) A research-based core reading program that provides a scope and sequence in order to scaffold the instruction of scientifically-based reading, including the following:

- (A) Phonemic awareness.
- (B) Phonics.
- (C) Fluency.
- (D) Vocabulary
- (E) Comprehension.

(2) A dedicated, uninterrupted minimum ninety (90) minute block of time daily to all students. The time must include whole group instruction using a core reading program and small-group differentiated instruction. Half-day kindergarten programs must provide ninety (90) minutes of instruction but do not have to provide the instruction during an uninterrupted block of time. The following exemptions apply:

- (A) charter schools are exempt from this subdivision; and
- (B) public schools and accredited nonpublic schools in which ninety percent (90%) of students:

**(i) obtain the minimum reading threshold score on ILEARN, as approved by the state board pursuant to section 3 of this rule; or**

**(ii) pass IREAD-3;**

**are exempt from this subdivision.**

(b) A school is not required to offer a research-based core reading program under subsection (a)(1) if:

(1) the state board determines that the school falls within one (1) of the top two (2) performance categories under 511 IAC 6.2-6-5; and

(2) ninety percent (90%) of students:

**(i) obtain the minimum reading threshold score on ILEARN, as approved by the state board pursuant to section 3 of this rule; or**

**(ii) pass IREAD-3;**

during the school year immediately preceding the submission of the plan.

(c) A sponsor of a charter school whose students do not **obtain the minimum reading threshold score on ILEARN, as approved by the state board pursuant to section 3 of this rule or** pass IREAD-3 at ninety percent (90%) or higher shall require that charter school to implement scientifically-based reading instruction.

**511 IAC 6.2-3.1-5 Reading plan; intervention**

Authority: IC 20-19-2-8; IC 20-32-8.5-4

Affected: IC 20-31; IC 20-32-8.5

Sec. 5. (a) A school shall intervene with students who have reading deficiency as determined by assessment results.

(b) Intervention for students prior to the retention determination under section 3(a)(6) [~~section 3(6)~~] of this rule must include, but is not limited to, the following types of remediation:

- (1) Research-based materials that address reading deficiencies as determined by the assessment results.
- (2) Principles of response to instruction.

(c) If a school intervenes, the school shall notify and involve the student's parent or guardian. The notice must include the following:

- (1) A description and explanation of the deficiency.
- (2) Proposed supplemental instruction services.
- (3) Strategies for parents to use to assist the student.
- (4) Notice that the student will be retained if the student does not **obtain the minimum reading threshold score on ILEARN, as approved by the state board pursuant to section 3 of this rule, or** achieve a passing score on the IREAD-3 assessment.

(d) Intervention for students retained under section **3(8)** ~~3(a)(6) [section 3(6)]~~ of this rule must include, but is not limited to, the following types of remediation:

- (1) Scientifically-based reading strategies that meet the student's needs.
- (2) Instruction by an effective teacher as measured by student performance results.
- (3) At least ninety (90) minutes of reading instruction each school day.
- (4) At least one (1) of the following instructional options:
  - (A) Tutoring before or after school.
  - (B) Parent workshops and a parent-guided home reading program.
  - (C) A mentor or tutor with specialized reading training and may include volunteers or school staff.
  - (D) Extended-day programs.
  - (E) Supplemental instruction services.

*(Indiana State Board of Education; 511 IAC 6.2-3.1-5; filed Mar 25, 2011, 10:26 a.m.: 20110420-IR-511100635FRA; readopted filed Nov 16, 2017, 1:20 p.m.: 20171213-IR-511170398RFA)*



## 2020-2021 Indiana Assessment Windows

Name of Assessment	Window Begins	Window Ends
<b>Indiana Learning Evaluation Assessment Readiness Network Grades 3-8</b>		
ILEARN Biology End-of-Course Assessment (ECA) December <sup>1</sup>	November 30, 2020	December 17, 2020
ILEARN Biology ECA February <sup>2</sup>	February 8, 2021	February 25, 2021
ILEARN Grades 3-8	April 19, 2021	May 14, 2021
ILEARN Biology ECA <sup>3</sup> and Optional U.S. Government ECA	April 19, 2021	May 21, 2021
<b>Indiana Statewide Testing of Educational Progress Plus (ISTEP+) Grade 10</b>		
Summer Retest	July 20, 2020	August 14, 2020
Winter Retest	November 9, 2020	December 11, 2020
Spring Retest	February 2, 2021	February 26, 2021
<b>Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)</b>		
PSAT/NMSQT Primary Testing Day	October 14, 2020	
PSAT/NMSQT Alternate Testing Day	October 28, 2020	
<b>Indiana Reading And Evaluation Determination-3 (IREAD-3)</b>		
Spring Administration	May 10, 2021	May 21, 2021
Summer Administration	May 25, 2021	July 16, 2021
<b>Indiana's Alternate Measure (I AM)</b>		
I AM	April 5, 2021	May 14, 2021
<b>World-Class Instructional Design and Assessments (WIDA) for English Learners</b>		
WIDA ACCESS Annual Assessments	January 11, 2021	February 26, 2021
<b>National Assessment of Educational Progress (NAEP)</b>		
NAEP 2021	January 25, 2021	March 5, 2021

Indiana Student Performance Readiness and Observation of Understand Tool (ISPROUT) is administered to students with an Individualized Education Program (IEP) upon the student's entrance into the preschool program, annually near their birthday or yearly review, and the exit of the program (typically the spring prior to going to kindergarten).

<sup>1</sup> The December Biology window is designed for students completing the course during the first trimester or semester.

<sup>2</sup> The February Biology window is designed for students completing the course during the second trimester.

<sup>3</sup> The May Biology and U.S. Government window is designed for students completing the course at the completion of the second semester or third trimester.