

Comprehensive Literacy Plan

Kindergarten through
12th Grade

December 2020



Idaho State
Board of Education

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SECTION I:

INTRODUCTION

PURPOSE OF THE IDAHO COMPREHENSIVE LITERACY PLAN

The Idaho Comprehensive Literacy Plan is designed with a single goal in mind: supporting all Idaho students in developing strong foundational reading skills to empower them to achieve future success, as evidenced by continued growth in meeting the following performance targets:

- the Literacy Growth Targets on the early reading assessment (IDAPA 08.02.01.802); and
- the [Idaho Consolidated State Plan](#) long-term academic achievement goals for the English Language Arts/Literacy (Idaho Standards Achievement Test- ISAT).

Idaho has adopted the following definitions:

Literacy is the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context.

Reading is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.¹

The Idaho Comprehensive Literacy Plan outlines our intent to align state, district, and local efforts to ensure our students develop the strong literacy skills they need for future learning. This plan provides a framework and guidance that educator preparation programs, districts, and charter schools can align their work to, as required by Idaho law. It outlines the next steps, beyond the requirements of the law, that all stakeholders must implement to ensure Idaho's students become proficient readers and writers. The Comprehensive Literacy Plan is a K-12 plan with a focus on ensuring students master foundational reading skills in the early grades (K-5). The plan is aligned to the [Idaho State Content Standards in English Language Arts/Literacy](#), which include reading standards for foundational skills. The standards set high expectations for student learning in order to effectively prepare students for postsecondary education and careers.

Idaho's approach to ensuring students develop strong foundational reading is based in the science of reading. The science of reading combines the findings from thousands of research studies across multiple disciplines that have converged to teach us how the brain learns to read and write, and why some students experience difficulty with these tasks. The implications of this research provide us with guidance on how to teach reading, indicating that all students must receive systematic, explicit instruction in language comprehension and printed word recognition in order to achieve proficiency.² More information on the connection between the science of reading and phases of literacy skill development is detailed in *Section II: Developing Literacy*.

Based on Idaho's student performance data, more must be done to ensure literacy growth for *all* students. When all stakeholders commit to using the science of reading to guide our work, Idaho's students will be provided the instruction needed to reach reading proficiency targets. Next steps for fully integrating the science of reading into our plans and practices are in *Section III: Essential Elements*.

¹ International Literacy Association, n.d., "Literacy Glossary"

² Tunmer & Chapman, 2012

WHERE WE ARE NOW

Idaho's current efforts to improve students' foundational literacy skills are built upon efforts that began in 1998 and have continued until 2020. The State Board of Education has committed to reviewing and updating the Comprehensive Literacy Plan every five years.

The timeline below represents the history of Idaho's literacy initiatives. This timeline highlights the most impactful events, but does not include every action taken or represent the actions of all stakeholders. Additional details can be found in Appendix A.



Need for Focus on Early Literacy

Collectively, Idaho's student performance data shows a systemic challenge that needs to be addressed in order to ensure all students K-12 acquire necessary literacy skills to be successful in their pursuit of college and careers.

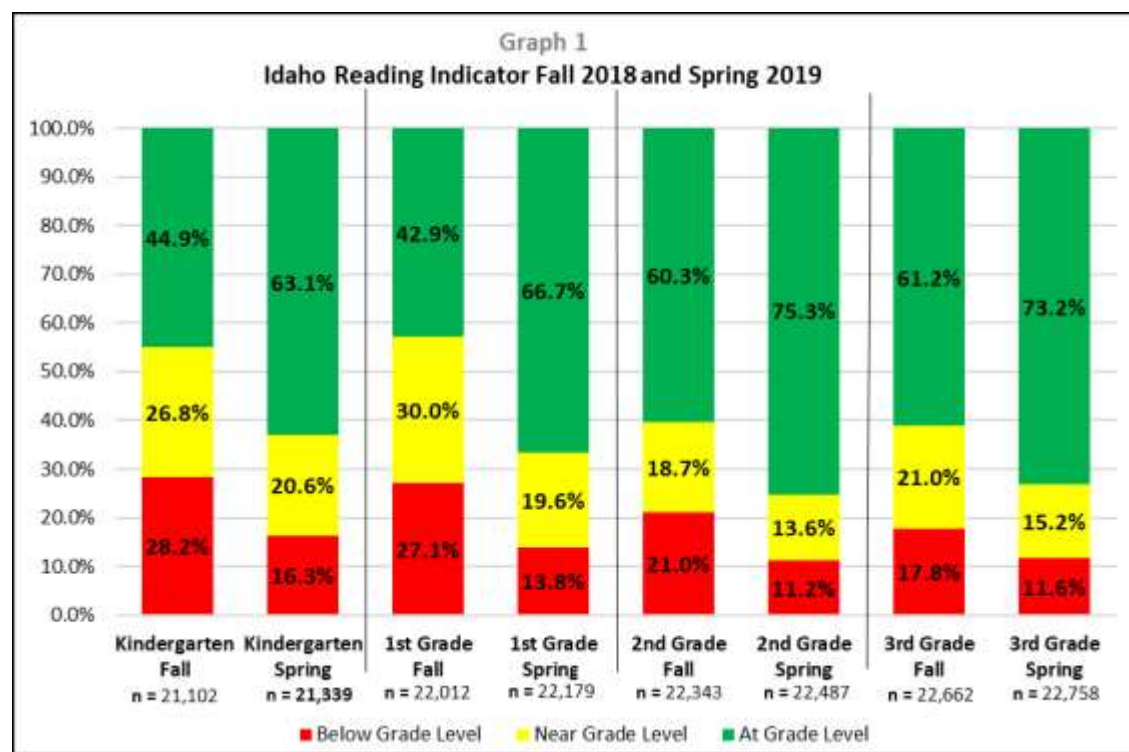
While gains have been made, we continue to have students who need support to reach grade-level skills. We must maintain our focus on early literacy to ensure we meet the needs of these students. Over the past twelve years, Idaho's early reading data has demonstrated that approximately 25 percent of students leaving third grade do not have the necessary skills to reach proficient or advanced levels of performance in literacy. Additionally, data from the state's legacy Idaho Reading Indicator (IRI), the IRI by *Istation*, and the ELA / Literacy ISAT indicate that there are persistent gaps in performance between various subgroups of students.

Summary of Student Performance Data

The data presented below provides an overview of the performance of students in K-8 and 10 on statewide assessments in early reading and English Language Arts/Literacy. *Section IV Student Performance Data* provides a more detailed picture of our data, including grade level, assessment component, and subgroup information and analysis.

Idaho Reading Indicator (IRI)

The IRI by *Istation* is administered to students in kindergarten through third grade in the fall and spring. The 2018-2019 school year was the first year of a statewide implementation of the new Idaho Reading Indicator using *Istation's Indicators of Progress – Early Reading (ISIP-ER)*. In the 2019-2020 school year, the IRI was administered in fall, but the spring administration was disrupted due to the public health emergency. The IRI provides nationally normed scores, allowing for a comparison of individual students to the “average” score of students in each grade level nationally. IRI data is reported in three levels; at grade level, near grade level, and below grade level.³ Graph 1 shows the breakdown of fall and spring scores, per grade, for the 2018-2019 school year.

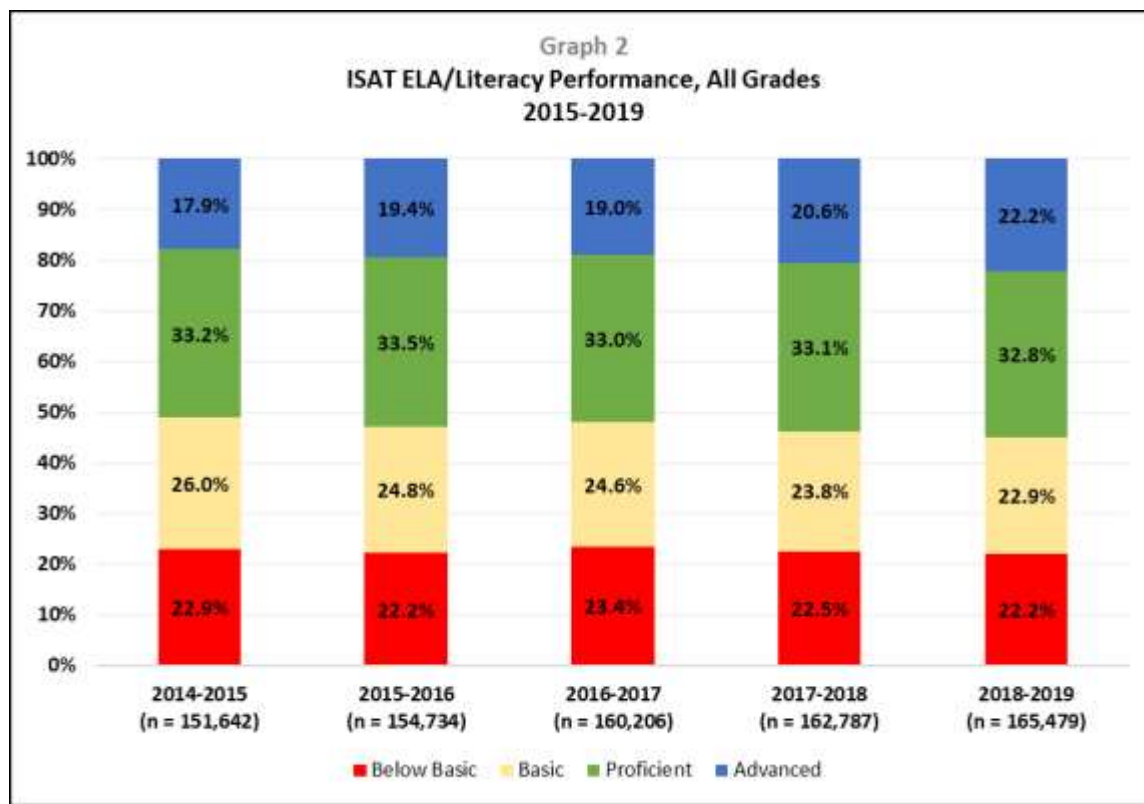


- All grades show a substantial improvement in the percentage of student reading at grade level from fall to spring.
- However, by the end of 3rd grade, roughly one-quarter of students are still not reading at grade level.

³ State Department of Education, 2020, Student Achievement Report

Idaho Standards Achievement Test (ISAT)

The Idaho Standards Achievement Test (ISAT) by *Smarter Balanced* is the summative assessment used to measure students' mastery of the Idaho State Content Standards. The English Language Arts/Literacy (ELA/L) assessment is administered to students in grades 3 through 8 and 10. Unlike the IRI which is norm referenced, the ISAT is criterion referenced, assessing students against an expected outcome, in this case, grade level content standards. Due to school building closures resulting from the public health emergency, the ISAT was not administered in spring 2020. The ISAT is reported in four achievement levels: advanced, proficient, basic, and below basic. Graph 2 provides statewide performance (all students, grades 3-8 and 10) on the ISAT ELA/L from spring 2015 to spring 2019.

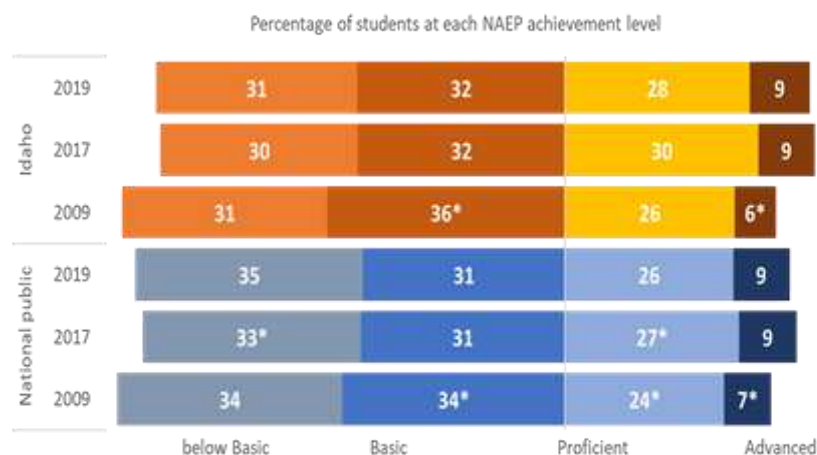


- Over the last five years, the percentage of students scoring basic and below basic has remained nearly 50%.
- The percentage of students scoring advanced has increased 4.3 percentage points.

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress, also known as the nation's report card, is the only nationally representative and continuing assessment of what America's students know and can do. Its major goals are to measure student achievement and to report change in performance over time. The NAEP is administered in grades 4 and 8 and provides results for the nation and states (but not at the district or student level). The NAEP reading assessment measures students' reading comprehension by asking them to read selected grade-appropriate materials and answer questions based on what they have read. At each grade, students responded to multiple-choice and constructed-response questions designed to measure their comprehension across two types of texts: literary and informational. Literary texts include fiction, literary nonfiction, and poetry. Informational texts include expository, argumentative and persuasive, procedural, and document texts. The NAEP scores reflect national public-school average scores. The complete subject area frameworks are available on the [National Assessment Governing Board website](#).

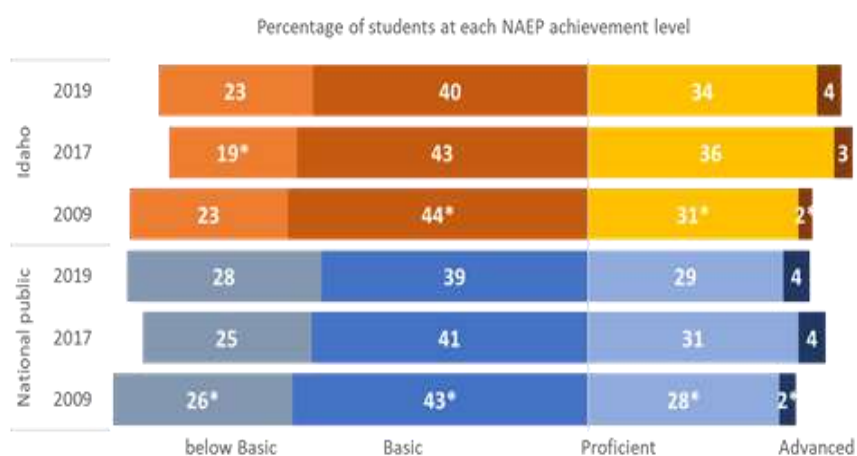
Graph 3: NAEP Grade 4 Reading National vs. Idaho Comparison



- Idaho's fourth graders and eighth graders had a higher percentage of students who scored proficient or advanced than the NAEP averages in 2009, 2017, and 2019.

- For those same years, a lower percentage of Idaho's fourth and eighth grade students scored below basic than the NAEP averages.

Graph 4: NAEP Grade 8 Reading National vs. Idaho Comparison



*Significantly different ($p < .05$) from 2019.

- Both Idaho and NAEP average scale scores have decreased for eighth grade students between 2017 and 2019.

SECTION II:

DEVELOPING LITERACY

Purpose of This Section

This section will explain how literacy development begins at birth and continues throughout a child's education. Parents/guardians and early learning providers play the key role in developing children's early language. The information in this section is a resource to support their efforts. The section continues by connecting language development that begins at home with the science of reading, which guides educators in providing the systematic, explicit instruction students need to continue to build their early reading and literacy skills.

THE DEVELOPMENT OF LANGUAGE AND LITERACY

“The ability to read, write, and communicate connects people to one another and empowers them to achieve things they never thought possible. Communication and connection are the basis of who we are and how we live together and interact with the world.”⁴ Literacy development begins the moment a child is born. The development of language activates for children the moment they hear their parents talk, laugh, or sing. Children raised in a socially interactive environment will have more well-developed proficiency in language comprehension and expression, including recognition and use of vocabulary words and ability to verbally share needs and ideas in social settings.⁵ The success of learning to read is greatly influenced by a child’s spoken language competence.⁶

*Parent talk is the most powerful tool for building children’s brains
and sending them to school ready to learn.⁷*

The Connection Between Language and Vocabulary Development

Daily Verbal (language) Interactions

- ◆ The average 3-year-old has heard 20 million words
- ◆ 3-year-olds from very talkative, socially interactive families have heard 35 million words
- ◆ 3-year-olds of uncommunicative families have heard less than 10 million words
- ◆ Vocabulary use at age three was strongly related to reading comprehension scores in third grade.

Vocabulary Size

- ◆ The average child has about a 700 word vocabulary by the age of three
- ◆ Children of very sociable families have a vocabulary of about 1100 words
- ◆ Children of uncommunicative, non-reactive families have only about a 500 word vocabulary

From birth to age 3, children have roughly 15,000 hours of learning opportunities. Whether these hours are filled with language, or left empty, makes an extraordinary difference to children’s development.

~T. Risley, S. Ramey, J. Washington
Webcast: *From Babbling to Books: Building Pre-Reading Skills*
<http://www.readingrockets.org/webcasts/1002>

Learning to read printed text relies first on children’s oral language development and continues as they develop the ability to connect the spoken words they hear to the printed words on the

⁴ International Literacy Association, n.d., “Why Literacy?”

⁵ Catts, 2006, 1999

⁶ Sousa, 2016

⁷ Suskind, 2014

page in order to make meaning. Research has shown that there are developmental accomplishments before formal reading instruction that lead to skilled reading.⁸ The chart below outlines typical milestones in language and literacy development prior to formal schooling. This is intended to provide a resource for parents/guardians and early learning providers to deepen their knowledge of these accomplishments to ensure children develop into successful readers.

Language & Literacy Development Birth Through Age 9	
Pre-Reader (Birth to Age 4) ⁹	
	<ul style="list-style-type: none"> • Make sounds that imitate the tones and rhythms that adults use when talking • Respond to gestures and facial expressions • Begin to associate words they hear frequently with what the words mean • Make cooing, babbling sounds in the crib, which gives way to enjoying rhyming and nonsense word games with a parent or caregiver • Play along in games such as “peek-a-boo” and “pat-a-cake” • Handle objects such as board books and alphabet blocks in their play • Recognize certain books by their covers • Pretend to read books • Understand how books should be handled • Share books with an adult as a routine part of life • Name some objects in a book • Talk about characters in books • Look at pictures in books and realize they are symbols of real things • Listen to stories • Ask or demand that adults read or write with them • Begin to pay attention to specific print such as the first letters of their names • Scribble with a purpose (trying to write or draw something) • Produce some letter-like forms and scribbles that resemble, in some way, writing • Enjoy listening to and talking about storybook • Understand that print carries a message • Make attempts to read and write • Identify familiar signs and labels • Participate in rhyming games • Understand that words are made up of individual sounds • Identify some letters and make some letter-sound matches

This information is designed as a resource for parents/guardians and early learning providers as they help their children build a strong foundation of language skills by regularly reading together, facilitating fun language activities, making time for free play, and encouraging them to draw and write. Additional activities for parents can be found in Appendix B. Early learning resources are available to Idaho families through the [Idaho Commission for Libraries](#), [Idaho Association for the Education of Young Children](#), and [Idaho State Department of Education](#).

⁸ Petscher et al, 2020

⁹ Adapted from U.S. Department of Education, 2005

The chart below outlines the necessary language and literacy accomplishments children need to reach to be successful readers. A deep knowledge of the skills outlined in the different stages (novice, developing) is essential for educators and parents/guardians to assist children’s growth in language and literacy. These points are intended to convey accomplishments in typical language and literacy development. They are not meant to represent or be used as academic standards. [Idaho’s English Language Arts/Literacy Content Standards](#) should be used by educators to plan and deliver instruction.

Novice Reader (ages 5 to 7)¹⁰	
Books & Print	<ul style="list-style-type: none"> • Knows the parts of a book and how books are held and read • Identifies a book’s title and understands what authors and illustrators do • Follows print from left to right and from top to bottom of a page when stories are read aloud • Understands the relationship between print and pictures • Understands that the message of most books is in the print and not the pictures • Knows that there are spaces between words in print • Knows that print represents spoken language and contains meaning • Knows some of the parts of print, such as the beginnings and endings of sentences, where paragraphs begin and end, and different punctuation marks • Begins to understand why people read—to learn and enjoy
Letter Knowledge	<ul style="list-style-type: none"> • Recognizes the shapes and names of all the letters in the alphabet (both uppercase and lowercase letters) • Writes many uppercase and lowercase letters on his own • Can recognize and name all the letters of the alphabet • Knows the difference between letters and words
Spoken Language	<ul style="list-style-type: none"> • Recognizes and makes rhymes • Identifies some syllables • Understands that spoken words are made up of separate sounds • Identifies words that have the same beginning sound • Puts together, or blends, spoken sounds into simple words • Can count the number of syllables in a word • Can put together and break apart the sounds of most one-syllable words
Sounds and Words	<ul style="list-style-type: none"> • Knows a number of letter-sound relationships • Understands that the order of letters in a written word represents the order of sounds in a spoken word • Uses phonemic awareness and letter knowledge to spell and write words • Begins to spell some words correctly • Writes his/her own first and last name and the first names of some friends, classmates, or family members • Writes some letters and words as they are said • Can show how spoken words are represented by written letters that are arranged in a specific order • Can read one-syllable words using what he knows about phonics • Uses phonics to sound out words he doesn’t know

¹⁰ Adapted from National Institute for Literacy

Sounds and Words	<ul style="list-style-type: none"> • Uses invented (or developmental) spelling to try to spell words on his own • Understands that there is a correct way to spell words • Uses simple punctuation marks and capital letters • Writes for different purposes—stories, explanations, letters, lists • Writes things for others to read (by thinking of ideas, writing draft copies, and revising drafts)
Reading	<ul style="list-style-type: none"> • Listens carefully to books read aloud • Asks and answers questions about stories • Uses background knowledge to help understand a story • Predicts what will happen in a story based on pictures or information in the story • Retells and/or acts out stories • Knows the difference between “made-up” and “real” stories • Reads aloud simple books and understands what they mean • Can tell when he is having problems understanding what he is reading • Reads and understands simple written instructions • Predicts what will happen next in a story • Discusses what she already knows about topics of books she is reading • Can ask questions (how, why, what if?) about books she is reading • Can describe, in his own words, what he has learned from a book he is reading • Can give a reason for why he is reading a book
Word Knowledge	<ul style="list-style-type: none"> • Plays with and is curious about words and language • Uses new words in speech • Knows and uses words that are important to schoolwork, such as the names for colors, shapes, and numbers • Knows and uses words that are important to daily life • Uses language with more control • Understands that the language used in school is more formal than the language used at home and with friends • Talks about the meaning of words and uses new words when speaking and writing • Begins to see that some words mean the same thing and some words have opposite meanings • Begins to recognize that words play different roles in sentences
Developing Reader (ages 7 to 9) ¹¹	
Reading	<ul style="list-style-type: none"> • Can read a large number of regularly spelled one- and two-syllable words • Figures out how to read a large number of words with more than two syllables • Uses knowledge of phonics to sound out unfamiliar words • Accurately reads many sight words • Reads and understands developmental level fiction and nonfiction books • Knows how to read for specific purposes and to seek answers to specific questions • Answers “how,” “why,” and “what-if” questions • Interprets information from diagrams, charts, and graphs • Recalls information, main ideas, and details after reading • Compares and connects information read in different books and articles

¹¹ Adapted from Armbruster, Lehr & Osborn, 2006

Reading	<ul style="list-style-type: none"> • Takes part in creative responses to stories, such as dramatizations of stories and oral presentations Uses phonics knowledge and word parts (prefixes, roots, suffixes) to figure out how to pronounce words she doesn't recognize Reads with fluency • Reads a variety of developmental texts with fluency and comprehension • Reads longer stories and chapter books independently • Summarizes major points from both fiction and nonfiction books 34 • Identifies and then discusses specific words or phrases that interfere with comprehension • Discusses the themes or messages of stories • Asks "how," "why," and "what-if" questions • Distinguishes cause from effect, fact from opinion, and main ideas from supporting details • Uses information gathered and his own reasoning to evaluate the explanations and opinions he reads about • Understands and reads graphics and charts • Uses context clues to get meaning from what she reads
Sounds and Words	<ul style="list-style-type: none"> • Pays attention to how words are spelled • Correctly spells words he has studied • Spells a word the way it sounds if she doesn't know how to spell it • Writes for many different purposes • Makes good judgments about what to include in her writing • Takes part in writing conferences and then revises and edits what he has written • Pays attention to the mechanics of writing (for example, spelling, capitalization, and punctuation) in the final versions of compositions • Correctly spells previously studied words • Independently reviews her own written work for errors in spelling, capitalization, and punctuation • Begins to use literary words and sentences in writing, such as figurative language • Combines information in compositions from a variety of sources, including books, articles, and computer information • With assistance from teachers and classmates, edits and revises her compositions to make them easier to read and understand • Discusses her own writing with other children and responds helpfully to the writing of other children
Word Knowledge	<ul style="list-style-type: none"> • Wants to learn new words and share those words at school and home • Uses clues from the context to figure out what words mean • Uses knowledge of word parts such as prefixes, suffixes, and root words to figure out word meanings • Uses parts of speech correctly • Learns more new words through independent reading • Explores and investigates topics of interest on her own • Wants to learn and share new words at school and at home • Uses clues from context to figure out word meanings • Uses her knowledge of word parts to figure out word meanings • Increases his vocabulary through the use of synonyms and antonyms

Word Knowledge	<ul style="list-style-type: none"> • Is able to use different parts of speech correctly, including nouns, verbs, adjectives, and adverbs • Develops her vocabulary and knowledge through independent reading • Explores and investigates topics of interest on his own • Uses a variety of sources to find information, including computers
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Even though some children have been provided rich language experiences in their early years, some remain challenged by reading and writing instruction. To ensure all students receive systematic and explicit reading and writing instruction, it is essential that Idaho's educators have a solid understanding of how to identify, evaluate, and support all students. This begins by understanding the science of reading.

THE SCIENCE OF READING

Idaho's Comprehensive Literacy Plan recognizes the contributions from the cognitive sciences and education research referred to as the science of reading. The science of reading informs educators about the critical components of reading and how to teach them to provide the most effective assessment and instruction for all of our students. The National Reading Panel (NRP) Report, published in 2000, identified and examined several essential components of reading instruction; phonemic awareness, phonics, vocabulary, reading comprehension, and fluency.¹² Since the NRP report, research has continued to clarify and uncover additional knowledge and instruction that will help more of our students learn to read. Idaho recommends reading instruction in language comprehension and printed word recognition based on the solid body of research and includes the Five Essential Reading Components.¹³

"Once exposed to formal instruction, about 50% of children make the transition from spoken language to reading with relative ease. For the other 50%, reading is a much more formidable task, and for 20-30 percent it definitely becomes the most difficult cognitive task they will undertake in their lives."

(Sousa, 2016)

- *Phonemic Awareness:* Phonemic awareness is the highest level of phonological awareness and is the ability to hear, identify, and manipulate the individual sounds in spoken words.
- *Phonics:* The relationship between the sounds of spoken words and the individual letters or groups of letters that represent those sounds in written words.
- *Fluency:* The ability to read text with accuracy, expression, prosody and comprehension.
- *Vocabulary:* The words we must know in order to communicate effectively.
- *Comprehension:* The ability to understand and gain meaning from what has been read.

Idaho's kindergarten through grade 3 early reading screener, the IRI is aligned to and assesses all Five Essential Reading Components. Screening and diagnostic assessments are critical to identification of reading difficulties (including specific learning disabilities such as dyslexia and

¹² Tunmer & Chapman, 2012

¹³ Armbruster, Lehr & Osborn, 2006

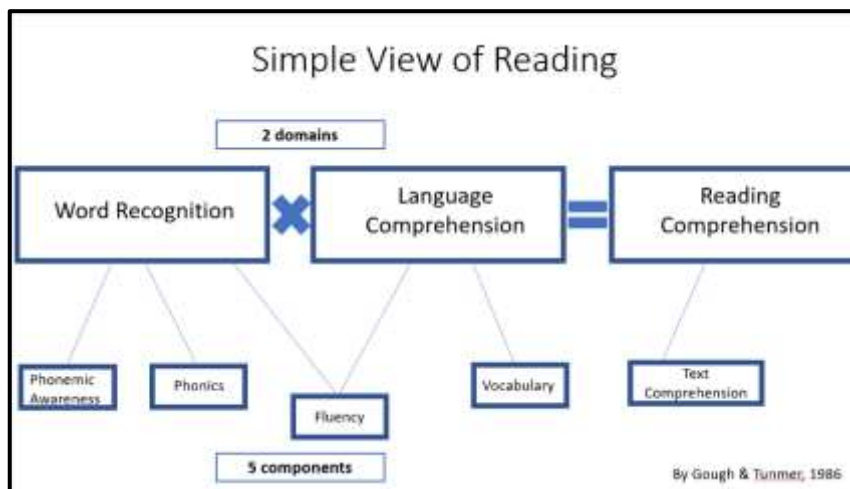
dysgraphia) to ensure that intervention is provided early in a student's education. The importance of systematic, explicit reading instruction is indicated in "The Ladder of Reading," Nancy Young indicates that:

- 5% of students are able to learn to read little or no effort;
- 35% of students learn to read easily through broad, core instruction;
- 40% to 50% of students need a code-based explicit, systematic and sequential approach to instruction to learn to read; and
- 10% to 15% of students require additional repetitions and sophisticated diagnostic tools, in addition to code-based explicit, systematic and sequential instruction.¹⁴

The following two conceptual models—the Simple View of Reading and Scarborough's Rope—represent a dependable source to reference when implementing Idaho's Comprehensive Literacy Plan and connect assessment to instruction and intervention. Policy decisions, higher education teacher preparation programs, professional development, assessment, and curriculum should be aligned with the domains and components of reading represented in these valid and reliable models of reading.

The Simple View of Reading

The Simple View of Reading outlines the two dominant domains contributing to proficient reading and how the five components of reading (NRP, 2000) map onto these domains to help teachers know what to assess and teach. This view of reading acquisition aligns with the science of reading and the Idaho K-3 statewide early reading screener, the Idaho Reading Indicator (IRI), administered to all students.^{15,16}



Based on current IRI data, it is clear many Idaho K-3 students continue to struggle and need additional instructional and intervention support. Examining IRI performance in the five components of reading, as outlined in the Simple View, can provide Idaho's educators with the necessary data to identify areas where more robust systematic, explicit instructional practices should be implemented. Scarborough's Reading Rope expands upon the domains in the Simple View of Reading to identify specific elements of language and word recognition, which suggest a continuum of development over time that teachers must understand to effectively provide explicit, systematic instruction and intervention.

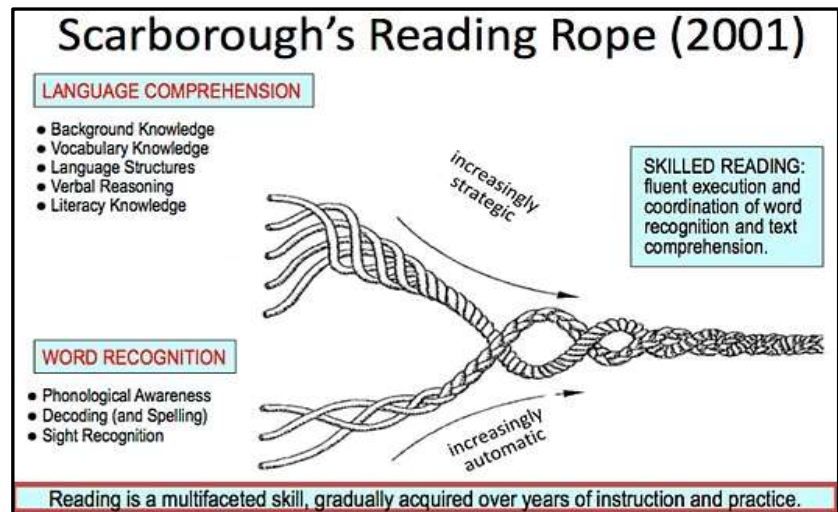
¹⁴ Young, 2020

¹⁵ Gough & Tunmer, 1986

¹⁶ Hoover & Tunmer, 2018

The Reading Rope¹⁷

The complex task of skilled reading is captured in “The Reading Rope” created by Hollis Scarborough. A reader’s language skills become increasingly strategic over time and word decoding becomes increasingly automatic weaving together the skills needed for fluent reading and text comprehension. Scarborough’s Rope can be used by educators to support skill instruction to ensure students become skilled readers.



Multiple studies have confirmed the importance of the five components of reading presented in the Simple View of Reading, with additional emphasis in the importance of teachers having an extensive knowledge of word recognition (phonology, alphabets, sight recognition), language comprehension (print concepts, vocabulary, syntax, & semantics), spelling (sound letter correspondence), and writing.^{18,19,20}

The “Defining the Reading Rope” chart defines each strand so Idaho educators can provide instruction inclusive of language and word recognition that is based in the skills students need to become proficient readers.

Defining the Reading Rope²¹	
Developing Language Comprehension	
Background Knowledge	Background knowledge is the warehouse of concepts and experiences we have acquired and continue to acquire throughout our lives. Our personal experiences in the world, the lessons we have learned, or not learned, our biases, the books we have listened to and the books we have read, the vocabulary we know, even our familiarity with different text and sentence structures, all contribute to our background knowledge.
Vocabulary	Experiences in the world also expose readers to vocabulary. Vocabulary knowledge reflects a person’s background knowledge and prior experiences. Two aspects of vocabulary knowledge are important: breadth of word knowledge, including words we have some familiarity with, and depth of word knowledge, the extent to which we know those words extremely well. Both – breadth and depth, contribute to comprehension. Knowledge of word meanings accounts for comprehension more than any other single

¹⁷ Dickinson & Neuman, 2011 (Scarborough, 2001, page 98)

¹⁸ Archer & Hughes, 2011

¹⁹ International Dyslexia Association, 2018

²⁰ Moats, 2020

²¹ Adapted from Glaser, 2017

	strand of the rope. Inferences are dependent upon the ability to activate word meanings.
Language Structures	Language structures address knowledge of written syntax, academic language use, and sentence structure. Understanding how sentences are formed, and how they convey meaning, is critical to our ability to comprehend while we read. If knowledge of syntax is weak, it is likely reading comprehension will be impacted. Readers need to understand how ideas in sentences link together and support each other to make meaning.
Verbal Reasoning	The ability to express learning verbally, to explain answers to the teacher's questions, to infer, conceptualize and frame thoughts in words – all of these ways of connecting ideas, comparing and contrasting ideas, combining ideas, verbalizing one's thinking are referred to as verbal reasoning. Verbal reasoning requires access to vocabulary and background knowledge. Inferencing requires vocabulary and background knowledge and depends upon verbal reasoning. The separate strands of the rope become more difficult to separate one from the other!
Literacy Knowledge	Knowledge of literacy grows over time and through exposure to a variety of texts and genres. Literacy Knowledge includes understanding that the organization of a narrative is different than a poem, and organizational differences and purposes exist between different genres. Literacy knowledge includes familiarity with the different expository text structures authors use to organize information – description, sequence, compare, cause and effect, problem solution and the purpose of bold headings and other organizational features.
Developing Word Recognition	
Phonological Awareness	The ability to isolate, identify and manipulate phonemes, the separate speech sounds in words, makes a strong contribution to decoding and spelling abilities. Phonological awareness is necessary for decoding the written word into spoken language and encoding (spelling).
Decoding	Knowledge of graphemes and syllables and their representation of speech, and the ability to decode the whole word, is necessary for the reading brain to translate the written word into speech. Decoding is the first step in associating print with meaningful language. Spelling words requires complete and accurate memory for sound-symbol correspondences, patterns of letter use in the writing system, and knowledge of meaningful parts of words (morphology) .
Sight Recognition	Proficient reading requires instant word recognition, seeing words and reading them instantly. The path to this achievement is learning phoneme awareness and decoding, combined with sufficient practice reading the words. Once readers achieve consolidated basic reading skills, and can read words without having to decode them sound by sound, fluency is possible. At that point, available cognitive resources can be devoted to comprehension. The term "sight recognition" does not refer to "sight words" (high frequency words we want all students to read by sight) – it refers to any word that is recognized automatically, in less than a second.

With a commitment to using the science of reading and understanding the *Simple View of Reading* and *Scarborough's Rope*, educators are equipped to provide systematic, explicit instruction required to ensure all students attain the foundational reading skills that will support them to become skilled proficient readers. Matching knowledge of reading acquisition to evidenced-based practices and the provision of instruction that supports all learners will ensure Idaho students are empowered to achieve future success.

SECTION III:

ESSENTIAL ELEMENTS

Purpose of This Section

This section outlines our state's goals for improving literacy performance for all students and the next steps Idaho education stakeholders (state, districts, schools, higher education, the community, and home) must corporately and individually take to ensure the goals can be met. The goals are categorized into four Essential Elements: Collaborative Leadership, Developing Professional Educators, Assessment and Data, and Effective Instruction and Interventions.

OVERVIEW

Essential Elements of the Idaho Comprehensive Literacy Plan



Collaborative Leadership

Effective leaders are critical in the establishment and sustainability of successful literacy initiatives. Collaborative leaders provide strategic guidance, support data-based decision making and distribution of resources, and encourage partnerships for sharing knowledge and best practices.



Developing Professional Educators

Training high-quality educators (including administrators, teachers, and paraprofessionals) is vital for student success. This requires a strategic, long-term approach that connects and aligns pre-service preparation, onboarding and mentoring, and ongoing professional development. An innovative, clear, and shared focus must be integrated to prepare all educators to effectively implement instructional practices grounded in the science of reading.



Assessment and Data

A comprehensive assessment system that includes a screener, diagnostic, and ongoing progress monitoring is critical to improving literacy outcomes. Data-based decision making enables educators to provide instruction and interventions to meet the unique needs of all students. The summative assessment provides educators and policymakers with information about program successes and where additional resources are needed.



Effective Instruction and Interventions

Exceptional teaching inspires engaged and deep learning. Effective instruction and intervention is rooted in implementation of the science of reading in alignment to the Idaho English Language Arts/Literacy Content Standards. When teachers provide systematic, explicit instruction, students at all skill levels benefit. Student outcomes are improved through well-established systems of support for English learners, students with disabilities, and those struggling to develop grade-level literacy skills.

Organization of the Comprehensive Literacy Plan

Improving literacy skills for our students is not just the responsibility of schools or classroom teachers; it takes a statewide collaborative effort. All stakeholders involved in supporting students should understand their responsibilities and ability to contribute to the larger picture, while recognizing that none are in it alone. Working together, we maximize each group's contribution to the overall goal of improving literacy outcomes for Idaho students. The Comprehensive Literacy Plan highlights the role of various stakeholders in



carrying out each of the Essential Elements. Through common goals, collaboration, and communication, we can implement evidence-based strategies to provide all Idaho students with the opportunity to acquire the literacy skills they need for postsecondary and career success.

State:	Policymakers including the Governor, legislature, Superintendent of Public Instruction, State Board of Education (the Board), State Department of Education (the Department), and other state agencies involved in education-related work
Districts, Schools, and Classrooms:	All district and school employees and contractors who work to support students, including superintendents, principals, teachers, counselors, paraprofessionals, contractors, and other school staff
Higher Education:	Idaho's public and private institutions of higher learning, including community colleges, universities, and career-technical and certificate programs
Community and Home:	Parents/guardians, libraries, early learning providers (preschools and daycares), out-of-school time program providers, healthcare providers, nonprofits, businesses, and community agencies

COLLABORATIVE LEADERSHIP

Effective leadership is essential for successful implementation of a sustainable, comprehensive literacy program. When established and cultivated, collaborative leadership brings about a set of common values and beliefs – a complete systems view – that will guide statewide and local school improvement efforts over time.

Previous and Current Implementation

- In 2016, the legislature amended statute related to the literacy initiative. Current statute requires individual reading plans for students who are not proficient, and to provide non-proficient students with 30 to 60 hours of intervention (based on their fall IRI score).
- The legislature substantially increased funding for targeted literacy interventions during the 2016 and 2018 sessions.
- The Department gathers stakeholders frequently to engage in collaboration across departments to support development of statewide plans and decision-making (e.g. Special Education Advisory Panel (SEAP), Assessment Advisory Committee, Idaho Consolidated State Plan, standards and curriculum review committees).
- Since the 2016-2017 school year, local education agencies (LEAs) have submitted Literacy Intervention Program Plans annually. These plans provide guidance to all staff regarding the LEA's approach and strategies for addressing literacy improvement, and encourage collaboration and communication amongst district and school staff.
- The Idaho Higher Education Literacy Partnership (IHELP), formed in 2015, meets regularly to improve collaboration with the state and amongst literacy instructors within the educator preparation programs.
- Community agencies have engaged in efforts to improve school readiness, including Ready Idaho; RISE; and Maternal, Infant, and Early Childhood Home Visiting. A collaborative of agencies received the year one (planning) federal Preschool Development Grant and are currently applying for year two (implementation).

To accomplish continued growth in this work, the following next steps shall be implemented:

COLLABORATIVE LEADERSHIP	
GOAL 1	<p>Ensure strong, coherent effective collaboration amongst entities, including state agencies, postsecondary institutions, K-12 districts, schools, libraries, and community agencies.</p> <ul style="list-style-type: none"> • Communication and partnerships are developed at the local, regional, and statewide levels. • Groups work together to make strategic decisions and develop statewide and regional strategies that maximize funding, resources, and student achievement outcomes.
Group Responsible	Next Steps
State	<ul style="list-style-type: none"> ➤ The State reviews the current literacy initiative and revisits it in order to support a more robust approach to closing the gaps for special populations of students, including English learners, those from low socioeconomic backgrounds, and students with reading difficulties (including specific learning disabilities such as dyslexia, dysgraphia, etc.). ➤ The Legislature provides funding to support literacy initiatives that align to the Idaho Comprehensive Literacy Plan. State budgets are developed with keen focus on balancing high standards and needs for resources with the importance for regional collaboration and local flexibility. ➤ The Board provides leadership to support literacy, including establishing policies and rules and advocating for changes to statute to support evidence-based literacy initiatives and collaboration amongst entities. ➤ The Board and Department commit to consistently putting appropriate resources, including funding, staff time, and efforts to educate other entities on the science of reading, to aid in collaborative decision-making and meeting the goals in this plan. ➤ The Board and Department facilitate collaboration amongst entities, including consistent, coherent communication and regular convenings of groups (e.g. Special Education Advisory Panel) to discuss literacy. ➤ The Board and Department develop and implement a strategy to distribute the Comprehensive Literacy Plan.
Districts, Schools, Classrooms	<ul style="list-style-type: none"> ➤ School boards and superintendents establish a district-wide commitment to literacy. ➤ District leaders engage with educators and the community to develop and implement Literacy Intervention Program Plans that include clear strategies grounded in the science of reading (including systematic, explicit literacy instruction and intervention practices), appropriate resources for implementation, and clear student achievement outcomes. ➤ District and school leaders engage in data-driven budgeting and resource allocation to ensure literacy activities are effective and aligned to the goals the LEA established in their Literacy Intervention Program Plan. ➤ Districts facilitate sharing of best practices and maximize resources through regional partnerships (when appropriate and feasible). ➤ District and school leaders put an emphasis on developing schools with strong cultures of collaboration.

Districts, Schools, Classrooms	<ul style="list-style-type: none"> ➤ District and school leaders support infrastructural modifications, as necessary, such as extended time for teacher collaboration and professional learning communities. ➤ Districts and schools partner with the community (including libraries, community agencies, and early learning providers) to provide literacy-focused activities that offer parents/guardians an active way to learn about and engage in their children’s learning (i.e. reading night, book fairs, etc.). ➤ School-level educators act as liaisons to support student and parent/guardian involvement in the development of students’ individual reading plans. ➤ School leaders develop structures and practices that include clear processes for communication and coordination of efforts to ensure students receive appropriate instruction and supports.
Higher Education	<ul style="list-style-type: none"> ➤ Institutions of Higher Education support the state’s strategic direction and commit to collaboration with the state, districts, and schools to support literacy initiatives. ➤ Institutions of Higher Education work with the Board to continue to improve the high school to postsecondary transition and address remediation needs of students at the postsecondary level. ➤ Institutions of Higher Education ensure that programs designed to train school administrators include content focused on the importance and impact of collaborative school culture. ➤ Institutions of Higher Education collaborate with the state, districts, and schools to facilitate and participate in efforts to align the strategies, research, and assessment practices taught during educator preparation with those implemented by practicing teachers, and ensure all are aligned to the science of reading. ➤ Leaders at Idaho’s institutions of higher education support their faculty in participating in IHELP to strengthen statewide partnerships focused on working to improve educator preparation in the area of literacy instruction.
Community and Home	<ul style="list-style-type: none"> ➤ Early learning providers, out-of-school time providers, libraries, and other community agencies continue to engage in local partnerships with districts and schools to support literacy and other learning initiatives. ➤ Community partners (libraries, nonprofits, medical providers, etc.), in collaboration with state agencies, coordinate to amplify and expand existing efforts to enhance school readiness statewide by building families’ knowledge about the importance of engaging in activities that promote early literacy skills development from birth to age 5. ➤ Parents/guardians engage as active partners with their children’s schools, including recognizing shared responsibility for achieving developmental and learning outcomes. ➤ Parents/guardians support the implementation of their district’s Literacy Intervention Program Plan, including participating in the development of individual reading plans (if needed for their child). ➤ Parents/guardians engage with the school by participating in activities (e.g. PTA, reading nights, etc.).

DEVELOPING PROFESSIONAL EDUCATORS

High quality educator preparation and continued professional development are keys to improving literacy. Defining what teachers need to know; ensuring they have opportunities to learn; and supporting them in implementing that knowledge in classrooms is basic to achieving the goal of literacy for all. To that end, it is critical that teachers receive instruction that embeds and models the science of reading throughout educator preparation, and that ongoing professional development be appropriately aligned. Idaho's institutions of higher education use the Comprehensive Literacy Standards (within the [Idaho Standards for Initial Certification of Professional School Personnel, State Specific Standards](#)) to guide educator preparation.

Teachers must have the ability to implement systematic, explicit instruction in word recognition and language comprehension (as shown in the Simple View of Reading and Scarborough's Rope in *Section II: Developing Literacy*) including the Five Essential Reading Components: phonemic awareness, phonics, fluency, vocabulary, and comprehension. [The International Dyslexia Association \(IDA\) Knowledge and Practice Standards for Teachers of Reading](#), which outlines teacher knowledge and resulting effective reading instruction which benefits *all* students, can be used as a resource by the state, districts, and schools to align professional development to the science of reading.

Examples of Expectations for Educators (IDA Knowledge and Practice Standards) ²²		
Reading Component	Standard	Knowledge
Phonemic Awareness	Know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.	Plan to provide brief (5–10 minute), distributed, multisensory phonemic-awareness activities during structured literacy classroom teaching and/or intervention for 15–20 weeks (or more, as needed, to reach curricular goals) in K–1 and for students who need remedial instruction after first grade.
Phonics	Know/apply in practice considerations for organizing word-recognition and spelling lessons by following a structured phonics lesson plan.	Use a lesson framework that includes review of a previously learned skill or concept, introduction of a new skill or concept, supported practice, independent practice, and fluent application to meaningful reading and/or writing.
Fluency	Know/apply in practice considerations for varied techniques and methods for building reading fluency.	Describe the role of and appropriate use of independent silent reading, assisted reading, repeated reading, and integrated fluency instruction to promote fluent reading of text.
Vocabulary	Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.	Identify and describe vocabulary-building strategies that are particularly promising for use with English Learners.

²² International Dyslexia Association, 2018

Previous and Current Implementation

- The State requires LEAs to assign new teachers a mentor teacher and requires teachers to have individual professional learning plans (IPLPs).
- From 2016 to 2020, IHELP has provided feedback regarding the Idaho Comprehensive Literacy Course and Assessment, helped to update the Literacy Standards for Educator Preparation; compiled competencies as a resource for higher education faculty and pre-service teacher candidates; and worked to pilot common pre-service literacy assessments at Idaho's institutions of higher education.
- In 2017-2018, the State Board of Education utilized the final allocation of federal SAHE funding to support a project led by Boise State University (based on an ongoing, successful [BSU research project](#)), which was implemented by educator preparation programs across the state and ensured participating first year teachers had a secondary access point (educator preparation staff in their region) for mentoring and instructional feedback.
- The Department has and continues to provide professional development (PD) to support increasing teacher knowledge and capacity to implement evidence-based strategies to improve literacy outcomes for students.
 - The Department offers targeted professional learning with coaching for special education educators through the [State Systemic Improvement Plan \(SSIP\)](#).
 - The department offers facilitated professional learning through the Idaho Principals Network to support administrators to improve the quality of instruction and learning outcomes for all students.

To accomplish continued growth in this work, the following next steps shall be implemented:

DEVELOPING PROFESSIONAL EDUCATORS	
GOAL 1	Develop and implement a systematic approach to building teachers' knowledge and skills through educator preparation grounded in the science of reading.
Group Responsible	Next Steps
State	<ul style="list-style-type: none"> ➤ The Board ensures the educator preparation program approval and monitoring process continues to set high standards for quality and continuous improvement. Reviews of educator preparation programs include an analysis of the integration of evidence-based literacy/reading instruction into coursework and alignment to the Comprehensive Literacy Standards. ➤ The Board, in partnership with representatives from the educator preparation programs and IHELP, reviews the Idaho Comprehensive Literacy Course (ICLC) and Idaho Comprehensive Literacy Assessment (ICLA) on a regular basis to ensure they are grounded in the science of reading. ➤ The State continues to require teachers prepared out of state or through non-traditional routes to complete the ICLC or ICLA to demonstrate knowledge of effective practices in teaching literacy development. ➤ The Department collaborates with educator preparation programs to ensure that all teacher candidates know how to use screener and diagnostic assessments to identify students with reading difficulties (including specific learning disabilities such as dyslexia, dysgraphia, etc.) and are prepared to provide appropriate interventions to meet their specific needs.

Districts, Schools, Classrooms	<ul style="list-style-type: none"> ➤ District and school educators work with educator preparation programs to develop systems and structures that ensure that all candidates' field experiences are valuable and effective learning opportunities.
Higher Education	<ul style="list-style-type: none"> ➤ Educator preparation programs ensure educators receive effective preparation in literacy instruction grounded in the science of reading, including application of the Idaho Comprehensive Literacy Standards, as applicable to their role (clarified in Administrative Code). ➤ IHELP continues to work to ensure the ICLC and ICLA are well-aligned with recognized science of reading knowledge and practices. ➤ Educator preparation programs ensure all teacher candidates are prepared to address the learning needs of all students, including English learners and those with learning difficulties (including specific learning disabilities such as dyslexia, dysgraphia, etc.) through the use of the Idaho Standards for Initial Certification of Professional School Personnel. ➤ Educator preparation programs provide teacher candidates with clinical, field study, and study teaching opportunities early and often, and ensure field experiences are implemented effectively.
GOAL 2	Provide transition support and mentoring opportunities for new teachers through the first three to five years of instruction.
Group Responsible	Next Steps
State	<ul style="list-style-type: none"> ➤ The Board continues to require individual professional learning plans and mentoring for new teachers. ➤ The Board and Department provides guidance to districts and schools regarding effective onboarding and mentoring practices (e.g. the Idaho Mentor Standards).
Districts, Schools, Classrooms	<ul style="list-style-type: none"> ➤ District and school leaders ensure consistent and effective implementation of state-required mentoring, and individual professional learning plans. ➤ District and school leaders ensure that beginning teachers in the early elementary grades are matched with mentors who have demonstrated effective reading instruction (teachers, certified coaches, etc.). ➤ District and school leaders work to develop schedules that include appropriate time for mentoring. ➤ District and school leaders offer opportunities for educators (particularly new teachers) to improve their craft by reviewing videos of their own instruction and/or observing each others' classroom instruction (micro-teaching).
Higher Education	<ul style="list-style-type: none"> ➤ Educator preparation programs work with the Board and the Department to make pedagogical and practical connections between teacher preparation, onboarding and mentoring, and ongoing professional development. ➤ Educator preparation programs work with school districts to support new teachers in transitioning to the classroom.

GOAL 3	<p>Provide comprehensive professional development that is strategic, cohesive, grounded in the science of reading, and meets the needs of all educators (including district and school administrators, teachers, paraprofessionals, and library staff). Use evidence-based practices to provide effective professional development in order to increase teachers' likelihood of fully integrating the science of reading into their pedagogical and instructional repertoires, including:</p> <ul style="list-style-type: none"> • Job-embedded professional development, such as instructional coaching • Sustained, intensive professional development focused on reading literacy and how to help struggling readers • Teacher collaboration, inquiry, and joint problem-solving • Subject-area and grade-band specific professional development that coaches teachers on how to integrate literacy knowledge into their specific role(s).
Group Responsible	Next Steps
State	<ul style="list-style-type: none"> ➤ The Legislature and the Department provide funding for effective professional development (which may include instructional coaching, collaborative time and stipends for teachers, PLCs, etc.). ➤ The Board develops a plan for strategic professional development efforts for all core subjects, including literacy grounded in the science of reading. ➤ The Department provides literacy professional development in accordance with the Board's developed plan and aligned to the IDA Knowledge and Practice Standards. Professional development sessions include: <ul style="list-style-type: none"> ○ Training videos designed to increase educators' assessment knowledge and guides them in using assessment and other student data to differentiate instruction. ○ Training on evidence-based literacy instruction strategies for special populations of students, including English learners, students with learning difficulties (including those with specific learning disabilities such as dyslexia, dysgraphia, etc.), and students identified for interventions. ○ Job embedded, sustained professional development in early reading foundations and literacy skills through the Idaho Coaching Network (ICN). ➤ The Department provides support to districts and schools in identifying appropriate, high quality professional development partners, vendors, and opportunities.
Districts, Schools, Classrooms	<ul style="list-style-type: none"> ➤ District and school leaders provide professional development that is aligned to the IDA Knowledge and Practice Standards and addresses critical practices for literacy development, including systematic and explicit instruction, assessment and data, and use of assistive technologies. ➤ District and school leaders ensure that teachers, coaches, and paraprofessionals providing literacy interventions to students are trained on instructional practices grounded in the science of reading and are prepared to address the needs of all students, including those with learning difficulties (including specific learning disabilities such as dyslexia, dysgraphia, etc.). ➤ Districts and schools provide training to educators (teachers, coaches, and paraprofessionals) based on their knowledge, experience, and success in implementing practices grounded in the science of reading. Those who excel are given opportunities for advanced learning and leadership.

Districts, Schools, Classrooms	<ul style="list-style-type: none"> ➤ Districts and school leaders proactively adjust structures and schedules to ensure teachers have opportunities to engage in sustained, job-embedded professional development. ➤ District and school leaders ensure that any professional development or training on literacy provided by outside entities is appropriately grounded in the science of reading. ➤ When appropriate and feasible, districts and schools partner with other districts/schools to facilitate collaborative professional development, including regional trainings and cross-school professional learning communities. ➤ When possible, districts and schools invite early education providers to combined early grades professional development to enhance collaboration and alignment efforts.
Higher Education	<ul style="list-style-type: none"> ➤ Institutions of Higher Education partner with the state, districts, and schools to provide high quality professional development grounded in the science of reading and aligned to the IDA Knowledge and Practice Standards.
Community and Home	<ul style="list-style-type: none"> ➤ When invited, early learning providers engage with districts and schools for combined early grades professional development and collaboration. ➤ When possible, out-of-school time providers, libraries, and other community agencies engage with districts and schools to share resources for literacy-focused professional development.

ASSESSMENT AND DATA

As stated in the book *Making Assessments Matter Using Test Results to Differentiate Reading Instruction* by Nonie Lesaux and Sky Marietta, in order to promote reading achievement, educators need to have a comprehensive assessment system (*a coordinated and comprehensive system of multiple assessments; as defined by the US Department of Education*) approach that includes action steps to link assessment results to the day-to-day instruction in the classroom. Literacy assessments, when properly used, can be the difference between a child receiving the help he or she needs or continuing to struggle as a reader.²³

Valid and reliable assessment is a necessary component of literacy instruction.

Meaningful assessment data in the hands of knowledgeable teachers is a powerful tool in meeting students' individual needs.

The State Board of Education believes that a statewide comprehensive assessment system is a critical component in implementing sound instructional practices and improving student achievement. A comprehensive assessment system includes screening, diagnostic, formative, interim, and summative assessments used for specific purposes in an integrated manner to improve teaching and learning. Idaho's statewide comprehensive assessment system includes standardized assessments aligned to the Idaho State Content Standards for English Language Arts/Literacy (ELA/L), including the Idaho Reading Indicator (IRI) by *Istation* for students in kindergarten through third grade and the Idaho Standards Achievement Test (ISAT) by *Smarter Balanced* in ELA/L for students in grades three through eight and ten. Data from statewide assessments is best used in combination with diagnostic assessments, classroom assessments, and teacher observations. Additionally, data is used to inform stakeholders of the effectiveness of instructional programs, practices, and interventions within classrooms and schools.

Previous and Current Implementation

- The State has implemented interim and summative assessments in ELA / Literacy through its contract with the *Smarter Balanced Assessment Consortium* since the 2014-2015 school year.
- The Department has and continues to provide ongoing targeted professional development to districts and schools to support the implementation of a comprehensive assessment system and supports educators in using data to inform instruction and improve outcomes for students.
- In 2016, based on feedback from the Literacy Implementation Committee and the Early Literacy Assessment Working Group, the Board requested that the Department issue a Request for Proposals (RFP) for a new literacy assessment which would evaluate a broader range of literacy skills. The IRI by *Istation* was administered to all students beginning in the 2018-2019 school year.
- In 2018-2019, the Department launched new report cards (idahoschools.org) that include data (IRI, ISAT, English Learner assessment, etc.) at the state, district, and school levels.

²³ Lesaux & Marietta, 2012

To accomplish continued growth in this work, the following next steps shall be implemented:

ASSESSMENT AND DATA	
GOAL 1	<p>Use a comprehensive assessment system that is appropriately aligned to the Idaho Content Standards to integrate meaningful literacy data into instruction and intervention practices, including the following (please see definitions sections for more details):</p> <ul style="list-style-type: none"> • Screener Assessment(s) • Diagnostic Assessments(s) • Progress Monitoring Assessments • Formative Assessments • Interim Assessments • Summative Assessment
Group Responsible	Next Steps
State	<ul style="list-style-type: none"> ➤ The State continues to provide resources and support for implementation of a comprehensive assessment system aligned to Idaho's English Language Arts/Literacy State Content Standards. ➤ The State provides resources to support districts and schools in their efforts to administer assessments in a manner that minimizes instructional disruptions (example: additional computers for assessment to allow labs to be used for instructional purposes). ➤ The Board provides templates to support districts and schools in creating LEA Literacy Intervention Program Plans and students' individual reading plans. ➤ The Department provides guidance to districts and schools regarding how to use IRI by <i>Istation</i> data to identify students at risk of reading difficulties (including specific learning disabilities such as dyslexia, dysgraphia, etc.). ➤ The Department provides targeted resources to districts and schools when assessment data indicates the district/school needs support.
Districts, Schools, Classrooms	<ul style="list-style-type: none"> ➤ District and school educators continue to implement a comprehensive assessment system. ➤ Districts develop and implement systems and practices to engage all educators (administrators, classroom teachers, special education, Title I, and paraprofessionals) in collaboratively using data to identify and provide strategic, cohesive interventions for students who need extra support. ➤ Educators use IRI data to identify students at risk for reading difficulties. ➤ Educators administer diagnostic assessment(s) when appropriate to clarify the needs of students identified as at risk for reading difficulties (including those with specific learning disabilities such as dyslexia and dysgraphia). ➤ Educators disaggregate and analyze data to drive instruction and guide the development of individual reading plans for students not scoring "At Grade Level" (proficient) on the IRI. ➤ Educators use progress monitoring assessments to determine if students are making appropriate progress towards developing grade-level literacy skills. ➤ Teachers provide parents/guardians with students' assessment results in a timely manner; inform parents of the meaning of the results and how to support learning at home; and engage parents in using data to develop students' individual reading plans.

Community and Home	<ul style="list-style-type: none"> ➤ When feasible, early learning providers work with their local school district and/or Department of Health Welfare regional or local office to receive training on administering literacy screening assessment (such as the Get Ready to Read Screening Tool). ➤ Early learning providers who have completed training conduct screening to identify students who may need additional support, including those with learning disabilities (dyslexia, dysgraphia, etc.), and refer them for additional diagnostics and support. ➤ Medical providers utilize screening in well checks to indicate signs of developmental delays that may affect learning and literacy skills development and provide parents with information regarding where and how to get additional diagnostics and support.
GOAL 2	Support teacher candidates in building strong assessment knowledge by integrating research methods, statistics, and assessment literacy coursework into educator preparation.
Group Responsible	Next Steps
State	<ul style="list-style-type: none"> ➤ The Board ensures that state reviews of educator preparation programs include an evaluation of the inclusion of assessment literacy within the educator preparation process. ➤ The Department shares information with educator preparation programs and IHELP about the state's comprehensive assessment system and aligned resources in order to improve assessment literacy of pre-service teachers.
Districts, Schools, Classrooms	<ul style="list-style-type: none"> ➤ Districts and schools work with higher education to ensure that assessment practices are integrated into student teaching and mentoring of new teachers.
Higher Education	<ul style="list-style-type: none"> ➤ Institutions of Higher Education prepare teacher candidates to assess students appropriately using screeners, diagnostics, curriculum-based measures (CBM), and other formative assessments and ensure pre-service teachers understand how to interpret and use data to guide instruction. ➤ Institutions of Higher Education integrate research methods (how to identify sound research and read and interpret findings) into educator preparation coursework. ➤ Institutions of Higher Education ensure that all field experiences (field study, clinicals, student teaching, etc.) integrate regular practice in using assessments and data to drive instruction.
GOAL 3	Provide practicing educators with assessment literacy professional development to ensure effective integration of assessments and data into instructional practice.
Group Responsible	Next Steps
State	<ul style="list-style-type: none"> ➤ The Department provides professional development and technical assistance to districts and schools on how to utilize data from a comprehensive assessment system to effectively plan and deliver instruction and interventions. ➤ The Department provides professional development and resources focused on assessment literacy, including using the right assessment for the right purpose.

Districts, Schools, Classrooms	<ul style="list-style-type: none"> ➤ District leaders provide training and support to educators in assessment data analysis to inform instruction and provision of interventions grounded in the science of reading. ➤ District and school leaders provide parents/guardians with information regarding the assessments being used and how the data is interpreted and used to guide instruction and interventions.
Higher Education	<ul style="list-style-type: none"> ➤ Institutions of Higher Education support educators in developing assessment and data-use knowledge through professional development and ongoing coursework.
Community and Home	<ul style="list-style-type: none"> ➤ Parents/guardians take advantage of opportunities to learn about the assessments being used in local schools and how assessments inform instruction and interventions.

EFFECTIVE INSTRUCTION AND INTERVENTIONS

Effective instruction and interventions are critical in supporting students' development of strong literacy skills. Educators need to be knowledgeable of the science of reading research and effective strategies to continually provide the best support to all students, especially those from diverse backgrounds and those who struggle to develop grade-level literacy skills. The [IDA Knowledge and Practice Standards](#) provides guidance regarding effective literacy instruction aligned to the science of reading.

Examples of Effective Reading Instruction ²⁴	
Reading Component	Example of Instruction
Phonemic Awareness	Use tactile and kinesthetic aids, such as blocks, chips, sound boxes, body mapping, finger tapping, and left-to-right hand motions in learning a variety of early, basic, and more advanced PA activities as appropriate.
Phonics	Effectively teach all steps in an explicit phonics lesson. (For example, develop phonemic awareness, introduce sound/spelling correspondence, blend and read words, practice word chaining, build automatic word recognition, spell and write selected lesson words, and apply to decodable text reading.)
Fluency	Provide ample opportunities for student(s) to read connected text daily, with appropriate feedback on decoding errors.
Vocabulary	Adopt and use a routine for introducing and providing practice with new word meanings.
Comprehension	Plan and deliver comprehensive listening and/or reading comprehension lessons that address background knowledge, interpretation of vocabulary and academic language, and text structure using strategies that fit the text.

Previous and Current Implementation

- The legislation created by the Board and adopted by the Legislature in 2016 requires students in kindergarten through third grade who do not score proficient on the fall IRI to receive 30 or 60 hours of literacy intervention (depending on their score).
- The Legislature has provided increased and ongoing funding for literacy interventions.
- Governor Brad Little has made early literacy a key initiative, and requested increased funding from the legislature in 2018, which was appropriated.
- The Department developed and provided materials to support districts, schools, and teachers to deliver effective evidence-based instruction.
 - Idaho trainer materials based on the Institute of Educational Sciences (IES) practice guides for Adolescent Literacy and Effective Literacy and English Language Instruction for English learners.
 - Through the curriculum review process, the Department ensures Idaho districts and schools have access to adopt high quality reading curriculum at a state-contracted cost.
 - Job-embedded professional development through the Idaho Coaching Network to build teacher leaders in literacy

²⁴ International Dyslexia Association, 2018

- Targeted online professional learning linked to the science of reading through an online course designed to highlight the Five Essential Reading Components.
- Sustained professional learning for special education professionals through the [State Systematic Improvement Plan \(SSIP\)](#).
- Targeted language use and development online program through Imagine Learning for English learners.

To accomplish continued growth in this work, the following next steps shall be implemented:

EFFECTIVE INSTRUCTION AND INTERVENTIONS	
GOAL 1	Educators have a strong understanding of the science of reading and use systematic, explicit instruction to build all students' foundational reading skills and ensure they are progressing.
Group Responsible	Next Steps
State	<ul style="list-style-type: none"> ➤ The State continues the implementation of a cohesive state literacy policy that includes providing clear academic content standards that ensure equity of opportunity and academic achievement for all learners. ➤ The Board and Department support laws, policies, and practices designed to ensure that instruction is grounded in the science of reading, students are provided a strong early start in literacy, and those who demonstrate reading difficulties (including those with specific learning disabilities such as dyslexia or dysgraphia) receive effective interventions. ➤ The Department releases appropriate resources (guides, etc.) aligned to the Comprehensive Literacy Plan, including specific guidance regarding instructional and intervention strategies grounded in the science of reading.
Districts, Schools, Classrooms	<ul style="list-style-type: none"> ➤ District and school leaders understand the science of reading, stay current on research, and demonstrate a willingness to adjust structures and systems in schools to apply best practices and encourage innovation (such as flexible grouping, in-class tutoring, etc.). ➤ Districts are diligent and thorough in their adoption of curriculum aligned to the K-3 foundational reading skills, as outlined in the Idaho K-5 State Content Standards. District leaders evaluate their core programs to ensure they are aligned to the science of reading. ➤ Districts and school leaders ensure literacy instruction addresses all aspects of literacy, including oral language skills, the Five Essential Reading Components, and writing. ➤ District and school leaders support teachers and paraprofessionals in developing and applying their knowledge of the science of reading through systematic, explicit instruction and appropriate interventions to ensure all students gain grade-level literacy knowledge and skills (including those with learning difficulties or specific learning disabilities). ➤ Districts and school leaders provide all stakeholders with information about the standards and curriculum and the difference between them. ➤ Teachers recognize the importance of writing practice and provide frequent opportunities for students to develop writing skills.

Districts, Schools, Classrooms	<ul style="list-style-type: none"> ➤ Districts and schools provide information to parents/guardians about how to support their children's literacy development, including signs of learning difficulties or specific learning disabilities (dyslexia, dysgraphia, etc.).
Higher Education	<ul style="list-style-type: none"> ➤ Institutions of Higher Education ensure teacher candidates have a strong understanding regarding how to apply the K-3 foundational reading skills, as outlined in the Idaho K-5 State Content Standards, with all students. ➤ Institutions of Higher Education ensure teacher candidates have knowledge of research methods and can demonstrate the ability to apply the science of reading into practice. ➤ Institutions of Higher Education ensure that teacher candidates understand the process of explicitly teaching writing, including the process of pre-writing, drafting, editing, and publishing. ➤ Institutions of Higher Education prepare teachers candidates to integrate writing to strengthen content reading and reading to strengthen content writing. ➤ Institutions of Higher Education support practicing educators in gaining or improving their knowledge of current research and instructional and intervention practices grounded in the science of reading through professional development and/or ongoing coursework.
Community and Home	<ul style="list-style-type: none"> ➤ Community agencies work with early learning providers to increase use of the Idaho Early Learning Guidelines statewide.
GOAL 2	Teachers use available information about their students, including assessments, school records, individual reading plans, other learning plans, and information from previous teachers and parents, to individualize instruction and address students' needs.
Group Responsible	Next Steps
State	<ul style="list-style-type: none"> ➤ The Board and Department provide guidance to districts and schools regarding information to be transferred when a student switches districts, schools, or classrooms within a school year or progresses to the next grade.
Districts, Schools, Classrooms	<ul style="list-style-type: none"> ➤ Districts and schools implement coherent systems of instruction with clear learning outcomes that provide consistency for students and teachers and maximize learning. ➤ District leaders support expansion and ongoing renewal of school libraries. ➤ Teachers leverage library resources and personnel to supplement literacy instruction and ensure students have access to literature. ➤ Teachers and paraprofessionals engage in meaningful transition planning within and between grade levels to ensure teachers are fully informed of students' current learning status and individual instructional needs.
Higher Education	<ul style="list-style-type: none"> ➤ Institutions of Higher Education provide subject-matter expertise to the state, districts, and schools to support efforts to individualize literacy instruction based on the science of reading.
Community and Home	<ul style="list-style-type: none"> ➤ Early learning providers build relationships with school districts and schools to facilitate sharing of information regarding students and how they learn in order to aid in improved preschool to kindergarten transitions.

GOAL 3	Implement a focused, multi-tiered system of supports (MTSS) to identify struggling readers for intervention. Implement student interventions that are grounded in the science of reading, provided by appropriately trained instructors, and are aligned to the district's Literacy Intervention Program Plan.
Group Responsible	Next Steps
State	<ul style="list-style-type: none"> ➤ The State provides continued funding to districts to support literacy initiatives, including targeted interventions. ➤ The Department provides training to secondary schools on early warning systems.
Districts, Schools, Classrooms	<ul style="list-style-type: none"> ➤ District and school leaders ensure effective core instruction grounded in the science of reading that maintains the majority of students (approximately 80% or more) at or above grade level. ➤ Districts and schools implement a system of intervention that provides additional targeted reading instruction based on the students' diagnosed needs and consistent with core instruction. <ul style="list-style-type: none"> ○ Secondary schools have an early warning system in place and ensure students not at grade level continue to receive needed support. ➤ Schools provide Tier 2 and Tier 3 support, as required, that is consistent and coherent with core reading instruction, ensuring that interventions provided supplement and do not supplant core instruction. ➤ Schools adjust staffing to ensure that, whenever possible, highly qualified and trained staff deliver reading interventions to students with reading difficulties, including those with specific learning disabilities (dyslexia, dysgraphia, etc.). ➤ Educators work collaboratively with each other and students' parents/guardians to develop individual reading plans, when required, and ensure they are effectively implemented. ➤ Teachers and paraprofessionals utilize progress monitoring to support data-based decision making regarding students' interventions.
Higher Education	<ul style="list-style-type: none"> ➤ Institutions of Higher Education ensure teacher candidates are prepared to provide effective literacy intervention to struggling readers, including those with learning difficulties. ➤ Institutions of Higher Education integrate content regarding effective implementation of MTSS (all tiers) into educator preparation coursework.
GOAL 4	Students receiving special education services, including those with identified learning difficulties or specific learning disabilities (dyslexia, dysgraphia, etc.) are provided effective literacy instruction grounded in the science of reading and aligned to their individual education plans.
Group Responsible	Next Steps
State	<ul style="list-style-type: none"> ➤ The Department provides ongoing professional development to support general and special education teachers as part of Idaho's State Systemic Improvement Plan. ➤ The Department provides instructional guidance, including specific strategies on how to identify and support students with specific learning disabilities (dyslexia, dysgraphia, etc.).

State	<ul style="list-style-type: none"> ➤ The state provides training and support through Idaho Special Education Support and Technical Assistance (SESTA) to ensure educators (teachers, paraprofessionals, etc.) are aware of the characteristics of specific learning disabilities, are able to identify them, and know what to do if they suspect a student needs additional diagnosis and/or support.
Districts, Schools, Classrooms	<ul style="list-style-type: none"> ➤ District and school leaders ensure special education teachers have access to and support in receiving in-depth training to address the needs of students with specific learning disabilities (dyslexia, dysgraphia, etc.). ➤ District and school leaders ensure educators are communicating across programs (general education, special education, etc.) and that core instruction, interventions, and special education instruction are cohesive and grounded in the science of reading.
Higher Education	<ul style="list-style-type: none"> ➤ Institutions of Higher Education include coursework in educator preparation that ensures all teacher candidates have knowledge regarding how to identify characteristics of specific learning disabilities (dyslexia, dysgraphia, etc.) and provide appropriate support to students.
Community and Home	<ul style="list-style-type: none"> ➤ Idaho Child Find integrates information about developmental challenges, including early characteristics of specific learning disabilities (dyslexia, dysgraphia, etc.) and educates parents on what to watch for at home. ➤ Medical providers integrate screening for developmental delays and specific learning disabilities (dyslexia, dysgraphia, etc.) into their well checks and provide parents with information on how to get additional testing and/or support.
GOAL 5	Provide effective literacy development support to English learners aligned with the English Language Development Standards (WIDA Standards).
Group Responsible	Next Steps
State	<ul style="list-style-type: none"> ➤ The State provides continued support and resources to English Learner programs. ➤ The Board ensures that the English Language Development Standards are appropriate and adopts updates to the standards as necessary. ➤ The Department provides effective professional development opportunities on the implementation the English Learner State Standards (with emphasis on updates), the stages of language acquisition, and the correlation to literacy in the first or second language.
Districts, Schools, Classrooms	<ul style="list-style-type: none"> ➤ District and school leaders provide professional development to teachers on the English Language Development Standards and their alignment to the Idaho Content Standards, including grade cluster key language uses, language expectations, and proficiency level descriptors. ➤ District and school educators provide targeted support to English learners using knowledge of the progression of literacy development for multi-lingual learners. ➤ District and school educators provide engagement opportunities to parents/guardians of English learners to promote literacy, including collaboration with their network of support (non-profits, out-of-school providers, specialists, etc.).

Higher Education	➤ Institutions of Higher Education ensure teacher candidates are prepared to integrate the English Language Development Standards into their instructional practice, to support any English learners within their classrooms.
Community and Home	➤ Libraries, non-profits and other community agencies implement activities focused on reaching English learners and their families, and promote the development of strong literacy skills, including literacy in their dominant (first) language.
GOAL 6	Ensure consistency and coherency of literacy instruction between programs in districts and schools (general education, interventions, special education, Title I, EL program, etc.) and integrate literacy instruction into all content areas.
Group Responsible	Next Steps
State	➤ The State supports districts and schools in creating schedules that maximize instructional and educator collaboration time.
Districts, Schools, Classrooms	<ul style="list-style-type: none"> ➤ District and school leaders establish systems and practices that facilitate communication and collaboration of educators across programs and content areas to promote instructional coherence, ongoing learning, and application of the science of reading. ➤ District and school leaders make strategic decisions to increase integration of literacy instruction in all content areas (i.e. English, math, science, social studies, history, etc.). ➤ Teachers and paraprofessionals work in cross-subject teams to effectively integrate strong literacy instruction into all content areas.
Higher Education	<ul style="list-style-type: none"> ➤ Institutions of Higher Education ensure that graduate programs designed to train school administrators include content about instructional coherence across educational programs (general education, interventions, special education, Title I, EL program, etc.). ➤ Institutions of Higher Education ensure that educator preparation programs (for administrators and teacher candidates) include content about integrating literacy instruction into all content areas.

SECTION IV:

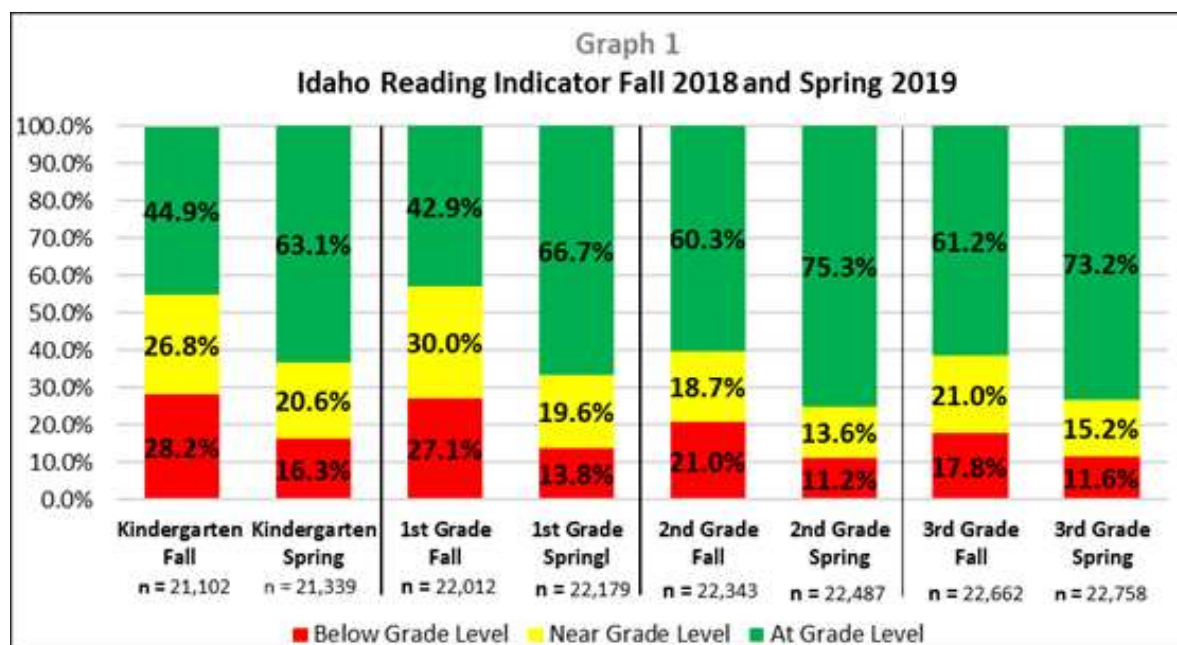
STUDENT PERFORMANCE DATA

Purpose of This Section

This section provides information regarding the performance of Idaho students on standardized assessments in English Language Arts/Literacy. It includes graphical representations of student performance, as well as data analysis.

IDAHO READING INDICATOR (IRI)

The Idaho Reading Indicator (IRI) is used as both a screener and diagnostic that measures reading skills including: Listening Comprehension, Letter Knowledge, Phonemic Awareness, Vocabulary, Spelling, and Text Fluency. IRI data is reported in three levels; at grade level, near grade level, and below grade level.²⁵ Information regarding the assessment's technical specifications and which subtests are normed for each grade level is available in [Istation's Indicators of Progress \(ISIP\) Early Reading Technical Report](#).²⁶ Graphs 1 through 4 show IRI performance data for the 2018-2019 school year.

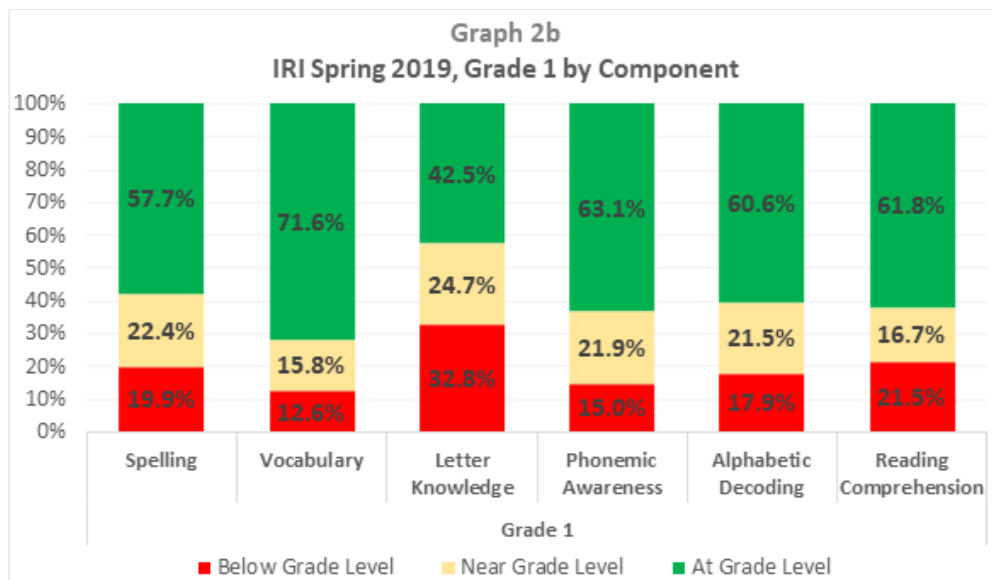
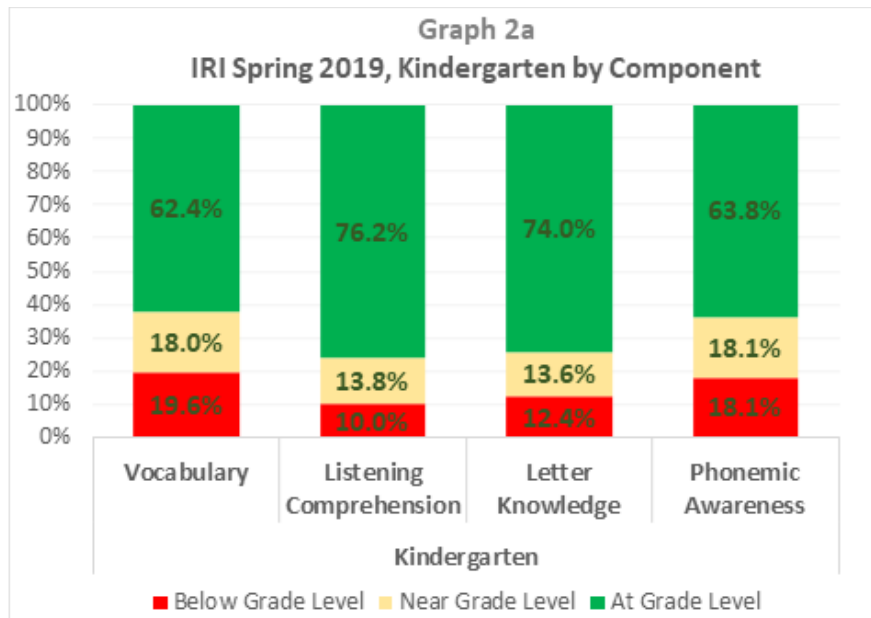


Graph 1 Analysis

- All grades show substantial improvement in the percentage of students reading at grade level from fall to spring.
- However, by the end of 3rd grade, roughly one quarter of students are still not reading at grade level.

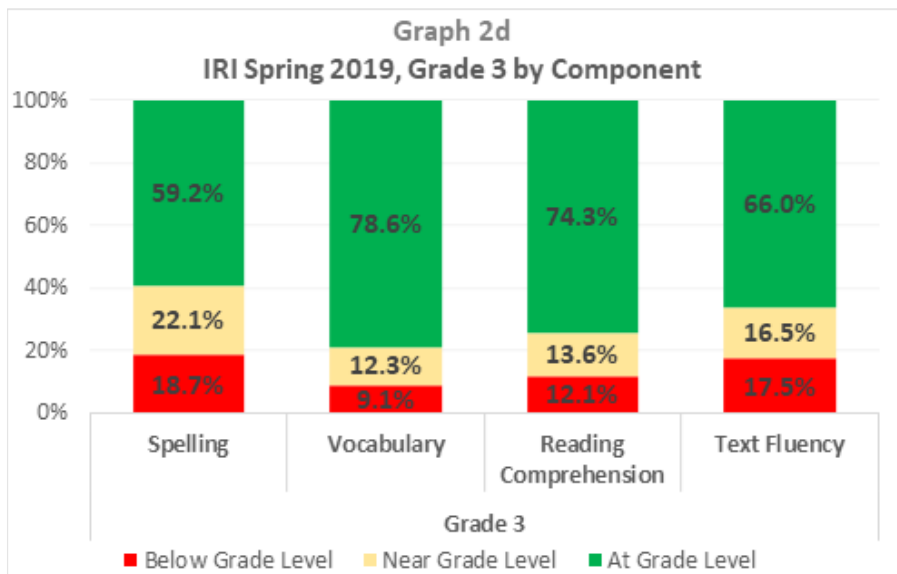
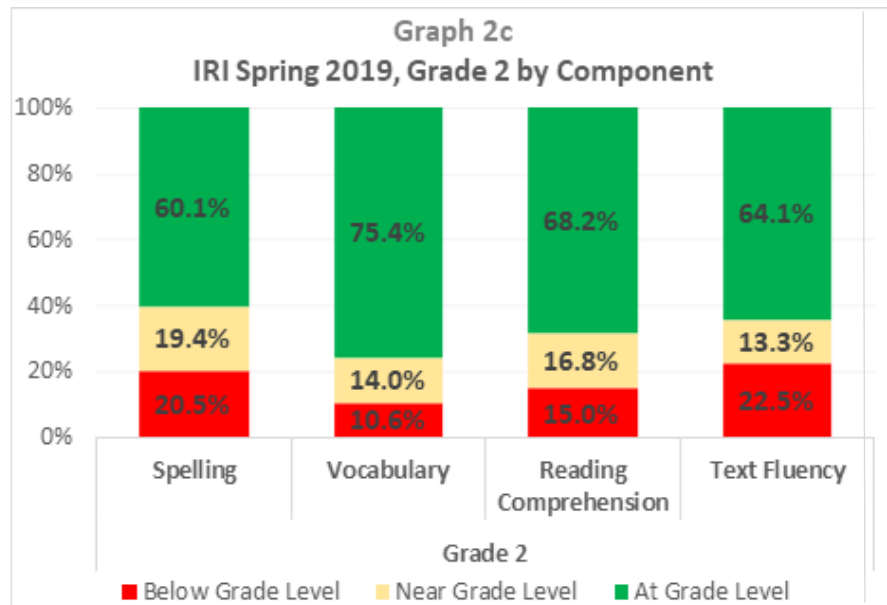
²⁵ State Department of Education, 2020, Student Achievement Report

²⁶ Mathes, Torgeson & Herron, 2016



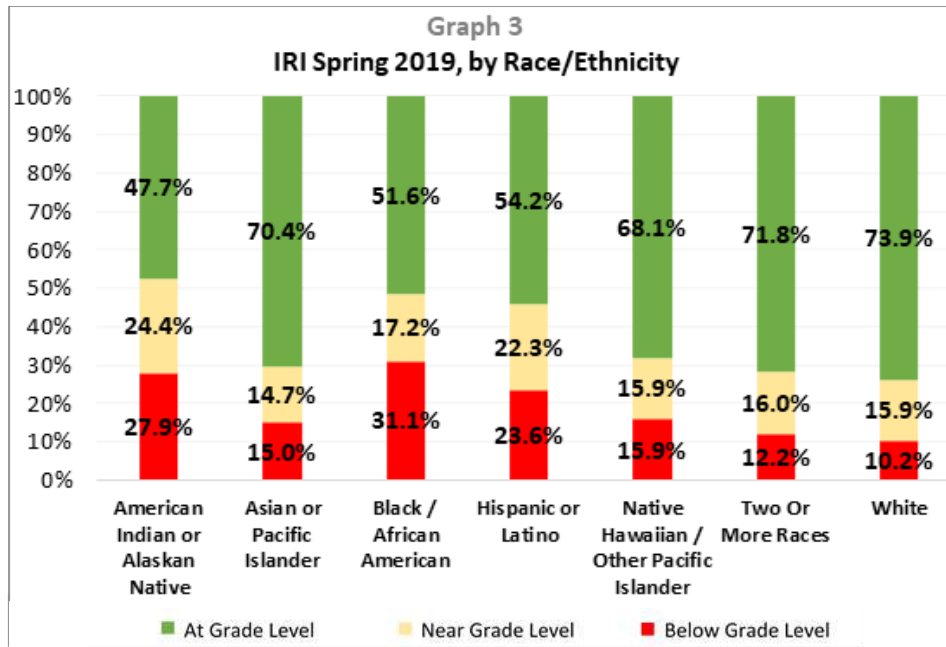
Graphs 2a and 2b Analysis

- Kindergartners scored highest in listening comprehension (76.2%) and letter knowledge (74%) subtests.
- The percentage of kindergarten and first grade students at grade level in phonemic awareness was nearly identical (63%).
- Vocabulary proficiency was lowest in kindergarten (62%), but showed the highest proficiency rate for first graders of any subtest (71.6%).
- While only 12.4% of kindergartners were below grade level in letter knowledge, the percentage below grade level was larger in first grade (32.8%).
- First grade has the largest number of subtests, as it includes assessment of emerging literacy skills (letter knowledge, phonemic awareness), as well as those that reflect that a student has already developed basic reading skills (spelling, reading comprehension).



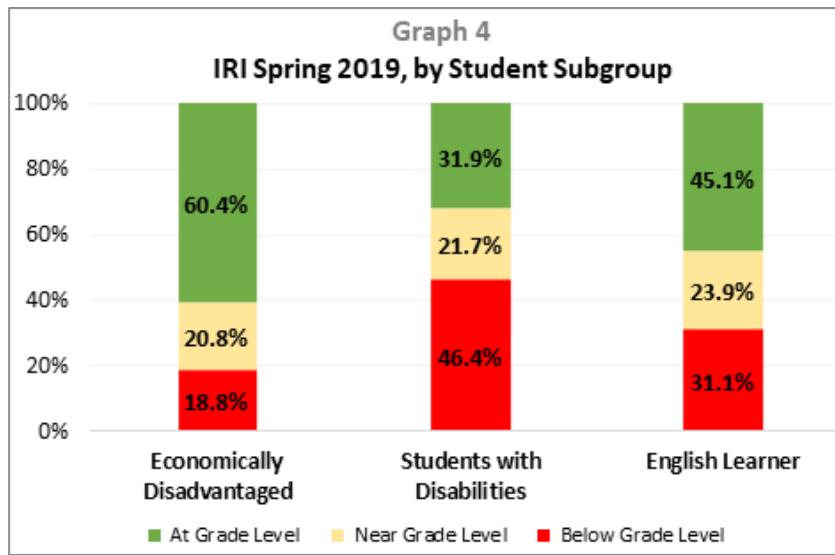
Graphs 2c and 2d Analysis

- Grades 2 and 3 have the same subtests: spelling, vocabulary, reading comprehension, and text fluency, and no longer include subtests that assess emerging literacy skills (letter knowledge, phonemic awareness).
- Vocabulary was the subtest with the highest percentage of students at grade level for both second (75.4%) and third grade (78.6%).
- In both second and third grade, 40% of students do not demonstrate grade-level spelling skills.
- The percentage of students at grade level in reading comprehension was higher in second grade (74.3%) than second grade (68.2%).
- Conversely, at the end of grade 3, 25% of students were not yet demonstrating grade-level reading comprehension skills.
- In spring of grade 3, 34% of students are not able to demonstrate grade level text fluency skills (rate and ease of reading).



Graph 3 Analysis

- Graph 3 data reflects all grades, K-3
- There are substantial differences in the share of students at grade level on the IRI by ethnicity, ranging from 47.7% of American Indian / Alaska Native students to 73.9% of White students.
- For comparison, spring IRI statewide proficiency rate for all grades was 70.4% (SDE, 2018-2019 Student Achievement Report).
- Asian, Multiracial, and White students met or exceeded the state average.
- Hispanic or Latino students (Idaho's largest minority group) had a proficiency rate 16.2 percentage points below the state average.

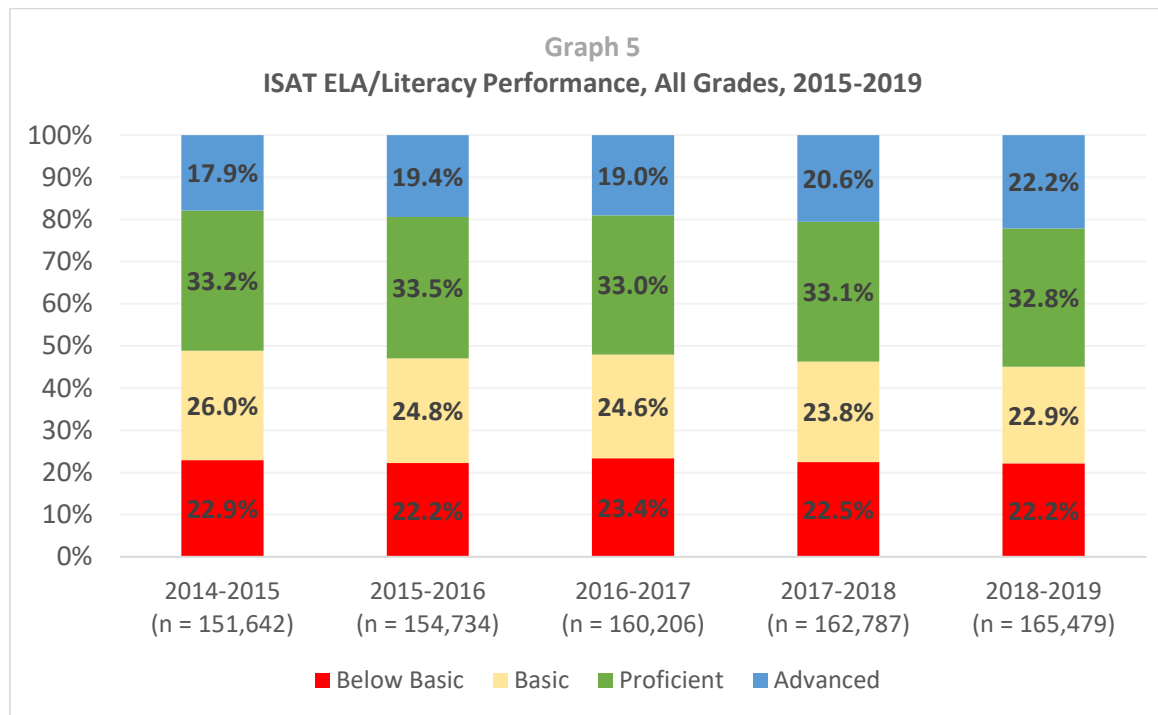


Graph 4 Analysis

- Graph 4 data reflects all grades, K-3.
- For comparison, spring IRI statewide proficiency rate for all grades was 70.4% (SDE, 2018-2019 Student Achievement Report).
- English learners, students with disabilities, and students from economically disadvantaged backgrounds all had proficiency rates lower than the state average.
- Students with disabilities had the greatest gap in percentage proficient (38.5 percentage points).

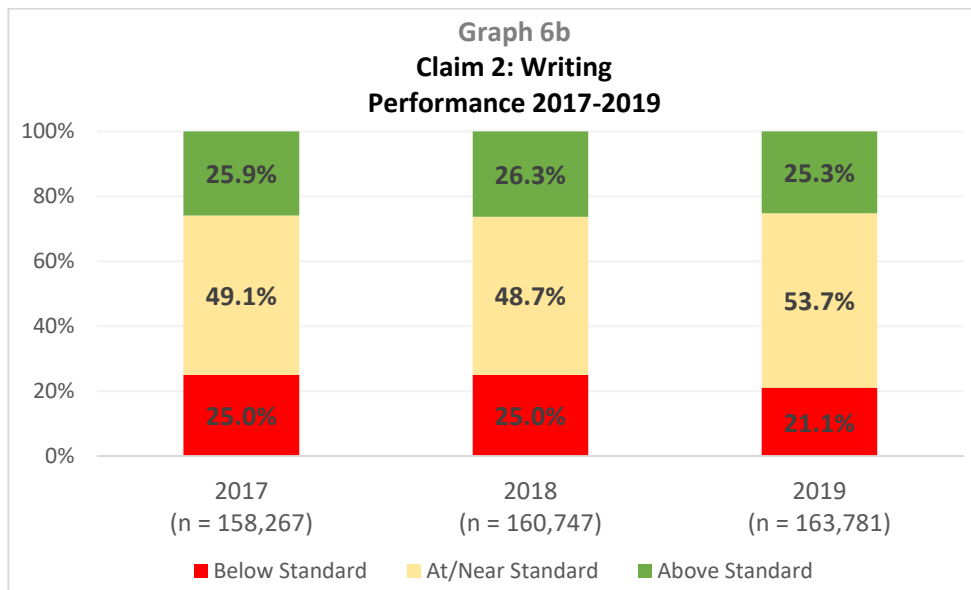
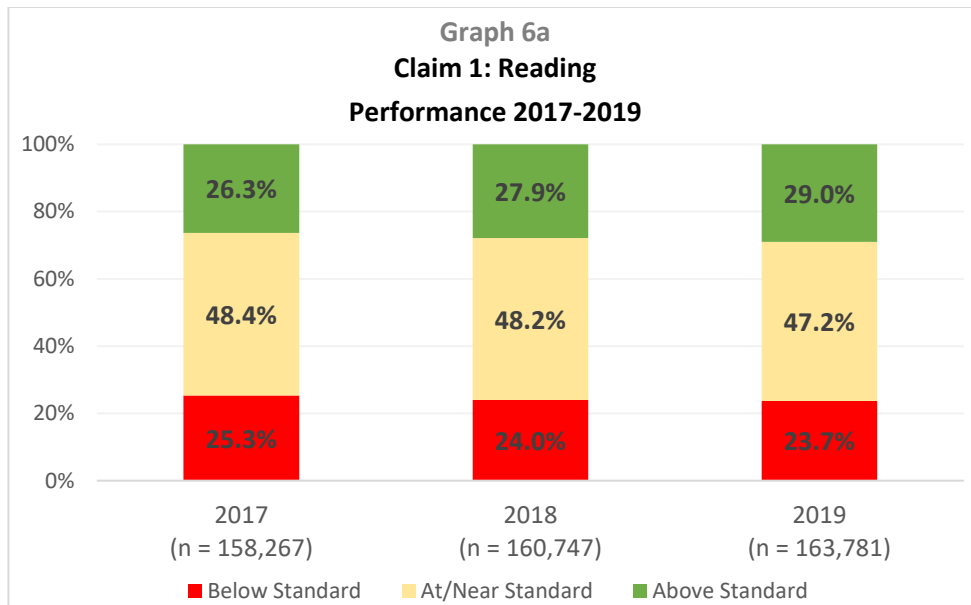
IDAHO STANDARDS ACHIEVEMENT TEST (ISAT)

The Idaho Standards Achievement Test (ISAT) English Language Arts/Literacy (ELA/L) assessment measures students' skills in reading and writing through a computer adaptive portion (CAT) and a writing performance task (PT) portion. The ELA/L ISAT CAT and PT measure and report scores for four claims; reading, writing, listening, and research & inquiry in addition to the overall achievement level of below basic, basic, proficient, and advanced. Claims scores are reported relative to progress toward meeting standards; below standard, at/near standard, and above standard. Graphs 5 through 9 show ISAT ELA/L performance data from 2015-2019, including overall performance and by claim, grade, and student subgroups.



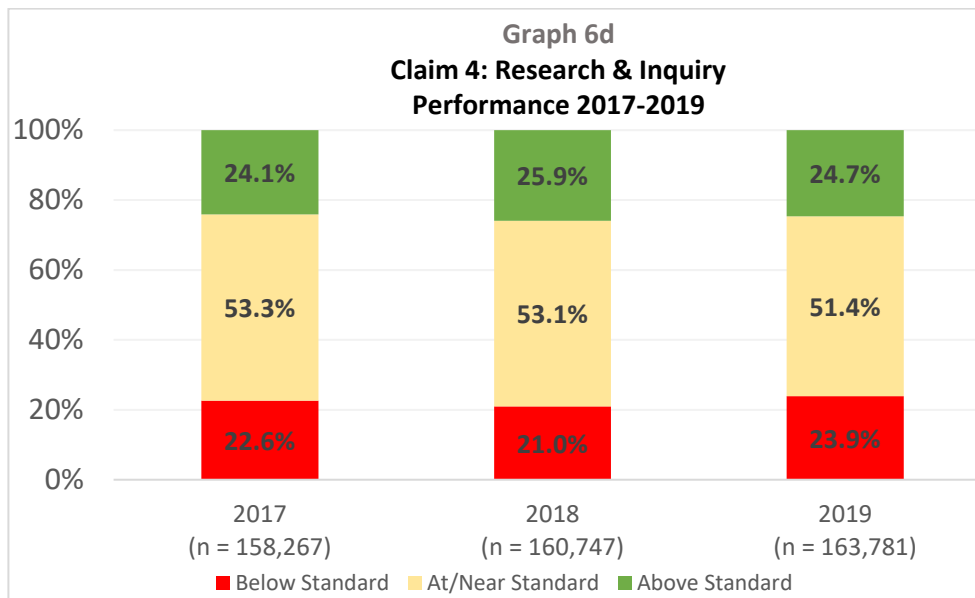
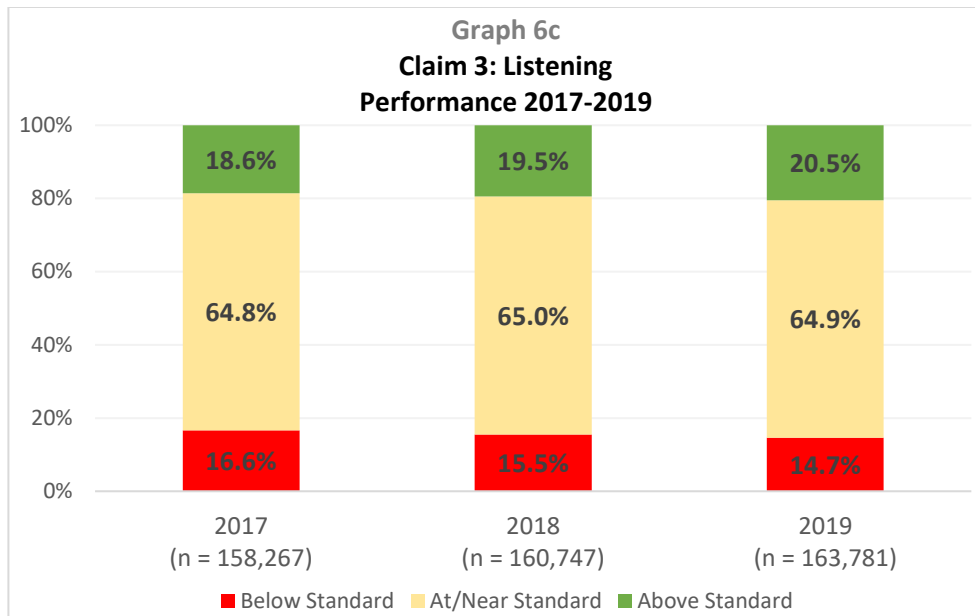
Graphs 5 Analysis

- The percentage of students scoring proficient or advanced (all students, grades 3-8, and 10) on the ELA/L ISAT has gradually, but steadily increased over the past 5 years.
- The percentage of students who scored advanced increased by 4.3 percentage points from 2015 to 2019.



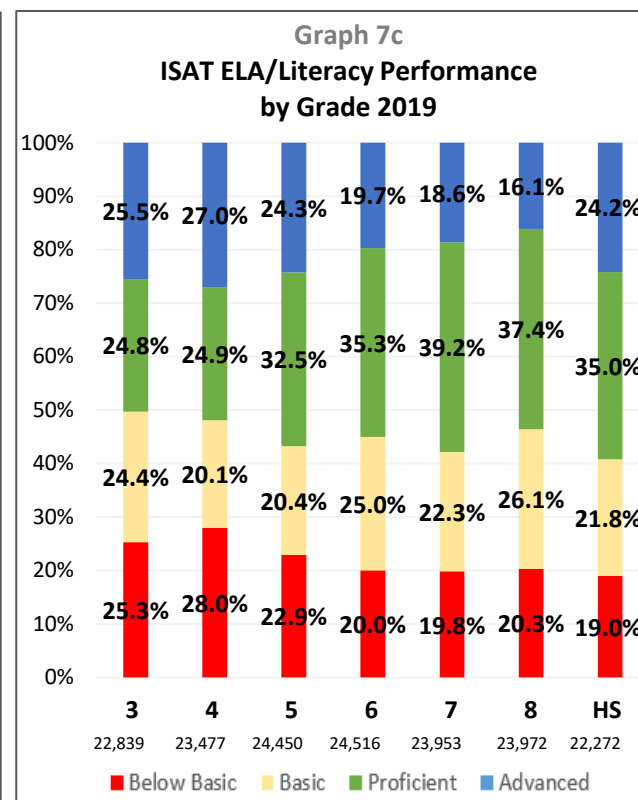
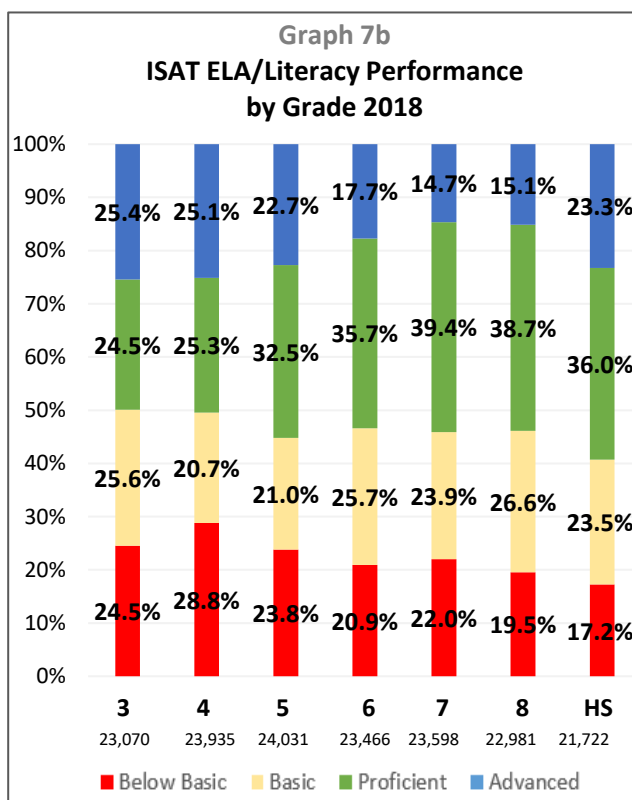
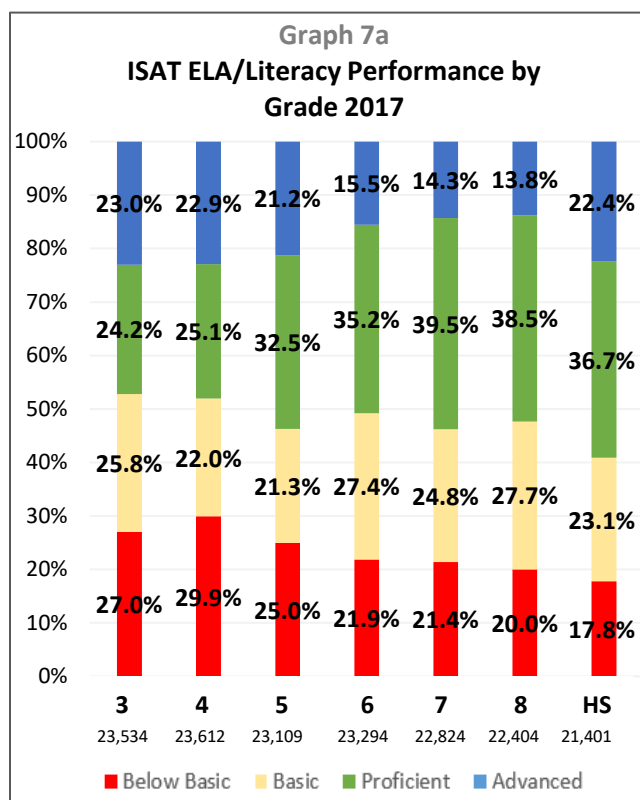
Graphs 6a and 6b Analysis

- Claim 1 Reading includes both literary and informational text. Claim 1 scores are reported from items within the computer adaptive test (CAT) portion of the ISAT ELA/L.
- Claim 2 Writing includes organization/purpose, evidence/elaboration, and conventions. Scores are derived from items both in the CAT and performance tasks (PT) portions of the ISAT ELA/L.
- From 2017 to 2019, between 25 and 30 percent of students performed Above Standard on both Claim 1 Reading and Claim 2 Writing.
- 21% to 25% of students have performed Below Standard in Claim 1 Reading and Claim 2 Writing for the past three test administrations.
- The percentage of students performing Below Standard dropped slightly from 2017 to 2019 for both Claim 1 Reading and Claim 2 Writing.
- The percentage of students who scored At / Near Standard in Claim 2 Writing increased by 5 percentage points to nearly 54% in 2019.



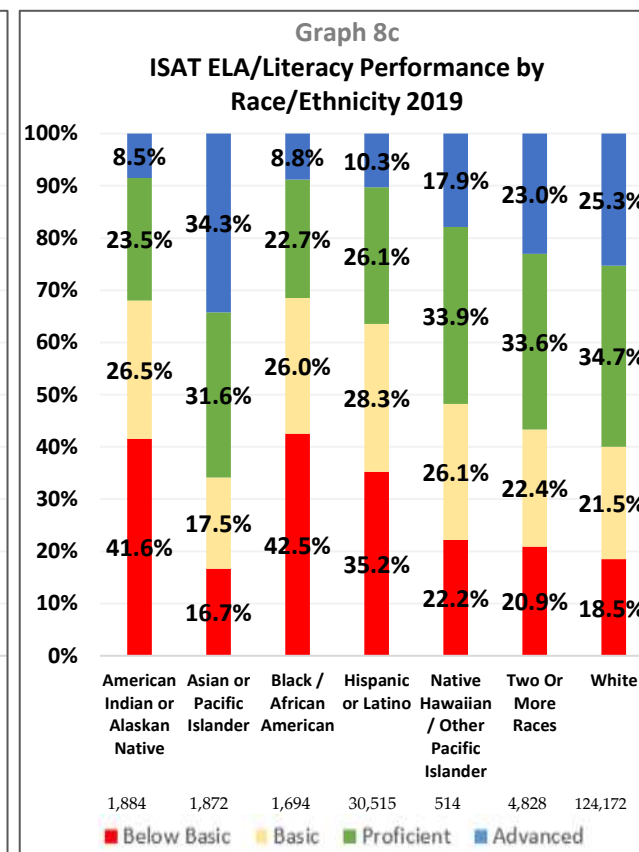
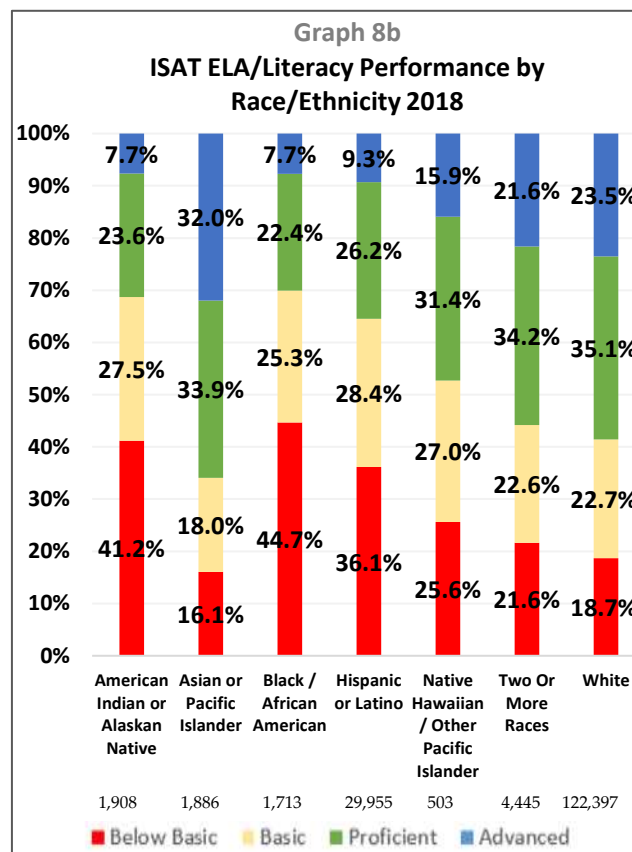
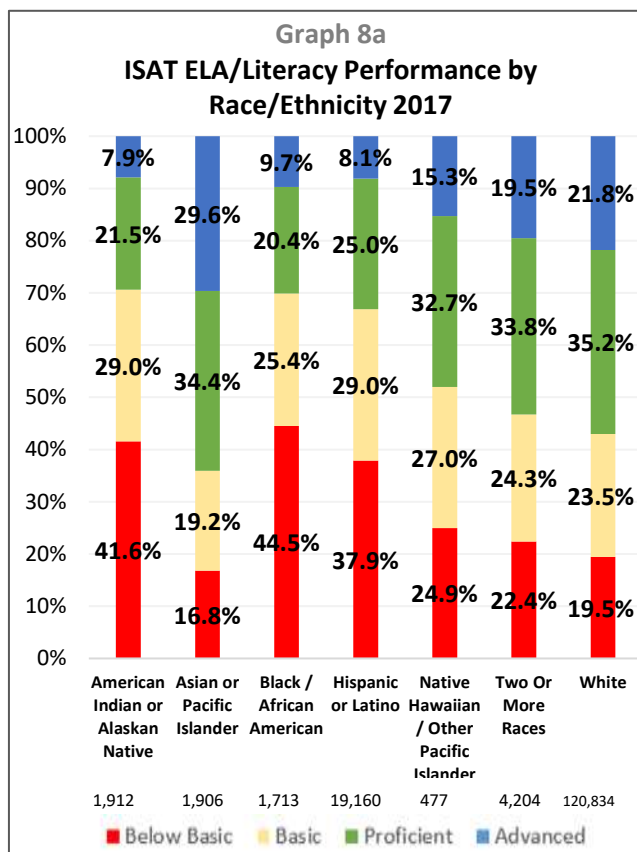
Graphs 6c and 6d Analysis

- Claim 3 Listening is measured through items in the CAT portion of the ELA/L ISAT.
- Claim 4 Research and Inquiry reported items are present in both the CAT and PT portions of the assessment.
- Between 18% and 25% of students performed Above Standard on ISAT Claim 3 Speaking and Listening and ISAT Claim 4 Research and Inquiry.
- Only 15% of students performed Below Standard on Claim 3 Speaking and Listening, while the majority of students (approximately 65%) were At/Near Standard.
- The percentage of students performing Below Standard has dropped slightly from 2017 to 2019 for all of the content areas (including Claim 3 Speaking and Listening) except Claim 4 Research and Inquiry, which had a slight increase in the percentage of students Below Standard.



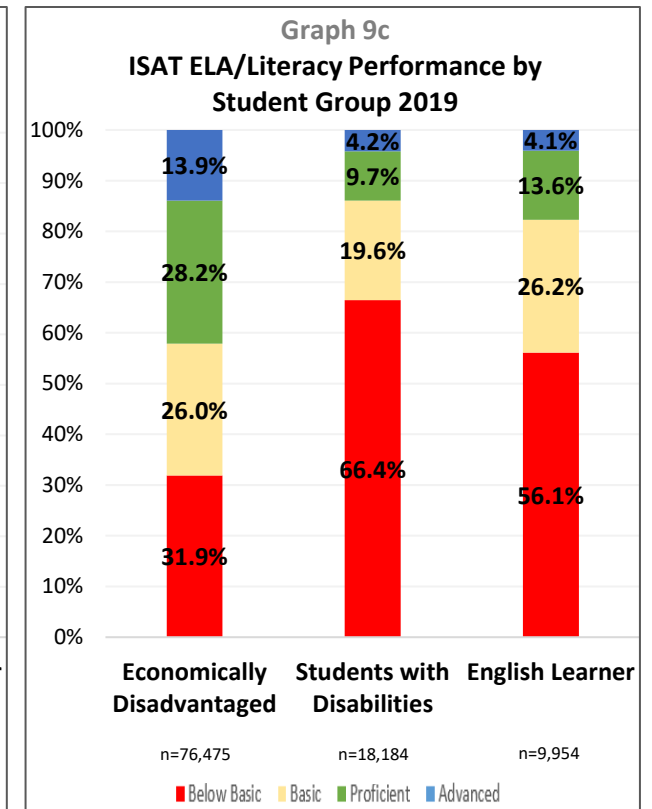
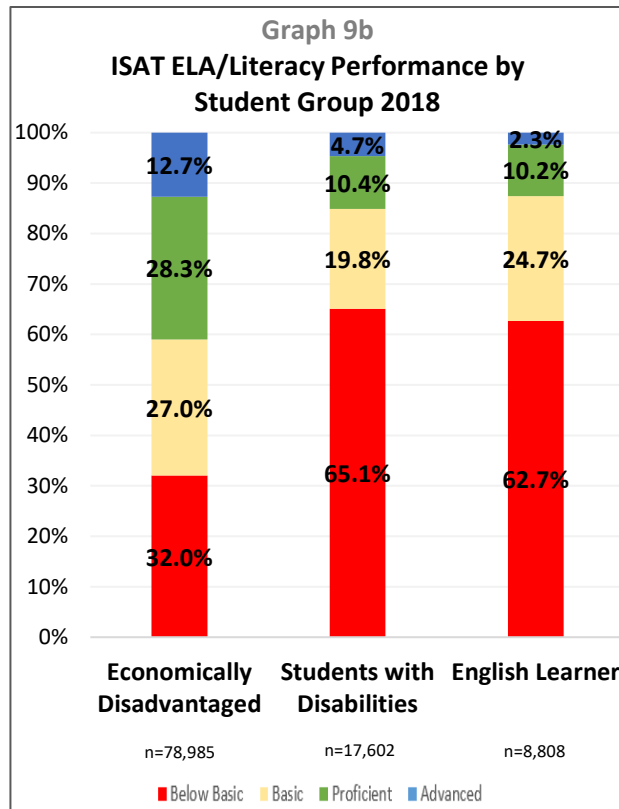
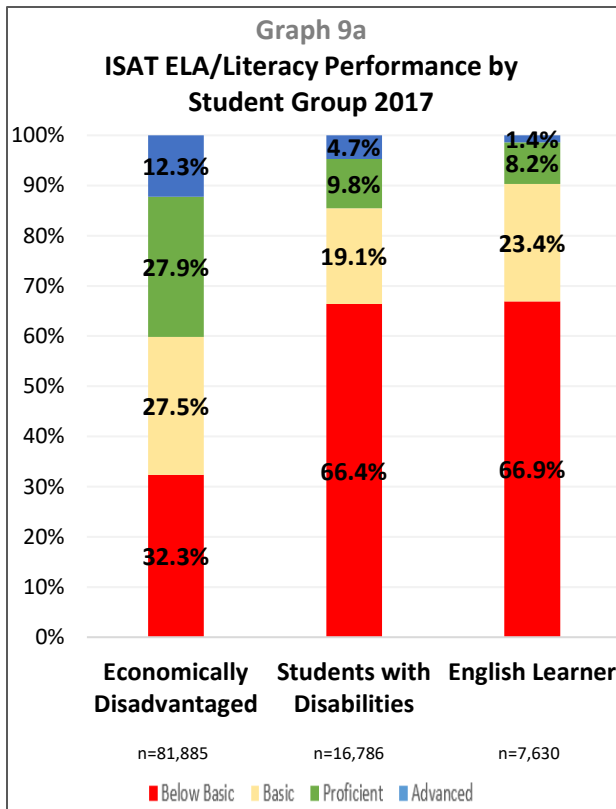
Graphs 7a through 7c Analysis

- There is a slight trend upward in the percentage of students scoring proficient or advanced in all grades from 2017 to 2019.
- From 2017 to 2019, all grades had an increase in the percentage of students who scored advanced.
- While performance improves each year and in each grade, the 2019 data shows 40% of 10th grade students are not demonstrating grade-level knowledge and skills on the ISAT ELA/L.



Graphs 8a through 8c Analysis

- For comparison, the proficiency rates for all students in 2017, 2018, and 2019 were 52.0%, 53.7%, and 55.6%, respectively.
- Asian or Pacific Islander, Multiracial, and White students had proficiency rates higher than the state average.
- American Indian or Alaskan Native students and Black / African American students had the highest percentage of students that scored below basic on the ISAT in 2017 through 2019.
- Hispanic or Latino students (Idaho's largest minority) that scored proficient or advanced varied from 33.1% in 2017 to 36.4% in 2019.



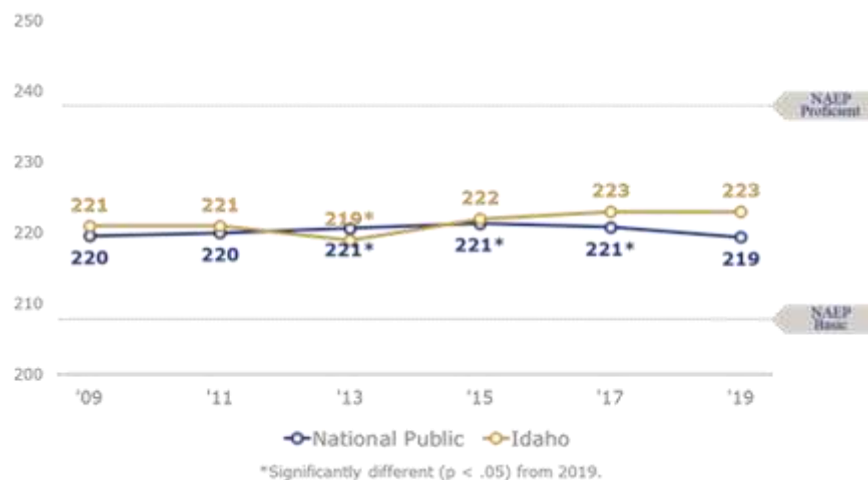
Graphs 9a through 9c Analysis

- For comparison, the proficiency rates for all students in 2017, 2018, and 2019 were 52.0%, 53.7%, and 55.6%, respectively.
- In all years, students from economically disadvantaged backgrounds had the highest proficiency rate, while students with disabilities had the highest percentage of students who scored below basic.
- Students may be included more than one of these groups (e.g. both Economically Disadvantaged and Students with Disabilities), so care should be taken in comparing the performance of these groups to each other.
- Changes in population year-to-year are apparent: the number of economically disadvantaged students decreased, English learners increased, and special education numbers remained stagnant. This makes it difficult to make comparisons across years.

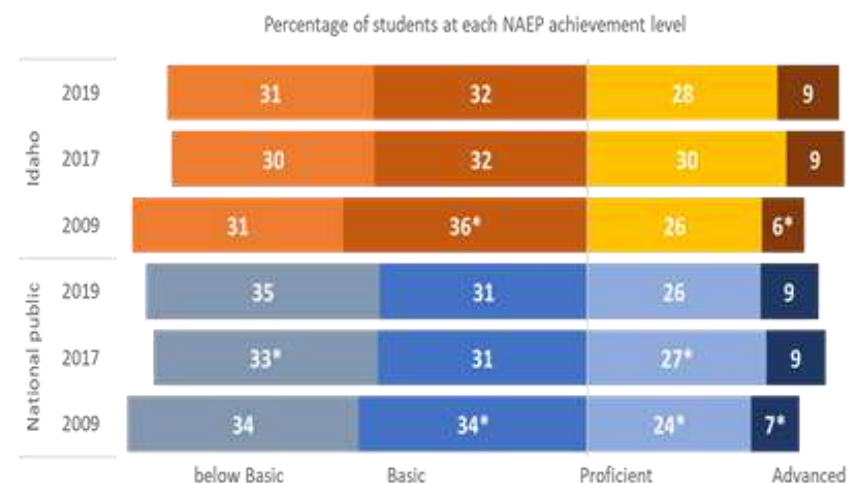
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

The National Assessment of Educational Progress (NAEP) is administered in grades 4 and 8. The assessment is administered to a randomly-selected sample of students of a wide variety of demographics including those from different racial/ethnic backgrounds, students with disabilities (SD), English learners (EL), and those from economically disadvantaged backgrounds (who qualify for the National School Lunch Program). The NAEP incorporates essential inclusive policies and practices into every aspect of the assessment to ensure an assessment that yields meaningful NAEP results for all students. National data, including comparisons between subgroups of students can be found on the [National Assessment Governing Board website](#).

Graph 10: 2009-2019 NAEP Grade 4 Reading Performance



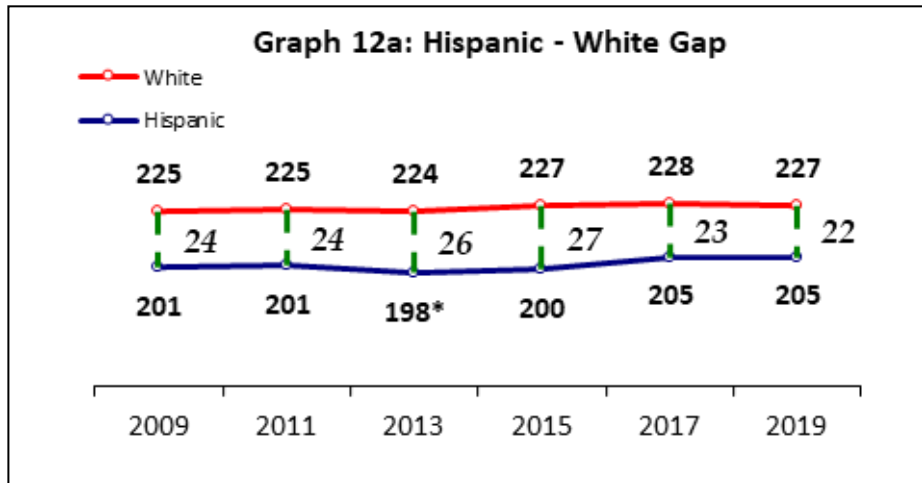
Graph 11: NAEP Grade 4 Reading National vs. Idaho Comparison



Graphs 10 and 11 Analysis

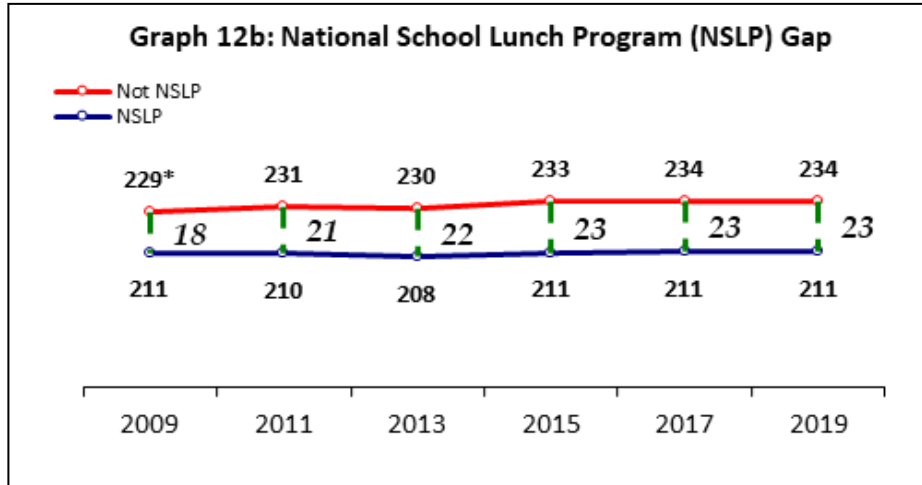
- Since 2015, a higher percentage of Idaho's fourth graders have scored proficient than the NAEP averages. The national rate decreased by 2 percentage points from 2017 to 2019, but Idaho's remained stable.
- In 2009, 2017, and 2019, Idaho had a lower percentage of fourth grade students who scored below basic than the NAEP averages.

2009-2019 NAEP Grade 4 Reading Gap Analysis²⁷



Graph 12a Analysis

- The gap between Idaho's Hispanic and White students' average scale scores has remained relatively similar from 2009 to 2019.
- Scores for Hispanic students have increased since 2013.

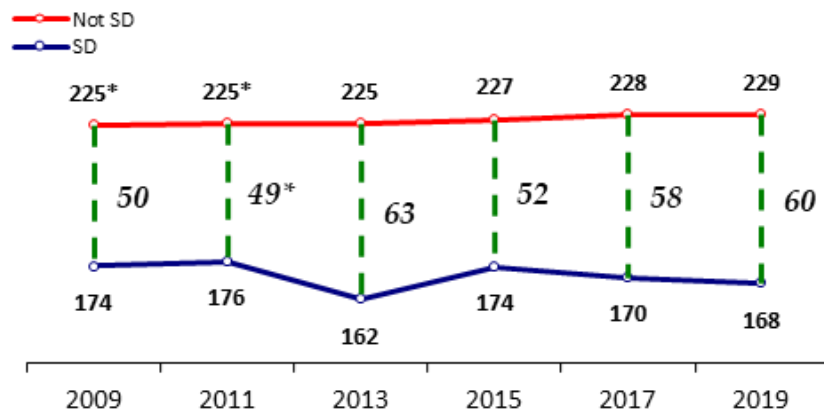


Graph 12b Analysis

- National School Lunch Program (NSLP) is a common indicator of students from economically disadvantaged backgrounds.
- Since 2009, scores increased for Idaho students who did not qualify for NSLP.

²⁷ National Assessment of Educational Progress, 2019, "NAEP Report Card: Reading, Grade 4"

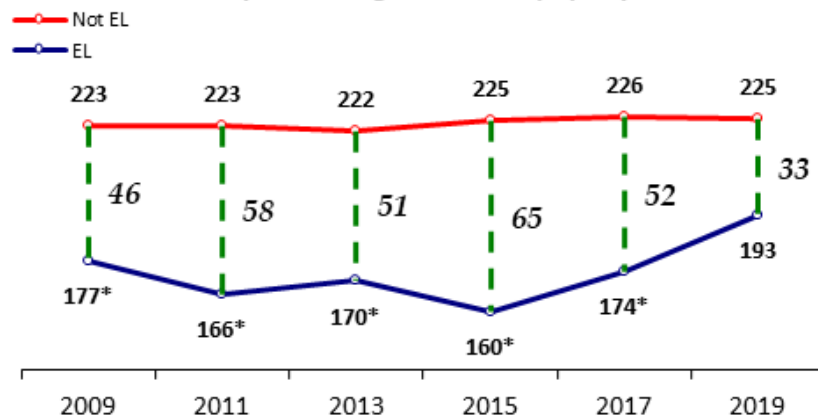
Graph 12c: Students with Disabilities (SD) Gap



Graph 12c Analysis

- The gap between Idaho's students with disabilities (SD) and students without disabilities has increased since 2011.
- Since 2011 average scale scores for students without disabilities has increased..

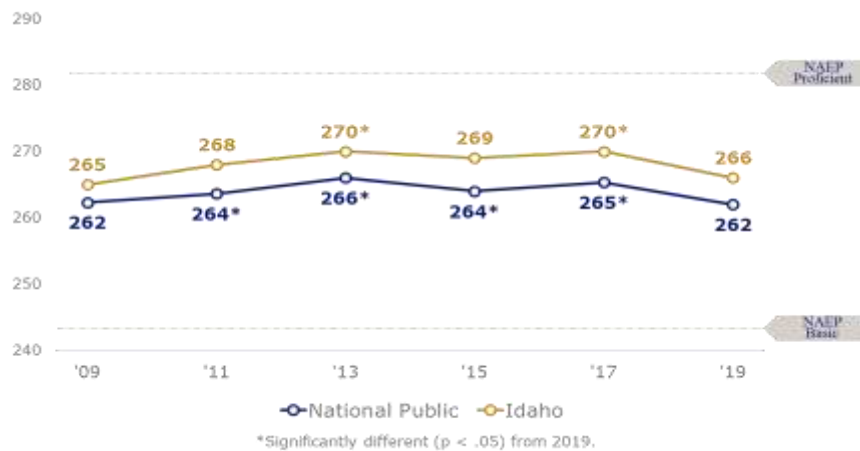
Graph 12d: English Learner (EL) Gap



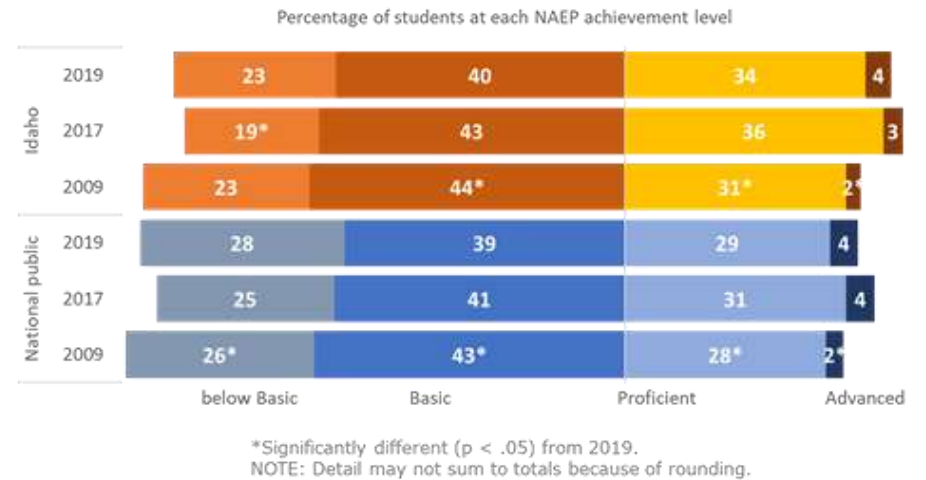
Graph 12d Analysis

- English learners (EL) in Idaho have shown substantial improvement in average scale score since 2015.
- Since 2009, Idaho's non-EL students' average scale scores have remained the same.

Graph 13: 2013 2009-2019 NAEP Grade 8 Reading Performance



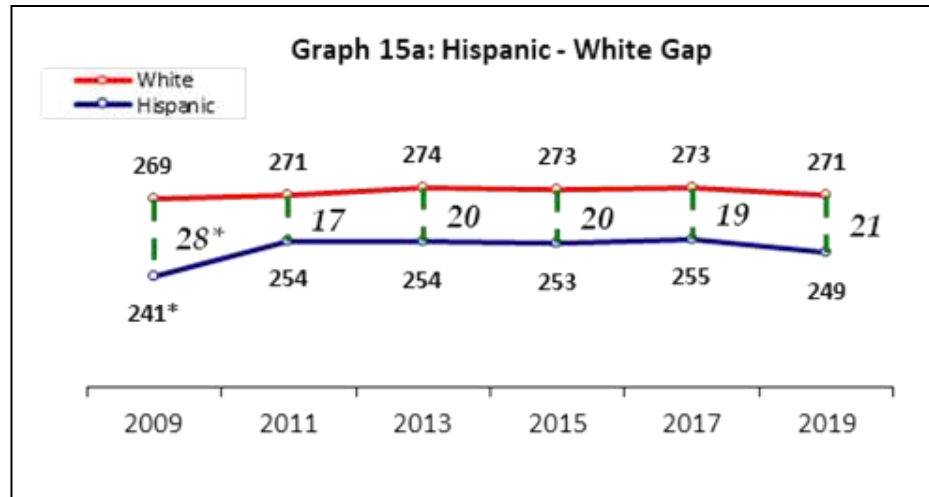
Graph 14: NAEP Grade 8 Reading National vs. Idaho Comparison



Graphs 13 and 14 Analysis

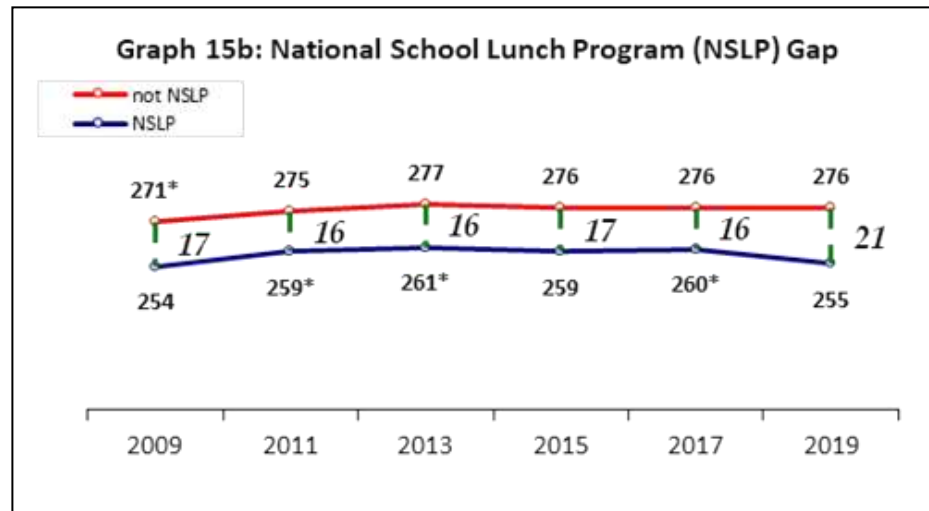
- Both Idaho and NAEP national average scale scores have decreased since 2017.
- In 2009, 2017, and 2019, a lower percentage of Idaho's eighth grade students scored below basic than the NAEP averages.

2009-2019 NAEP Grade 8 Reading Gap Analysis²⁸



Graph 15a Analysis

- The gap between Idaho's eighth grade Hispanic and White students has decreased since 2009.
- Since 2009, Hispanic average scale scores increased.

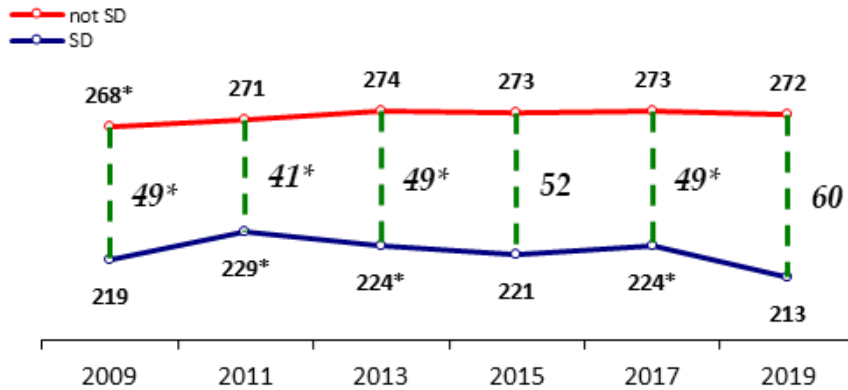


Graph 15b Analysis

- National School Lunch Program (NSLP) is a common indicator of students from economically disadvantaged backgrounds.
- Since 2009, the average scale scores of Idaho's non-NSLP students have increased.
- Since 2017, NSLP student scale scores decreased.

²⁸ National Assessment of Educational Progress, 2019, "NAEP Report Card: Reading, Grade 8"

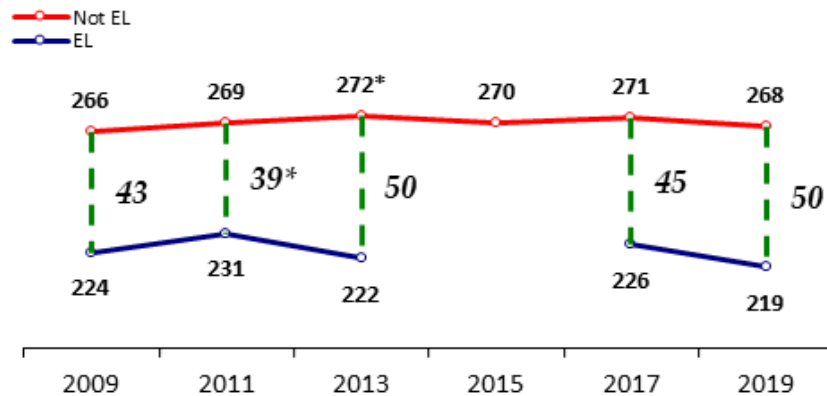
Graph 15c: Students with Disabilities (SD) Gap



Graph 15c Analysis

- The gap between Idaho's eighth graders with disabilities (SD) and their peers has increased from 2009 to 2019.
- Since 2009, non-SD average scale scores increased.
- Since 2011, Idaho SD average scale scores decreased.

Graph 15d: English Learner (EL) Gap



Graph 15d Analysis

- The gap between English learners (EL) and non-EL students increased since 2011.
- Since 2013, the average scale scores of Idaho's non-EL students decreased.
- In 2015, Idaho's EL population size was not large enough to meet NAEP reporting standards.

SECTION V:

CALL TO ACTION

A CALL TO ACTION

Strong literacy skills are essential to engage in lifelong learning and career success. A well-educated, literate citizenry is critical for Idaho's economic growth and prosperity. It is only through collective efforts that we will effectively prepare our students for success. While Idaho's student performance data reflects some progress, we must maintain and even accelerate our focus on developing our students' foundational reading skills.

Ensuring all Idaho students have the resources and support they need to develop high levels of literacy is a shared responsibility of state policymakers, districts, schools, higher education, families, and the community. We must be dedicated to becoming experts in the science of reading to ensure evidence-based practices are implemented and all students receive explicit, systematic reading instruction. Toward this aim, instructional guides and resources focused on the needs of various groups of students, including those with dyslexia and other specific learning disabilities, will be provided.

It will take dedication and commitment on everyone's part to take the necessary steps to implement Idaho's Comprehensive Literacy Plan. The plan sets high expectations of all stakeholders and includes strategies that will require an investment of time and resources, dedication and commitment. If the actions in this plan are implemented in an integrated, coherent manner, Idaho will make measurable progress toward our established Literacy Growth Targets and Long-Term Academic Achievement Goals for ELA/Literacy.

We must implement this plan with an emphasis on equity and access. It is our joint responsibility to remove barriers to achievement for vulnerable and underserved students, whether by race, ethnicity, gender, special needs, geography, or socioeconomic status.

This call to action should not be taken lightly—Idaho's students, families, and communities depend on us.

GLOSSARY

Assessment Types:²⁹

- **Diagnostic Assessment:** Given at any time, diagnostic assessments are designed to extract precise information about students' specific skills knowledge to inform instructional interventions.
- **Formative Assessment:** Formative assessment is an intentional ongoing process – not a single test. It describes feedback discussions between teachers and students, and students and their peers that happens *during instruction*. It's a deliberate process that is used to provide specific insight into student learning and allow for educators to adjust teaching strategies accordingly.
- **Interim Assessment:** Interim assessments are typically used to determine whether students are on track toward proficiency of the content standards. Interim assessments may be selected by teachers in the classroom to meet several instructional purposes, or administered after sufficient teaching and learning has occurred.
- **Progress Monitoring:** Administered frequently throughout instruction and intervention to closely monitor student progression toward mastery of concepts, skills, and grade level content.
- **Screening Assessment:** Given before instruction to inform teachers where to begin teaching core instruction, to differentiate instruction, and to flag students who are at risk for developing reading difficulties and/or who need intervention support.
- **Summative Assessments:** Summative assessments are administered at the end of the year and designed to provide systems level information for state, district, and school decision making on an annual basis.

Curriculum-based measures: A type of progress monitoring conducted on a regular basis to assess student performance throughout an entire year's curriculum; teachers can use CBM to evaluate not only student progress but also the effectiveness of their instructional methods.³⁰

Dysgraphia: The condition of impaired letter writing by hand, that is, disabled handwriting. Impaired handwriting can interfere with learning to spell words in writing and speed of writing text.³¹

Dyslexia: Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling

²⁹ State Department of Education, 2020, Accountability and Assessment

³⁰ IRIS Center, n.d.

³¹ International Dyslexia Association, n.d, Understanding Dysgraphia

and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.³²

Early learning providers: Agencies and individuals that provide preschool, prekindergarten, or daycare services.

English learners (ELs): Students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.¹⁶

Evidence-based Interventions (practice): Any of a wide number of discrete skills, techniques, or strategies which have been demonstrated through experimental research or large-scale field studies to be effective.³⁰

Flexible grouping: A data-driven teaching practice which puts students into temporary groups to work together for only as long as is needed for them to develop an identified skill or to complete a learning activity. The groups change often based on students' needs, skill development, or knowledge.³³

Job-embedded professional development: Teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. It is typically school-day or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of continuous improvement.³⁴

Onboarding: Is the act of bringing new employees up to speed on the organization's goals, strategies, rules, internal processes, expectations, and culture.³⁵

Out-of-school time providers: An agency that provides a supervised program when school is not in session. This can include before- and after- school programs on a school campus or at separate facilities.³⁶

Multi-tiered system of supports (MTSS): Idaho Multi-Tiered System of Support (MTSS) is a prevention-based framework of team-driven, data-based decision -making for improving outcomes for all students. The five essential components of Idaho's MTSS include; leadership, assessment, data-based decision making, multi-tiered instruction, and family and community engagement.

³² International Dyslexia Association, n.d., Definition of Dyslexia

³³ Morin, n.d.

³⁴ Croft et al, 2010

³⁵ Douglas, 2011

³⁶ CDC Healthy Schools, n.d.

Professional learning communities: Teacher learning that is grounded in collaborative cycles of inquiry and action research, operating under the assumption that key to improved learning for students is continuous job-embedded learning for educators. Professional learning communities include the cyclical process of gathering evidence of learning, developing strategies based on those conclusions, implementing the strategies, analyzing the impact, and applying new knowledge.³⁷

Specific learning disability (SLD): A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific Learning Disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional behavioral disorder, or of environmental, cultural, or economic disadvantage.³⁸

Sustained professional development: Sustained professional development takes place over an extended period of time, rather than as a short, one-time event or workshop. It typically involves multiple touch points and a significant number of hours. Research suggests that teachers need 50 hours or more of professional development in a subject to “improve their skills and their students’ learning.”³⁹

Systematic, explicit instruction: A structured, systematic, and effective methodology for teaching academic skills.⁴⁰ Explicit instruction happens when a teacher intentionally covers academic material, scaffolding on previous knowledge and ensuring students grasp new material.

The Five Essential Reading Components⁴¹:

- **Phonemic Awareness:** Phonemic awareness is the highest level of phonological awareness and is the ability to hear, identify, and manipulate the individual sounds in spoken words.
- **Phonics:** The relationship between the sounds of spoken words and the individual letters or groups of letters that represent those sounds in written words
- **Fluency:** The ability to read text accurately and quickly and with expression and comprehension
- **Vocabulary:** The words we must know in order to communicate effectively.
- **Comprehension:** The ability to understand and gain meaning from what has been read

³⁷ Dufour et al, 2013

³⁸ Idaho Department of Education, Special Education Manual, 2018

³⁹ Darling-Hammond et al, 2009

⁴⁰ Archer & Hughes, 2011

⁴¹ National Reading Panel, 2000

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APPENDICES AND RESOURCES

Appendices

- Appendix A: History of Idaho Literacy Initiatives
- Appendix B: Activities and Tips for Parents

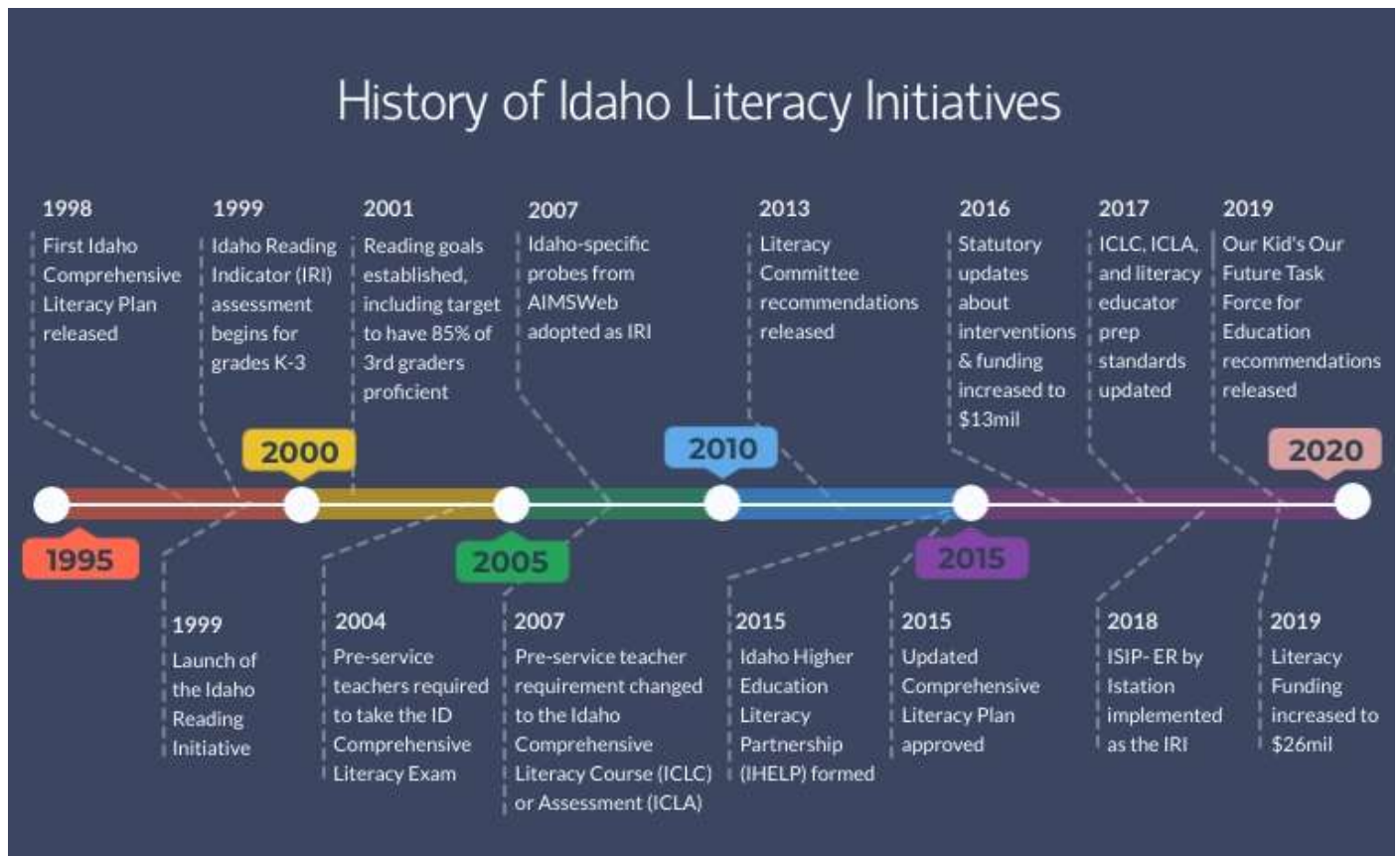
Resources

The following are included as hyperlinked resources within the text and below.

- Early learning resources for Idaho families: [Idaho Association for the Education of Young Children](#); [Idaho Commission for Libraries](#); [Idaho State Department of Education](#)
- [Get Ready to Read Screening Tool](#)
- [Idaho Consolidated State Plan](#)
- [Idaho Early Learning Guidelines](#)
- [Idaho Mentor Standards](#)
- [Idaho Standards for Initial Certification of Professional School Personnel, State Specific Requirements, Comprehensive Literacy Standards](#) (page 25)
- [Idaho State Content Standards, English Language Arts/Literacy](#)
- [International Dyslexia Association Knowledge and Practice Standards for Teachers of Reading](#)
- [State Systemic Improvement Plan \(SSIP\)](#)

Appendix A

HISTORY OF IDAHO LITERACY INITIATIVES 1999-2020



Additional Details for Timeline Events

- 1998: State Board of Education adopts the first Idaho Comprehensive Literacy Plan
- 1999: The Idaho Reading Initiative launched (see narrative below for details)
- 1999: The Idaho Reading Indicator (IRI) assessment begins for grades K-3
- 2001: The Idaho Legislature amends statute to establish reading goals, including ensuring 85% of third grade students are proficient
- 2004: Idaho requires pre-service teachers to take the Idaho Comprehensive Literacy Exam
- 2007: Requirements for teachers are adjusted to take either the Idaho Comprehensive Literacy Course (ICLC) or Assessment (ICLA), reflecting both a change in name and work done to improve how the previously established requirement was implemented
- 2007: Idaho adopts Idaho-specific probes from *AIMSWeb* as the IRI
- 2013: Governor Otter's Task Force for Education - Literacy Committee releases recommendations

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- 2015: Idaho Higher Education Literacy Partnership (IHELP) established to support improvements in literacy instruction and standards for educator preparation
- 2015: State Board of Education adopts the 2015 Idaho Comprehensive Literacy Plan
- 2016: The Idaho Legislature makes substantial changes to statute (requiring Literacy Intervention Program Plans, adjusting intervention hours for students not at grade level, and requiring individual reading plans) and increases literacy funding to a total of \$13 million
- 2017: Based on work done by IHELP and the Professional Standards Commission (PSC), the Board approves changes to the ICLC, ICLA, and the Literacy Standards for Educator Preparation
- 2018: Based on a 2016 Request for Proposal (RFP) process, Idaho implements the *Istation Indicators of Progress - Early Reading* (ISIP-ER) as the IRI
- 2019: The Idaho Legislator approves Governor Little's request to increase literacy intervention funding to a total of \$26 million
- 2019: Governor Little's Our Kid's Our Future Governor's Task Force for Education releases recommendations, including an emphasis on early literacy

Narrative of Timeline Events

In 1999, after a two-year study, the Idaho Legislature approved a three-part reading initiative based on the recommendations included in the Idaho State Board of Education-approved Idaho Comprehensive Literacy Plan of 1998. The initiative required the following:

- An assessment (Idaho Reading Indicator) for all kindergarten through third-grade public school students, administered at least twice a year, to identify below grade level students;
- An intervention program (Extended Year Program) requiring all school districts to offer 40-hours of additional instruction beyond the regular school day to kindergarten through third-grade students identified as below grade level;
- The establishment of the Idaho Comprehensive Literacy Exam. All pre-service teachers were required to pass the assessment measuring their knowledge of language structure and literacy before receiving their certificate. The Idaho Comprehensive Literacy Exam took several years to develop and implement and became a requirement for teachers in 2004.

Statutory changes were made in 2001 and reading goals were established for the state, including the requirement that schools ensure a minimum of 85% of all third-grade students read at grade level by the end of third grade.

In 2007, the Idaho Comprehensive Literacy Exam requirement was updated to allow teachers to complete either the Idaho Comprehensive Literacy Course (ICLC) or Idaho Comprehensive Literacy Assessment (ICLA). Requirements were set for pre-service teachers, those transferring

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out-of-state certification, and as a one-time requirement for teacher certification renewal (for practicing teachers). Later, Administrative Code was adjusted to allow pre-service teachers trained at Idaho's educator preparation programs to meet the ICLC/ICLA requirement in an integrated approach. Presently, all pre-service teachers must pass the assessments that measure their knowledge of language structure and comprehensive literacy (or similar institutional requirements) before receiving their certificate. Additionally, teachers must complete coursework in literacy or pass an assessment to renew their certificate. Those endorsed for kindergarten through 8th grades are required to complete a three-credit course or pass the Standards I-IV assessments, while teachers endorsed for 6th through 12th grades are required to complete a three-credit course or pass the Standards II and IV assessments.

In 2007, the IRI Steering Committee recommended shifting the Idaho Reading Indicator to a new assessment, *AIMSweb*, and the state worked with the company to develop Idaho-specific probes to be used as the IRI assessment. In 2013-2014, the State Department of Education contracted with Dr. Kristi Santi and Dr. David Francis from the University of Houston to conduct a review and analyze the quality and use of the current IRI. Their findings indicated that the IRI was not being used for its intended purpose, as a screening measure only, but was being used for teacher evaluation and identifying children at-risk for reading failure. The evaluators recommended re-evaluating how the *AIMSweb* probes were used.

In spring and summer 2015, three literacy-related groups began focused work to recommend updates to the state's literacy initiative:

- The Literacy Implementation Committee, a subgroup of the previous Governor's Task Force for Improving Education - Literacy Committee, convened to develop recommendations for specific, actionable changes to statute and rule related to the state's literacy strategies. The committee provided its recommendations to the State Board of Education in June 2015. These recommendations were primarily related to expansion of state-funded literacy interventions for struggling early elementary students (from 40 hours for all non-proficient students to 30 or 60 hours depending on the student's IRI score) and potential adjustments to the IRI. The Committee also established the Early Literacy Assessment Working Group.
- The Early Literacy Assessment Working Group was created as a result of the Literacy Committee's recommendation that Idaho consider using a different assessment or assessment package for early literacy (IRI). The Early Literacy Assessment Working Group identified and prioritizing the state's needs for an early literacy assessment and conducted a Request for Information (RFI) to review available assessments on the market to determine if there were any that might meet the state's needs. In 2016, the Working Group recommended to the State Board of Education that Idaho shift the IRI to a computer-adaptive assessment capable of measuring multiple aspects of literacy/reading and provided a draft Request for Proposals (RFP).

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- The Idaho Higher Education Literacy Partnership (IHELP) was created in spring 2015 to improve collaboration amongst literacy professionals at the state's institutions of higher education and to provide the State Department of Education and State Board of Education with feedback regarding the ICLC, ICLA, the Literacy Standards for Educator Preparation, and applicable sections of rule. IHELP is managed by the literacy professionals from all Idaho colleges and universities that facilitate coursework for pre- and post- service educators.

During the 2016 session, the State Board of Education presented potential amendments to statute based on the recommendations of the Literacy Implementation Committee. The Legislature made substantial changes to statute, including requiring all districts and charter schools to create an LEA-level Literacy Intervention Program Plan aligned to the Idaho Comprehensive Literacy Plan, and mandating 30 and 60 hours of intervention for non-proficient students dependent on their fall IRI score. Additionally, separate legislation was brought forward and approved requiring individual reading plans for non-proficient students and ensuring that parents/guardians would have the opportunity to participate in the development of those plans. Governor C.L. "Butch" Otter requested a significant increase in literacy funding for interventions, and the Legislature approved a total of \$13 million for interventions, as well as additional funds for the implementation of a new IRI assessment.

In Spring 2016, the State Department of Education facilitated a request for proposal (RFP) process that resulted in the adoption of *Istation's Indicators of Progress (ISIP) Early Reading* as the IRI. The test was piloted / field tested with a limited number of districts in the 2017-2018 school year and was launched statewide in the 2018-2019 school year.

After work was completed by IHELP and the Professional Standards Commission, updated Comprehensive Literacy Standards (previously referred to as the Literacy Standards for Educator Preparation), as well as improvements to the ICLC and ICLA were adopted by the Board in 2017.

During his 2018 campaign for Governor, Brad Little committed to a continued focus on early literacy. During the first legislative session after his election, the Governor requested that funding for literacy interventions be increased to \$26 million, and the Legislature approved the allocation. Districts have used this funding to purchase intervention curricula and programs and to hire additional personnel to support students in reading.

In 2019, Governor Brad Little gathered the Our Kid's, Idaho's Future Task Force for Education. The [Task Force's recommendations](#) were released in November 2019, including an emphasis on early literacy.

Appendix B

ACTIVITIES AND TIPS FOR PARENTS

Beginning Language (ages 0 to 2)¹	
Listening and Talking	<ul style="list-style-type: none"> • Begin talking and singing to your child from birth • Let your baby know that you hear her babbles, coos, and gurgles • Play simple touching and talking games together • Point to familiar objects and name them • When your child begins to speak, build his language • Encourage your child to talk with you • Answer your child's questions
Read Together	<ul style="list-style-type: none"> • Make reading a pleasure • Show enthusiasm as you read with your child • Read to your child often • Talk with your child as you read together • Encourage your child to explore books • Read favorite books again and again
Pre-Reader (ages 3 to 4)²	
Listening and Talking	<ul style="list-style-type: none"> • When you do something together—eating, shopping, taking a walk, visiting a relative—talk about it • Take your child to new places and introduce him to new experiences • Teach your child the meaning of new words • Help your child to follow directions • Play with words
Read Together	<ul style="list-style-type: none"> • Keep reading to your child • Read predictable books • Read poetry and other rhyming books to your child • Ask your child what she thinks will happen next in a story • Talk about books • Build a library, or book collection, for your child
Print and Letters	<ul style="list-style-type: none"> • Help your child learn to recognize her name in print • Point out words and letters everywhere you can • Teach your child the alphabet song • Share alphabet books with your child • Put magnetic letters on your refrigerator or other smooth, safe metal surface • Play games using the alphabet
Spelling and Writing	<ul style="list-style-type: none"> • Encourage your child to write often—for example, letters and thank-you notes to relatives and friends, simple stories, e-mails, and items for the grocery list • Help your child learn the correct spellings of words

¹ Adapted from Armbruster, Lehr & Osborn, 2006

² Adapted from Armbruster, Lehr & Osborn, 2006

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Vocabulary and Comprehension	<ul style="list-style-type: none"> • Talk about new words that your child has read or heard • Help your child use the dictionary or thesaurus to check on the meanings of new words she reads or hears • Help your child become aware of prefixes, suffixes, and root words • Show your child how to use context—the sentences, words, and pictures around an unfamiliar word—to figure out the word’s meaning • As you read a book with your child, stop now and then to talk to her about the meaning of the book
Novice Reader (ages 5 to 7)³	
Listening and Talking	<ul style="list-style-type: none"> • Talk with your child often...as you eat together, shop for groceries, walk to school, wait for a bus • Have your child use his imagination to make up and tell you stories; ask questions that will encourage him to expand the stories • Have a conversation about recent family photographs • Listen to your child’s questions patiently and answer them just as patiently • Talk about books that you’ve read together • Pay attention to how much TV your child is watching • Tell stories about your childhood
Books & Print	<ul style="list-style-type: none"> • As you read with your child, have him point out things, such as the front and back covers and the title • Help your child make connections between print and pictures as you read
Spoken Language	<ul style="list-style-type: none"> • Sing or say nursery rhymes and songs • Play word games • Read a story or poem and ask your child to listen for words that begin with the same sound • As you read, stop and say a simple word
Alphabet	<ul style="list-style-type: none"> • Point out letters and have your child name them • Make an alphabet book with your child
Letters and Sounds	<ul style="list-style-type: none"> • Point out labels, boxes, newspapers, magazines, and signs that display words with letter-sound relationships that your child is learning in kindergarten • Listen to your child read words and books from school • Listen to your child read books from school • Say the sounds of letters and ask your child to write the letter or letters that represent the sound • Ask your child to point out the letter-sound relationships he is learning in all of the things you are reading together—books, calendars, labels, magazines, and newspapers • Play word games

³ Adapted from Armbruster, Lehr & Osborn, 2001

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Spell and Write	<ul style="list-style-type: none"> • When your child is writing, encourage her to spell words by using what she knows about sounds and letters • Encourage your child to write notes, e-mails, and letters to family members and friends • Have your child create his own picture book made with his own drawings or with pictures that he cuts from magazines • Say a word your child knows and have him repeat the word • Write a word on paper and cut the letters apart (or use plastic or foam letters) • As you are reading with your child, point out words that have similar spellings, such as hop and pop • Encourage your child to write often—for example, letters and thank-you notes, simple stories, and grocery lists
Vocabulary and Comprehension	<ul style="list-style-type: none"> • As you read aloud, pause from time to time to ask him about the meaning of the book • Use and repeat important words such as names of buildings, parks, zoos, cities, and other places that you visit • Help your child develop an interest in the world • When you read together, stop now and then to talk about the meaning of the book • Before you come to the end of a story, ask your child to predict what might happen next or how the story will end • Talk about new words and ideas that your child has read or heard • Read magazines and newspapers together
Developing Reader (ages 7 to 9)⁴	
Reading	<ul style="list-style-type: none"> • Listen to your child read books that he has brought home from school • If your child is not a very fluent reader (that is, she reads slowly and makes lots of mistakes), ask her to reread a paragraph or page a few times
Spelling and Writing	<ul style="list-style-type: none"> • Encourage your child to write often—for example, letters and thank-you notes to relatives and friends, simple stories, e-mails, and items for the grocery list • Help your child learn the correct spellings of words
Vocabulary and Comprehension	<ul style="list-style-type: none"> • Talk about new words that your child has read or heard • Help your child use the dictionary or thesaurus to check on the meanings of new words she reads or hears • Help your child become aware of prefixes, suffixes, and root words • Show your child how to use context—the sentences, words, and pictures around an unfamiliar word—to figure out the word's meaning • As you read a book with your child, stop now and then to talk to her about the meaning of the book

⁴ Adapted from Armbruster, Lehr & Osborn, 2001