

Idaho Literacy Assessment & Intervention

August 4, 2016

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Idaho House of Representatives

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2016 Idaho Legislature

- H451 and H526 bolstered support for reading
 - Focus on literacy intervention for kindergarten through third grade students reading below grade level
- Students will receive an additional 30 hours or 60 hours of proven, research-based literacy instruction per school year
- Literacy intervention plans are to be developed with parental input
- \$9.1 million appropriated for literacy intervention in addition to the \$2.1 million already included in the K-12 budget for this purpose

Literacy Intervention Requirements

- School districts are required to develop an extended hour literacy intervention program for students in grades K-3 who score below-basic or basic on the statewide reading assessment
- The program must be submitted to the State Board of Education and include:
 - A proven effective research-based, substantial intervention
 - Online or digital instructional materials or programs or library resources
 - Parent input and be in alignment with the Idaho Comprehensive Literacy Plan
 - A minimum of 60 additional hours of reading instruction for students (K-3) below-basic and a minimum of 30 hours for students (K-3) scoring basic on the statewide reading assessment administered in the fall.

Literacy Intervention Requirements

- Any student in grade K-3 who exhibits a reading deficiency based upon the statewide assessment must receive an individual reading improvement plan within 30 days of identifying the deficiency
- The reading improvement plan must:
 - Be created by the teacher, principal, other pertinent school personnel in partnership with the parent(s) or guardian(s)
 - Describe the reading intervention services
- Each student must receive intensive reading intervention until the student is determined to be proficient in reading for their grade level

Literacy Intervention

Parent Participation & Notification

- The parent of any student in grade K-3 who exhibits a reading deficiency at any time during the school year must be notified in writing of the deficiency
- The initial notification must include the following:
 - A statement that the student has been identified as having a reading deficiency
 - An explanation that reading improvement plan will be established by the teacher, principal in partnership with the parent(s) or guardian(s)
 - A description of the current services that are provided to the student
 - A description of the available reading intervention and supplemental instructional services

Literacy Intervention

Parent Participation & Notification

- Following development of the plan, the parent will be provided:
 - A description of the reading intervention and supplemental instructional services that will be provided to the student
 - Strategies for parents to use at home in helping their student to succeed in reading

Literacy Intervention *Funding*

- Available funding will be subject to annual legislative appropriation
- Funding will be distributed to school districts and charter schools based on the average number of students scoring below-basic and basic on the fall statewide assessment during the previous 3 years
- Funds must be used to cover the actual cost of the literacy intervention programs implemented
- Funding will be reconciled at the end of each school year
- Funding for the following year will be reduced by any distributions made in the previous year over the actual cost of the program

Literacy Intervention Reporting

- School districts must report to the State Department of Education by October 1 of each year
- The report shall contain the following information on the prior school year:
 - By grade, the number and percentage of all students in grades K-3 performing at the proficient (or higher), basic or below basic level on local and statewide reading assessments
- District reports, along with a state-level summary, will be submitted annually to the State Board of Education, the public, the Governor and the Legislature

