

# HOUSE BILL No. 1499

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## DIGEST OF INTRODUCED BILL

**Citations Affected:** IC 20-19-2-24; IC 20-28-5-19.7; IC 20-32-8.5-2.

**Synopsis:** Literacy. Requires the state board of education (board) in collaboration with the department of education (department) to establish and require a literacy endorsement (endorsement) for certain administrators. Provides that, not later than July 1, 2026, the department shall establish an online module to allow administrators to obtain the endorsement. Requires that, not later than July 1, 2027, each administrator must obtain the endorsement. Requires the board to incorporate oral language development as a core component of certain literacy endorsements. Requires certain schools to administer the determinant evaluation of reading skills to certain students at least twice during the summer. Requires the department to establish a registration process to exempt certain schools from compliance with reading deficiency retention requirements until the beginning of the 2027-2028 school year. Makes a technical correction.

**Effective:** July 1, 2025.

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January 21, 2025, read first time and referred to Committee on Education.

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First Regular Session of the 124th General Assembly (2025)

PRINTING CODE. Amendments: Whenever an existing statute (or a section of the Indiana Constitution) is being amended, the text of the existing provision will appear in this style type, additions will appear in **this style type**, and deletions will appear in ~~this style type~~.

Additions: Whenever a new statutory provision is being enacted (or a new constitutional provision adopted), the text of the new provision will appear in **this style type**. Also, the word **NEW** will appear in that style type in the introductory clause of each SECTION that adds a new provision to the Indiana Code or the Indiana Constitution.

Conflict reconciliation: Text in a statute in *this style type* or ~~this style type~~ reconciles conflicts between statutes enacted by the 2024 Regular Session of the General Assembly.

# HOUSE BILL No. 1499

A BILL FOR AN ACT to amend the Indiana Code concerning education.

*Be it enacted by the General Assembly of the State of Indiana:*

1 SECTION 1. IC 20-19-2-24 IS ADDED TO THE INDIANA CODE  
2 AS A **NEW** SECTION TO READ AS FOLLOWS [EFFECTIVE JULY  
3 1, 2025]: **Sec. 24. (a) As used in this section, "administrator" means**  
4 **a full-time employee of a school who is:**  
5 **(1) a principal;**  
6 **(2) an assistant principal;**  
7 **(3) a superintendent;**  
8 **(4) an assistant superintendent;**  
9 **(5) any other educational manager at the school, including**  
10 **district and building level administrators; or**  
11 **(6) an instructional coach.**  
12 **(b) Not later than December 1, 2025, the state board, in**  
13 **collaboration with the department, shall establish and require a**  
14 **literacy endorsement for administrators that is appropriately**  
15 **aligned with the literacy endorsement standards established in**  
16 **IC 20-28-5-19.7.**  
17 **(c) Not later than July 1, 2026, the department shall establish an**



1 **online, self-paced professional development module to allow**  
 2 **administrators to obtain the literacy endorsement established**  
 3 **under subsection (b).**

4 **(d) Not later than July 1, 2027, each administrator must obtain**  
 5 **the literacy endorsement established under subsection (b).**

6 SECTION 2. IC 20-28-5-19.7, AS AMENDED BY THE  
 7 TECHNICAL CORRECTIONS BILL OF THE 2025 GENERAL  
 8 ASSEMBLY, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE  
 9 JULY 1, 2025]: Sec. 19.7. (a) Not later than July 1, 2024, the state  
 10 board shall establish and require a literacy endorsement for individuals  
 11 first licensed after June 30, 2025, to teach a content area involving  
 12 literacy instruction, including special education, in prekindergarten  
 13 through grade 5.

14 (b) Except as provided in section ~~19.8(a)~~ **19.8** of this chapter,  
 15 beginning July 1, 2027, the department may not renew a practitioner  
 16 license or an accomplished practitioner license, or a comparable license  
 17 under prior rules, issued to an individual who, based on the content  
 18 area for which the individual is licensed, including special education,  
 19 provides literacy instruction to students in prekindergarten through  
 20 grade 5 unless the individual receives a literacy endorsement under this  
 21 section.

22 (c) To be eligible to receive a literacy endorsement, an individual  
 23 must meet the following:

24 (1) Complete eighty (80) hours of evidence based professional  
 25 development that is:

26 (A) aligned to the science of reading;

27 (B) provided by an organization that is:

28 (i) accredited by the International Dyslexia Association; or

29 (ii) aligned with Knowledge and Practice Standards for  
 30 Teachers of Reading (KPS) as determined by the  
 31 department; or

32 (C) approved by the department.

33 (2) Demonstrate proficiency in scientifically based reading  
 34 instruction skills aligned to the science of reading on a written  
 35 examination or through other procedures prescribed by the  
 36 department in accordance with this section.

37 (d) The eighty (80) hours of evidence based professional  
 38 development required under subsection (c)(1) must provide  
 39 individualized and on demand support. The evidence based  
 40 professional development required under subsection (c)(1) must:

41 (1) promote explicit, systematic, and cumulative instruction as the  
 42 primary approach to literacy instruction;



- 1 (2) align with both word recognition and language  
 2 comprehension;  
 3 (3) promote an understanding of how language, reading, and  
 4 writing relate to each other;  
 5 (4) promote strategies for differentiated instruction for:  
 6 (A) students with:  
 7 (i) reading difficulties; or  
 8 (ii) disabilities; and  
 9 (B) English language learners;  
 10 (5) focus on phonemic awareness, phonics, fluency, vocabulary,  
 11 and comprehension; and  
 12 (6) allow participants to implement the strategies into a classroom  
 13 environment with the opportunity for feedback throughout the  
 14 professional development experience.  
 15 (e) The written examination required under subsection (c)(2) shall  
 16 ensure the individual demonstrates the ability to:  
 17 (1) effectively teach foundational reading skills, phonemic  
 18 awareness, phonics, fluency, vocabulary, and comprehension;  
 19 (2) implement reading instruction using high quality instructional  
 20 materials aligned to the science of reading; and  
 21 (3) provide effective instruction and interventions for students  
 22 with reading deficiencies.  
 23 (f) The department shall approve and provide the evidence based  
 24 professional development necessary for an individual to receive a  
 25 literacy endorsement under this section.  
 26 (g) The department shall establish the procedure for an existing  
 27 teacher to add the literacy endorsement established under this section  
 28 to the teacher's license.  
 29 **(h) The state board shall incorporate oral language development**  
 30 **as a core component of the literacy endorsement described in this**  
 31 **section for an individual who provides literacy instruction to**  
 32 **students in kindergarten through grade 5.**  
 33 ~~(h)~~ (i) The state board shall adopt rules under IC 4-22-2 to do the  
 34 following:  
 35 (1) Adopt, validate, and implement the examination or other  
 36 procedures required by subsection (c)(2).  
 37 (2) Establish examination scores indicating proficiency.  
 38 (3) Otherwise carry out the purposes of this section.  
 39 SECTION 3. IC 20-32-8.5-2, AS AMENDED BY THE  
 40 TECHNICAL CORRECTIONS BILL OF THE 2025 GENERAL  
 41 ASSEMBLY, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE  
 42 JULY 1, 2025]: Sec. 2. (a) Except as provided in subsection (b), the



- 1 plan required by this chapter must include the following:
- 2 (1) Reading skill standards for grade 1 through grade 3.
- 3 (2) A method for making determinant evaluations by grade 3 that
- 4 remedial action is required for a student, including:
- 5 (A) **except as provided in subsections (c) and (g)**, beginning
- 6 with evaluations administered during the 2024-2025 school
- 7 year, **and except as provided in subsection (c)**; retention of the
- 8 student in grade 3 if the student has not achieved a passing
- 9 score on the determinant evaluation of reading skills approved
- 10 by the state board after the student has had an opportunity to
- 11 retake the determinant evaluation **at least twice** in the
- 12 summer; and
- 13 (B) the use of curricular materials and supplemental materials
- 14 aligned to the science of reading that are designed to address
- 15 deficiencies in reading;
- 16 after other methods of remediation have been evaluated or used,
- 17 or both, if reading skills are below the standard. Appropriate
- 18 consultation with parents or guardians must be part of the plan.
- 19 (3) A requirement that schools notify a student's parent of the
- 20 following:
- 21 (A) The student's assessment results regarding skill level in:
- 22 (i) phonemic awareness;
- 23 (ii) phonics;
- 24 (iii) fluency;
- 25 (iv) vocabulary; and
- 26 (v) comprehension.
- 27 (B) The student's assessment results on the determinant
- 28 evaluation of reading skills approved by the state board.
- 29 (C) Any intervention provided to the student or any remedial
- 30 action taken.
- 31 (4) A requirement that schools monitor the progress of students
- 32 who failed to achieve a valid passing score on the:
- 33 (A) determinant evaluation of reading skills approved by the
- 34 state board; or
- 35 (B) statewide assessment program test.
- 36 (5) A requirement that schools provide reading instruction that
- 37 includes a core reading program aligned with the science of
- 38 reading to all students in kindergarten through grade 8.
- 39 (6) A requirement for the administration of the determinant
- 40 evaluation of reading skills approved by the state board to
- 41 students in grade 2.
- 42 (7) A requirement that all students take the determinant



- 1 evaluation of reading skills approved by the state board until the  
 2 student:
- 3 (A) receives a passing score, regardless of the student's grade  
 4 level; or  
 5 (B) enters grade 7.
- 6 (8) A requirement that a school report the following to the  
 7 department:
- 8 (A) The literacy interventions that will be used for students in  
 9 grade 2 who are at risk of not being reading proficient and  
 10 students in grade 3 who do not achieve a valid passing score  
 11 on the determinant evaluation of reading skills approved by  
 12 the state board.
- 13 (B) The literacy interventions in use before the adoption of the  
 14 plan for students in grade 2 who are at risk of not being  
 15 reading proficient and students in grade 3 who do not achieve  
 16 a valid passing score on the determinant evaluation of reading  
 17 skills approved by the state board.
- 18 (C) The literacy interventions in use before the adoption of the  
 19 plan for students who do not achieve a valid passing score on  
 20 the determinant evaluation of reading skills approved by the  
 21 state board.
- 22 (D) The number of students being served by the interventions  
 23 described in clauses (B) and (C).
- 24 (E) The cost of providing the interventions described in  
 25 clauses (B) and (C).
- 26 (F) Any other information requested by the department.
- 27 (9) Requirements for a school in which fewer than seventy  
 28 percent (70%) of students of the school achieved a valid passing  
 29 score on the determinant evaluation of reading skills approved by  
 30 the state board that must include the following:
- 31 (A) Use of curriculum that is:
- 32 (i) based on the science of reading; and  
 33 (ii) approved by the department.
- 34 (B) Employment of the following:
- 35 (i) Before July 1, 2025, an instructional coach who is trained  
 36 in the science of reading, as determined by the department.  
 37 This item expires January 1, 2026.
- 38 (ii) After June 30, 2025, an instructional coach with a  
 39 literacy related endorsement who is trained in the science of  
 40 reading.
- 41 (C) Use of only benchmark, formative, interim, or similar  
 42 assessments that:



- 1 (i) show alignment with Indiana's academic standards; and  
 2 (ii) are approved by the department.  
 3 (D) Use of a screener procured under IC 20-32-5.1-17(j).  
 4 (10) The fiscal impact of each component of the plan, if any. In  
 5 determining whether a component has a fiscal impact,  
 6 consideration shall be given to whether the component will  
 7 increase costs to the state or a school corporation or require the  
 8 state or school corporation to reallocate resources.  
 9 (b) A school may receive a waiver of the requirements provided in  
 10 511 IAC 6.2-3.1-4(a)(2) if the state board approves an alternative  
 11 reading plan provided by the school.  
 12 (c) **Except as approved by the department under subsection (g),**  
 13 a student who would otherwise be subject to retention in grade 3 under  
 14 the plan is not subject to the retention requirement only if the student  
 15 meets one (1) of the following criteria:  
 16 (1) The student was subject to retention and has been retained in  
 17 grade 3 for one (1) school year.  
 18 (2) The student has an intellectual disability or the student's  
 19 individualized education program specifies that retention is not  
 20 appropriate, and the student's case conference committee has  
 21 determined that promotion to another grade is appropriate.  
 22 (3) The student is an English learner who has received services  
 23 for fewer than two (2) years and a committee consisting of:  
 24 (A) the student's parent;  
 25 (B) a building level administrator or designee;  
 26 (C) a classroom teacher of service;  
 27 (D) an English learner teacher of record, if one exists; and  
 28 (E) an English learner district administrator, if one exists;  
 29 determines that promotion is appropriate based on the  
 30 implementation of research based instructional practices outlined  
 31 in the student's individual learning plan.  
 32 (4) The student received a score of proficient or above proficient  
 33 in grade 3 math on the statewide summative assessment.  
 34 (5) The student:  
 35 (A) has received intensive intervention as determined by the  
 36 department in reading for two (2) or more years; and  
 37 (B) was retained more than one (1) time throughout  
 38 kindergarten, grade 1, or grade 2.  
 39 (d) A student who is not subject to the retention requirement as  
 40 provided under **subsection (c)** must be provided with additional  
 41 reading instruction that is aligned with the science of reading until the  
 42 student achieves a passing score on the determinant evaluation of



- 1 reading skills approved by the state board.
- 2 (e) This subsection applies after June 30, 2024. Before October 1 of
- 3 each school year, the department shall:
- 4 (1) identify each incoming student (as defined in section 0.7 of
- 5 this chapter) enrolled in kindergarten in a school in Indiana; and
- 6 (2) notify the parent or guardian of the student of the retention
- 7 requirement under this chapter for grade 3 students who do not
- 8 achieve a passing score on the Indiana reading evaluation and
- 9 determination (IRead3).
- 10 (f) The department shall establish a standard reporting process and
- 11 reporting window for schools to report students who qualify for an
- 12 exemption under subsection (c).
- 13 **(g) The department shall establish a registration process to**
- 14 **exempt a school that has a student population comprised of at least**
- 15 **fifty percent (50%) multilingual learners, as determined by the**
- 16 **department, from compliance with the requirements under**
- 17 **subsection (a)(2)(A) until the beginning of the 2027-2028 school**
- 18 **year.**

