

# 2020 Idaho Comprehensive Literacy Plan

## Highlighted Changes

### SECTION I: INTRODUCTION

#### In this section

- *Goal: 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:*
  - Literacy Growth Targets on the early reading assessment (IDAPA 08.02.01.802)
  - [Idaho Consolidated State Plan](#) long-term academic achievement goals for the English Language Arts/Literacy (Idaho Standards Achievement Test- ISAT)
- Timeline (overview) of Idaho Literacy Initiatives
- Summary of Student Performance
  - IRI
  - ISAT ELA/Literacy
  - NAEP

#### Changes (2015 to 2020)

- The purpose / goal in the 2015 plan was broader (literacy growth for all students), while the updated statement addresses the development of foundational reading skills and specifically incorporates the state's literacy goals.
- Definitions for both literacy and reading are included and clearly delineated in the 2020 plan.
- A timeline was added to present the history in a more consolidated manner, while the details were moved to an appendix.
- A clear statement of need to address early literacy was added.
- The data in the Introduction section was reduced to be focused on just very high-level data, while the remainder of the data was moved (and supplemented) in a new section (Section IV: Student Performance Data).

### SECTION II: DEVELOPING LITERACY

#### In this section

- Overview of Language & Literacy Development
  - Milestones from birth to age four
  - Skill development from ages five to nine
- The Science of Reading
  - Five Essential Reading Components
  - The Simple View of Reading
  - The Reading Rope

### Changes (2015 to 2020)

- The research in the section was updated and substantially increased.
- The Science of Reading became a primary focus in this section (and is integrated throughout the plan).
- The developmental milestones related to literacy / reading were updated and aligned to research. A corresponding Tips and Activities for Parents appendix was added.

## **SECTION III: ESSENTIAL ELEMENTS**

### In this section

- Four essential elements organized by stakeholder group: state, districts, school/classroom, higher education, and home/community
- Each element includes previous implementation, goals, and next steps for each group:
  1. Collaborative Leadership (1 goal)
  2. Developing Professional Educators (3 goals)
  3. Assessment and Data (3 goals)
  4. Effective Instruction and Interventions (6 goals)

### Overall Changes (2015 to 2020)

- For each essential element, a section was added to highlight previous and current implementation to identify work done (typically between 2015-2020) or in progress.
- The information in the section was re-organized into tables (rather than bullets) to improve readability.
- The terminology was adjusted. Rather than referring to “strategies,” the 2020 plan is organized to focus statewide Goals to continue growth and Next Steps to work towards those Goals.
- To ensure that each stakeholder group is given responsibility for their role in forwarding the work, the Next Steps are more clearly assigned by group in the 2020 plan.
- A distinct effort was given in the 2020 update to ensuring the needs of specific populations of students (including English learners and students with disabilities) are clearly addressed in the Next Steps.

### Notable Changes affecting Districts, Schools, and Classrooms

#### Collaborative Leadership

- Call for district leadership to engage with educators and the community to develop a LEA-level Literacy Plan that is grounded in the science of reading and to provide resources to ensure effective implementation.
- Increased focus on data-driven budgeting and resource allocation to support established LEA-level Literacy Plan goals.
- Expectation for districts and schools to partner with the community to engage families in literacy-focused activities.

### Developing Professional Educators

- Clear statement that LEAs need to ensure consistent and effective implementation of state-required mentoring and individual professional learning plans, including ensuring that mentors are those who have demonstrated effective reading instruction.
- Call for districts and schools to offer opportunities for educators to improve their craft by reviewing videos of their instruction and/or observing others' classrooms.
- Increased focus on literacy-focused professional development (PD) grounded in the science of reading, including PD aligned to the IDA Knowledge and Practice Standards.
- Expectation for district and school leaders to ensure educators have the opportunity to participate in sustained, job-embedded professional development.

### Assessment and Data

- Increased focus on educators using data collaboratively to provide strategic, cohesive interventions for students.
- Expectation that educators will administer diagnostic assessments when appropriate to clarify student needs and identify those at risk for reading difficulties (including those with specific learning disabilities such as dyslexia and dysgraphia).
- Expectation that educators will use progress monitoring assessments to ensure students are developing grade-level literacy skills.
- Requirement to provide parents/guardians with students' assessment results in a timely manner and to inform them of the meaning of the results and how to support learning at home.
- Call to work with higher education to ensure assessment practices are integrated into student teaching and mentoring of new teachers.
- Expectation to provide training and support to educators in assessment data analysis and use of data to guide instruction and interventions.

### Effective Instruction and Interventions

- Call for district and school leaders to understand the science of reading, stay current on research, and demonstrate a willingness to adjust structures and systems to promote best practices and innovation.
- Expectation that district and school leaders will support teachers and paraprofessionals in applying the science of reading through systematic, explicit instruction.
- Increased focus on educators providing frequent opportunities for students to develop their writing skills.
- Expectation that districts and schools will provide parents/guardians with information about the signs of learning difficulties, including specific learning disabilities (dyslexia, dysgraphia, etc.).
- Call for districts and schools to engage in meaningful transition planning within and between grades.
- Increased focus on MTSS, including ensuring core literacy instruction is effective and Tier 2 and 3 support is consistent and coherent.

- Call for districts and schools to ensure, whenever possible, that highly qualified and trained staff deliver reading interventions to students with reading difficulties, particularly those with specific learning disabilities (dyslexia, dysgraphia, etc.).
- Expectation that district and school leaders will ensure special education teachers have the opportunity to receive training to address the needs of students with specific learning disabilities.
- Expectation that district and school leaders will provide professional development on the English Language Development standards and will ensure educators provide targeted support to English Learners.
- Increased focus on ensuring coherence of instruction between programs (general education, special education, Title I, etc.) to ensure instruction and interventions are consistent.

## **SECTION IV: STUDENT PERFORMANCE DATA**

### In this section

- Idaho Reading Indicator (IRI)
  - Grade level overall scores and subskill scores
  - Race/ethnicity and subgroups
- Idaho Standards Achievement Test (ISAT)
  - ELA/Literacy state performance levels 2015-2019
  - Claim scores 2017-2019
  - ELA/Literacy grade level performance scores 2017-2019
    - Race/ethnicity and subgroups
- National Assessment of Educational Progress (NAEP)
  - Idaho vs National Public
  - Hispanic-White Gap
  - National School Lunch Program Gap
  - Students with disabilities and English Learner Gaps

### Changes (2015 to 2020)

- Most of the data was moved to this section (it was in the Introduction in 2015).
- More detailed data was added in the 2020 plan (IRI scores by grade and component, ISAT scores by Claim).
- Data analysis bullet points were added to aid readers in understanding the data.

## **SECTION V: CALL TO ACTION**

### In this section

- Action statement to highlight the need, importance, and commitment needed to improve literacy in Idaho

- Strong literacy skills are essential to engage in lifelong learning and career success.
- 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.
- It will take dedication and commitment on everyone's part to take the necessary steps to implement Idaho's Comprehensive Literacy Plan.
- We must implement this plan with an emphasis on equity and access.

#### Changes (2015 to 2020)

- The call to action was expanded to highlight the work to be done and why it is critical.

### **APPENDICES AND RESOURCES**

#### In this section

- Glossary of terms
- References
- Appendices and Resources (provided as live links)

#### Changes (2015 to 2020)

- Only Idaho created documents were provided as appendices.
- A new hyperlinked list highlights externally created resources referenced in the plan.