



Early Literacy Matters

State-by-State Policy Implementation Report

Explore Idaho's adoption and implementation of the 18 Early Literacy Fundamental Principles.






ID

PRINCIPLE ADOPTION
IMPLEMENTATION



Early Literacy Policy Implementation Rubric

Comprehensive Early Literacy Policy establishes support and intensive reading interventions for all K–3 students to ensure they read on grade level by the end of 3rd grade. The policy also requires 3rd grade students to demonstrate sufficient reading skills for promotion to 4th grade. For students severely below grade level and who do not qualify for a good cause exemption, retention provides struggling readers the additional time and intensive interventions they need to catch up with their peers.

 <p>FULL IMPLEMENTATION</p>	<p>The fundamental principle is adopted in policy, and there is evidence of full implementation.</p> <p> ABOVE & BEYOND BADGE: This badge recognizes efforts that exceed full implementation.</p>
 <p>PARTIAL IMPLEMENTATION</p>	<p>The fundamental principle is adopted in policy, but there is limited evidence of implementation.</p>
 <p>FUTURE IMPLEMENTATION</p>	<p>The fundamental principle is adopted in policy with a future date for implementation.</p>
 <p>PRINCIPLE NOT ADOPTED</p>	<p>The fundamental principle is not adopted in policy, does not meet minimum implementation requirements or is grant-based and not sustainable.</p>

Early Literacy Policy Implementation Rubric

PURPOSE

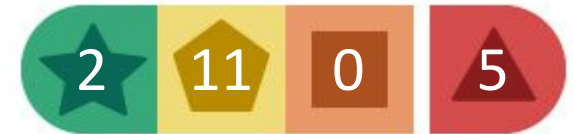
The purpose of this document is to provide an analysis of states' implementation of K–3 reading policies aligned to ExcelinEd's [fundamental principles](#) of an early literacy policy. It builds on an analysis of states' adoption of statutes and regulations establishing requirements for each component of the four fundamental principle areas, which are:

1. [Supports for Teachers & Policy](#)
2. [Assessment & Parent Notification](#)
3. [Instruction & Intervention](#)
4. [Retention & Intensive Intervention](#)

This report summarizes evidence of Idaho's early literacy policy implementation using an implementation rubric designed to gauge state progress toward full implementation of early literacy policies. Each of the fundamental principles is addressed in a separate table.

ADOPTION IMPLEMENTATION

13 out of 18



STATE POLICY ADOPTION REFERENCE MATERIALS

- [Idaho Code 33, Chapter 18 Idaho Literacy Achievement and Accountability Act](#)
- [Idaho Department of Education, Early Literacy](#)

Science of Reading (SOR) Training



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

The state offers science of reading training or requires districts to adopt a policy to identify science of reading training, providers of the training, and personnel who will be trained. Participation in science of reading training may be optional for teachers and/or administrators.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Subject to an appropriation, Idaho [policy](#) DOES require the Idaho Department of Education to offer science of reading-based professional development to K–3 educators and elementary administrators in the state. This training must include data literacy, training on the statewide reading assessment, and best practices as outlined in the state's literacy plan.
- Idaho DOES allow schools to apply to participate in the [SMART Project](#) – through this, educators and school staff engage in book studies and professional learning, while also receiving coaching from a SMART Coach, with a focus on applying evidence-based instruction in the classroom.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Idaho should require science of reading training for all K–3 teachers and administrators.
- In adopting a requirement for science of reading training, the state should consider creating an implementation plan that is clearly communicated to all educators to ensure the training is completed by all teachers and administrators.

Literacy Coaches



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

Literacy coaches are present in policy and trained in the science of reading, and they may provide job-embedded professional development and coaching to K–3 teachers based on student data or other models.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Idaho DOES provide for literacy coaches in [policy](#).
- Subject to an appropriation, Idaho [policy](#) DOES require the Idaho Department of Education to offer science of reading-based professional development to K–3 educators and elementary administrators in the state, which must include “embedded coaching that integrates evidence-based best practices supporting literacy intervention.”
- Idaho DOES allow schools to participate in the [SMART Project](#) - through this, instructional coaches are provided specialized training, access to resources, and participation in communities of practice.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Idaho should ensure that a literacy coach that is trained in the science of reading is *assigned to each elementary school* to provide job-embedded professional development and coaching to K–3 teachers.

Educator Preparation Program (EPP) Alignment



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

EPP required coursework is aligned to the science of reading and includes evidence-based literacy instruction.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Idaho DOES have standards ([Idaho Comprehensive Literacy Standards](#)) for educator preparation programs that address the components of scientifically based reading instruction. ([NCTQ, Idaho Summary 2023](#); see also [NCTQ, Idaho: Recommendations to Strengthen Implementation of the Science of Reading](#))
- Idaho teacher candidates MUST meet the [Idaho Comprehensive Literacy Standards](#) that are aligned with the Idaho Comprehensive Literacy Plan. This includes: foundational literacy concepts, literacy assessment concepts, and diverse reading and writing profiles – reading and writing difficulties, which includes understanding the definition of dyslexia and recognizing the distinguishing characteristics of dyslexia.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Idaho should expand policy to require that educator preparation program coursework prohibits the use of course materials that include three-cueing instructional strategies.

Educator Preparation Program (EPP) Assessment



IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

Elementary education candidates *must pass a science of reading aligned assessment to obtain teacher licensure.*

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Idaho DOES require elementary education candidates to pass an assessment to obtain teacher licensure: Idaho Comprehensive Literacy Assessments OR Praxis Multiple Subject Test Reading subtest which are aligned to the science of reading. ([NCTQ, Idaho Summary 2023](#); [NCTQ, Idaho: Recommendations to Strengthen Implementation of the Science of Reading](#); [NCTQ, False Assurances: Many states' licensure tests don't signal whether elementary teachers understand reading instruction \(Nov. 2023\)](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

Funding for Literacy Efforts



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

Funding is dedicated to some but not all early literacy fundamental principles and may be temporary or grant based.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Idaho DOES provide direct funding specifically to support state and/or local implementation of early literacy fundamental principles. These include:
 - Funds set aside to provide [professional development](#) focused on dyslexia training, screening measures, and other dyslexia requirements
 - Annual appropriations for literacy interventions [\$72 million]
 - [Funding](#) for Science of Reading training and coaching support for K–3 educators and administrators (3-year cycle) [\$5 million]
 - Funds for K–5 universal screener for LEAs to screen all K–5 students [\$844,000]
 - Funds to higher education institutions to ensure course offerings and graduation requirements are consistent with the state’s literacy plan

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Idaho should determine the adequate funding level to ensure implementation of the fundamental principles are fully funded.



Universal Reading Screener



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

States require districts to adopt a universal reading screener to be administered at least one time per year with optional mid-year and end-of-year screening.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Idaho HAS adopted a universal reading screener, the [Idaho Reading Indicator](#).
- Idaho DOES require the Idaho Reading Indicator to be administered to K–3 students. ([Idaho Reading Indicator](#))
- Idaho DOES NOT require the Idaho Reading Indicator to be administered three times per year.
- Idaho DOES require administration two times per year, once in the fall and once in the spring. ([Idaho Reading Indicator](#))
 - Note that schools and districts have the discretion to administer a winter assessment if they choose.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Idaho should require the Idaho Reading Indicator screener to be administered to K–3 students three times per year to identify students at risk for reading failure.

Screeners for Characteristics of Dyslexia



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

A state-approved screener for characteristics of dyslexia assesses the following skills as developmentally appropriate: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, encoding, and oral reading fluency. The screener is administered only to students who are flagged as at risk on the universal reading screener or upon teacher or parent request.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Idaho HAS adopted a screener for dyslexia. The Idaho Reading Indicator is used as a tier 1 dyslexia screening measure to identify students with characteristics of dyslexia. ([Idaho Reading Indicator](#); [ISDE, Idaho Dyslexia Handbook \(2022\)](#))
- Idaho DOES require the Idaho Reading Indicator to be administered to all students two times per year in Kindergarten–3rd grade. ([Idaho Reading Indicator](#))
- Idaho DOES require schools to administer additional diagnostic assessments for students who are identified as having characteristics of dyslexia. These student-specific diagnostics are aligned to these areas of concern: phonological and phonemic awareness, letter naming fluency, phonics and decoding, oral reading fluency, and rapid automatized naming. ([ISDE, Idaho Dyslexia Handbook \(2022\)](#); [Idaho Department of Education Identified Dyslexia Screeners](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Idaho should ensure the screener that is being used to screen for characteristics of dyslexia assesses all of the following skills, as developmentally appropriate: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, encoding, and oral reading fluency.



Parental Notification



IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

The state requires parental notification of students identified with reading difficulties *within 30 days of each administration* of the state-approved universal reading screener and/or dyslexia screener

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Idaho [law](#) DOES require parental notification for the parent of any student in Kindergarten through grade 3 who exhibits a deficiency in reading at any time during the school year.
- Idaho [law](#) DOES require schools to notify parents when a student in grades K–5 has been identified as having dyslexia.
- Idaho DOES require parents to 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.
- Idaho [law](#) DOES require the parental notification to include information on the creation of an individual reading improvement plan which must occur within 30 days of identification of a deficiency in reading – the plan must be created in coordination with the parent.

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

District Adoption of High-Quality Instructional Materials



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

The state provides guidance and resources to assist districts in the identification and selection of high-quality instructional materials aligned to the science of reading and state standards.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Idaho [law](#) DOES specify the intent of the legislature that curricular materials must be tied to evidence-based best practices and aligned with the state's [literacy plan](#).
- Idaho's [Literacy Plan](#) DOES specify that curriculum should be aligned with the domains and components of reading represented in valid and reliable models of reading.
- Idaho's [Literacy Plan](#) DOES specify that the Department ensures Idaho districts and schools have access to adopt high-quality reading curriculum at a state-contracted cost, through the curriculum review process.
- Idaho [law](#) DOES require the State Board to identify national evidence-based practices and proven effective state intervention practices which must be shared with districts.
- Idaho HAS created a [K–12 ELA/Literacy Adoption Guide](#) that provides a list of programs that have been vetted by the Idaho State Department of Education. For each program on the list, the state lists the strengths and weaknesses, as well as other information that may be needed when selecting programs and instructional materials.

District Adoption of High-Quality Instructional Materials

CONTINUED

IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

EVIDENCE/GUIDANCE (CONTINUED)

- Idaho DOES have [regional centers](#) to house curricula materials for LEAs to borrow and view to support local curriculum adoption.
- Idaho DOES [assist](#) LEAs with their own curriculum adoption by providing rubrics, reviewing best practices, and professional development.
- At the request of LEAs, Idaho DOES provide curriculum consensus reviewer rubrics, with notes that were used to determine classification for the state curriculum list.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Idaho should require school districts to adopt high-quality instructional materials aligned to the science of reading and state standards from a vetted and approved list.
- Idaho should require districts to post their adopted materials on the district website.

Elimination of Three-Cueing Instructional Materials



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Idaho HAS NOT adopted a policy that prohibits three-cueing instructional materials.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Idaho should adopt a policy, clearly in statute or regulation, that prohibits the use of three-cueing as part of their comprehensive literacy policy.

Individual Reading Plans



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

The state requires schools to develop and implement an individual reading plan for students who are identified as having a reading deficiency based upon screening results. Timeline and monitoring may vary.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Idaho DOES require the creation of [individual reading plans](#) for K–3 students who are determined not to be proficient on the universal reading screener within 30 days after the identification of a reading deficiency. (See [Idaho SBE, Comprehensive Literacy Plan \(2020\)](#))
- Idaho DOES provide [guidance](#) on what to include in student individual reading plans for those students who have been identified as having characteristics of dyslexia.
- Idaho DOES [monitor](#) the use of individual reading plans by requiring each district to report the number and percentage of students, by grade level, who are on an individualized reading improvement plan.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Idaho should provide further information and guidance on how the requirements for individual reading plans are being implemented.

Regularly Monitor Student Progress



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

The state requires schools to monitor students' progress within a multi-tiered system of supports (MTSS). Monitoring can take many forms (i.e., observations, screeners, assessments and student work).

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Idaho DOES require ongoing progress monitoring. ([Idaho SBE, Comprehensive Literacy Plan \(2020\)](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Policy requires regular monitoring of student progress; however, there is no evidence of how this is being implemented. Idaho should consider posting guidance and further information on this process.

Evidence-Based Interventions



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

The state requires school districts to target students' needs by adopting evidence-based interventions grounded in the science of reading and may provide guidance in the selection of the interventions. Interventions are provided before, during, or after school.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Idaho HAS adopted a vetted and approved list of literacy interventions in the [K-12 ELA/Literacy Adoption Guide](#).
- Idaho [policy](#) DOES require reading intervention programs to be provided in addition to core reading instruction and must be in alignment with the Idaho comprehensive literacy plan.
- Idaho HAS created a [literacy tools approved vendors list](#) that has been vetted and approved by the Idaho State Board of Education. ([Idaho SBE, FY23 Literacy Tools Approved Vendors Effectiveness Review](#))

RESOURCES

- [Idaho SBE, Literacy Intervention Tools](#)

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Idaho should expand policy to require school districts to target students' needs by adopting interventions grounded in the science of reading *from the vetted and approved list*.

Summer Reading Camps



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Idaho DOES NOT require, in policy, that districts must offer summer reading camps to students in 1st–4th grade who are at risk of reading failure.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Idaho should require, in policy, districts to offer summer reading camps to 1st–4th grade students at risk of reading failure to remediate learning loss and/or build reading skills.
- Further, Idaho should require all staff at summer reading camps to be trained in the science of reading.

Parent Read-At-Home Plan



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

The state or district provides online resources to parents to support reading at home.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Idaho [policy](#) DOES require parents be provided with strategies to use at home to help their student succeed in reading, following development of the reading improvement plan.
- Idaho DOES provide online resources to parents that may support reading at home. ([Parent Corner](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Idaho should expand policy to require strategies that are shared with parents to target students' needs based on data and be aligned with the science of reading.

Initial Determinant Retention at 3rd Grade Based on State Assessment



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Idaho DOES NOT have a policy that requires a student who is unable to demonstrate sufficient reading skills on the state test-based options provided be retained.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Idaho should adopt policy to require that students who are unable to demonstrate sufficient reading skills (on the state test-based options provided) be retained. Policy should include multiple pathways for promotion to 4th grade including achieving a predetermined level on the state reading assessment or qualifying for a good cause exemption.

Multiple Options for Promotion



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Idaho DOES NOT have a retention policy and DOES NOT offer at least three pathways for promotion to 4th grade.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Idaho should adopt policy to require that students who are unable to demonstrate sufficient reading skills (on the state test-based options provided) be retained. Policy should include at least three pathways for promotion to 4th grade including achieving a predetermined level on the state reading assessment, passing an alternative assessment or retest, or successfully demonstrating sufficient 3rd grade reading skills through a portfolio of student work.

Good Cause Exemptions for Some Students



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Idaho DOES NOT have a retention policy and DOES NOT allow specific good cause exemptions for promotion to 4th grade.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Idaho should adopt policy to require that students who are unable to demonstrate sufficient reading skills (on the state test-based options provided) be retained. Policy should include specific good cause exemptions for promotion to 4th grade that recognize the special needs of some students with disabilities, English language learners, and students who were previously retained.
- Idaho should further require intensive interventions to continue in 4th grade for students promoted for good cause.

