

Impact by the Numbers

Year One, Cohort One



The Literacy and STEM Cadres were developed and implemented to support Indiana's key priorities for early literacy and STEM education to ensure students master the foundational literacy and STEM skills they need for lifelong success.

The Indiana Literacy Cadre works to achieve Indiana's goal of having **95% of students pass IREAD-3 by 2027** by providing professional development for K-2 educators across the state aligned with the science of reading.

The Indiana STEM Cadre works to help every Hoosier student **master foundational integrated STEM skills** by developing and implementing collaborative professional development for educators (grades 4-8) rooted in research-based practices.

Year One Impact for Cohort One

The summer 2022 training was beneficial for early implementation support:

- ◆ Pre- and post-survey data from administrators and coaches provided strong data to support implementation efforts.
- ◆ The vast majority of Cadre administrators, teachers, and coaches found the support provided through the Cadres at multiple layers (IDOE, CELL, Training Support Specialists, and coaches) very beneficial.
- ◆ The level of participation requirements was high across the year within Cadre schools (90% of Literacy Cadre and 80% of STEM Cadre schools met at least three of four activity requirements in at least eight of 10 of these months), indicating high levels of initial buy-in from Cadre schools at the administrator and coach levels.

The Collaboration Network events held throughout the year were highly rated by participants, with the majority of events receiving a rating of

3.3 or higher out of 4*

*Rating Scale: 1-Developing, 2-Emerging, 3-Meeting, and 4- Exceeding



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Training Support Specialists (TSSs), administrators, and coaches reported increasing levels of teacher buy-in throughout the year, which facilitated the completion of full or mini-coaching cycles.

Administrators, Coaches, and Teachers saw value in having an instructional coach.

- ◆ **95% or more Literacy Cadre and 100% of STEM Cadre administrators** strongly agreed or agreed that they had a firm grasp of the coaching role, valued having a coach and being part of the Cadre, and the coach had sufficient time for coaching to provide a valuable skillset to the school.
- ◆ **93% or more Literacy Cadre and 80% or more STEM Cadre coaches** strongly agreed or agreed that teachers and administrators understood the coaching role, saw value in being part of the Cadre, and that the Training Support Specialists (TSSs) brought a valuable skillset to the school.
- ◆ **91% or more Literacy Cadre and 83% or more STEM Cadre teachers** strongly agreed or agreed that they understood the role of the coach, the coach was available and accessible, the time spent with the coach was used well, they both brought a valuable skillset to the school, and they were glad to have a coach this year.

Stakeholders reported positive changes in Literacy and STEM teaching because of coaching:

- ◆ **Administrators: 95% or more Literacy Cadre and 100% of STEM Cadre administrators** strongly agreed or agreed that they observed positive changes to teaching technique, positive impacts on teachers, improvements in teaching quality, and benefits for students.
- ◆ **Coaches: 97% or more Literacy Cadre and 83% or more STEM Cadre coaches** strongly agreed or agreed that they observed positive changes to teaching technique, positive impacts on teachers, improvements in teaching quality, and benefits for students.
- ◆ **Teachers: 82% or more Literacy Cadre and 75% or more STEM Cadre teachers** strongly agreed or agreed that they made positive changes to their teaching, that coaching positively impacted them, that the quality of their teaching improved, and that they saw benefits for students.



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Schools and students **showed improved performance on formative assessments** from fall to spring in both Reading and Math:

NWEA Reading

46% of schools had mean spring scores at or above national norms for all grade levels K-2, compared to 29% of schools in the fall. 55% of students in kindergarten through grade two met growth projections:

- 53% at Kindergarten
- 57% at Grade 1
- 55% at Grade 2

i-Ready Reading

55% of students in Grades K-2 were early, mid, or above i-Ready grade level benchmarks in spring, compared to 14% in the fall.

- Grade K: 19% to 76%
- Grade 1: 9% to 46%
- Grade 2: 13% to 54%

mCLASS Reading

46% of students in Grades K-2 were at or above mCLASS benchmark in spring compared to 24% in fall:

- Grade K: 18% to 43%
- Grade 1: 23% to 51%
- Grade 2: 32% to 44%

i-Ready Math

16% of students were early, mid, or above i-Ready grade level benchmarks in spring compared to 4% in fall:

- Grade 6: 4% to 12%
- Grade 7: 4% to 15%
- Grade 8: 5% to 20%

NWEA Math

64% of students in Grades 4-8 met growth projections.

Through the Literacy and STEM Cadres, educators are receiving the support they need to provide research-based, effective instruction in the science of reading and integrated STEM. Educators, administrators, schools, and corporations are seeing results in the classroom and a renewed excitement about learning.

Learn more at IN-Literacy.org or INSTEM.org

