

Guidance on Literacy Intervention Training for Idaho School Boards (33-1809)

Per [Idaho Code 33-1809](#), all “newly elected or appointed” members of local school boards must participate in at least one training that ensures they understand: resources available for literacy intervention, data available to track student progress, and how to set “measurable goals for improving student proficiency” in literacy. This document provides guidance to support local education agencies (LEAs) and their local school boards in meeting the training requirements outlined in statute.

I. 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. Strong reading skills are key to literacy success.

“Literacy intervention” is an activity that supports a student who does not yet have reading proficiency to improve reading skills.

“Annual literacy proficiency and growth targets” refers to goals set by districts and charter schools with the intention of increasing the percentage of students who have grade-level literacy skills.

“Data for tracking student progress” refers to individual student data that allows educators to understand how well a student is doing in gaining grade-level literacy skills. This data can come from a formal interim or progress monitoring assessment or through a formative assessment developed by an educator.

“Measurable goals” refers to specific performance targets connected directly to an identified metric (that which is being measured). Measurable goals must be specific enough for individuals to easily determine if they have been met.

I. SCHOOL BOARD TRAINING REQUIREMENTS

TIMING

Newly elected and appointed school board and charter governing board members shall participate in literacy intervention training:

- Within 90 days of the start of their term; and
- Before voting on matters that include literacy growth targets (as related to the LEA’s annual Continuous Improvement Plan).

CONTENT

The literacy intervention training for newly elected or appointed board members must include:

- Information on resources available for literacy intervention
 - Suggested / potential content:
 - State and federal funds that are available
 - An overview of the Idaho Comprehensive Literacy Plan and Dyslexia Handbook
 - Information about any additional resources being made available for literacy intervention through the state or local means
- Data available to track student progress
 - Suggested / potential content:
 - Istation monthly progress monitoring (covered through state contract)
 - Local assessments or data through other contracts and/or curriculum
- How to set “measurable goals for improving student proficiency” in literacy
 - Suggested / potential content:
 - Understanding data from a governance perspective
 - Overview on creating metrics and performance targets (goals)
 - How to make goals both aspirational and attainable (SMART goals)
 - How the literacy goals fit within the Continuous Improvement Plan (CIP)

PROVISION OF TRAINING

There are several options for providing literacy intervention training to board members:

1. Access training through ISBA or another approved provider
 - You may request reimbursement for training if you work with an approved provider
 - The Approved Provider list is maintained on the State Board of Education website
2. Provide training as an in-service (facilitated by another board member and/or LEA staff member)
 - Training provided using the in-service model (by a board member or LEA employee) does not qualify for reimbursement.

II. STATEWIDE DASHBOARD

LOCATIONS OF STATEWIDE DATA

1. EVAAS is the statewide dashboard available to all stakeholders for review of districts' and schools' literacy data.
 - osbe.sas.com
2. Additional data can be found on school report cards.
 - idahoschools.org
3. The Department of Education has additional data resources that can be used by LEAs.
 - Idaho Similar Schools Tool:
<https://public.tableau.com/app/profile/idaho.assessment/viz/IdahoSimilarSchoolsTOOL-2022Data/SimilarSchools>
 - Results for all statewide assessments and key metrics:
<https://www.sde.idaho.gov/assessment/accountability/>

III. RECORDS

The State Board of Education may audit LEAs for compliance.

The following must be retained in the LEA's records:

- Training agenda, including an outline of the topics and content covered
- Training provider (name, role, company)
- Date and length of the training
- Evidence of participation for each board member (i.e. sign-in sheet)