

## Summary: H451 and H526 (Literacy Intervention)

### Literacy Intervention Program Requirements

School districts are required to develop an extended hour literacy intervention program for students in grades K-3 who score below-basic or basic on the statewide reading assessment. The program must be submitted to the State Board of Education (Idaho Code, §33-1616, as amended) and include:

- A proven effective research based substantial intervention and shall include phonemic awareness, decoding intervention, vocabulary, comprehension and fluency applicable to the student based on a formative assessment designed to, at a minimum, identify such weakness.
- The program may include online or digital instructional materials or programs or library resources.
- The program must include parent input and be in alignment with the Idaho comprehensive literacy plan
- The program must include a minimum of 60 additional hours of reading instruction for students (K-3) below-basic and a minimum of 30 hours for students (K-3) scoring basic on the statewide reading assessment administered in the fall.

Any student in grades K-3 who exhibits a deficiency in reading at any time based upon the statewide assessment is required to receive an individual reading improvement plan no later than thirty (30) days after the identification of the reading deficiency. The reading improvement plan shall be created by the teacher, principal, other pertinent school personnel, including staff-assigned library duties if applicable, and the parent(s) or guardian(s) and shall describe the reading intervention services the student will receive to remedy the reading deficit. Each student must receive intensive reading intervention until the student is determined to be proficient in reading for their grade level.

Having made a good faith effort, should the school be unable to engage the parent or guardian in the development of the student's reading improvement plan within fifteen (15) days of notifying the parent, the school may move forward with the creation of the student's reading improvement plan without parental participation.

In addition to focusing on providing intervention to students, the State Department of Education is required to provide teachers with professional development in best practices for literacy instruction, in accordance with the statewide comprehensive literacy plan.

### Parent Notification and Participation

The parent of any student in grades K-3 who exhibits a deficiency in reading at any time during the school year must be notified in writing of the reading deficiency. The school district shall assist schools with providing written notification to the parent of any student who has not met grade-level proficiency. The initial notification must include the following:

- A statement that his or her student has been identified as having a deficiency in reading and a reading improvement plan will be established by the teacher, principal, other applicable school personnel and the parent(s) or guardian(s);
- A description of the current services that are provided to the student; and

- A description of the available reading intervention and supplemental instructional services and supports that could be provided to the student.

Following development of the plan, the parent will be provided with:

- A description of the reading intervention and supplemental instructional services and support that will be provided to the student; and
- Strategies for parents to use at home in helping their student to succeed in reading.

#### Funding

The funding available for distribution will be subject to the annual appropriation by the legislature. Of the funds appropriated, amounts will be distributed to the school districts based on the average number of students who scored below-basic and basic on the fall statewide assessment during the previous three years.

- Funds must be used for the literacy intervention programs pursuant to Idaho Code, §33-1616 for the actual cost of the programs implemented by each school district or public charter school.
- Funding will be reconciled at the end of each school year through the State Department of Education. Funding for the following year will be reduced by any distributions made in the previous year over the actual cost of the program.

#### Reporting

Each school district is required to report to the State Department of Education by October 1 of each year. The report shall contain the following information on the prior school year:

- By grade, the number and percentage of all students in grades K-3 performing at the basic or below basic level on local and statewide assessments in reading; and
- By grade, the number and percentage of all students in grades K-3 performing at the proficient or higher level on local and statewide assessments in reading.

The State Department of Education shall annually compile the information required along with state-level summary information and annually report such information to the state board of education, the public, the governor and the legislature. The Department shall provide technical assistance as needed to aid school districts in implementing the reporting requirements.

The State Board will promulgate rules implementing the provisions of this intervention section. At a minimum, the rules will include student trajectory growth to proficiency benchmarks and a timeline for reaching such benchmarks.