



Dyslexia, SMART, Literacy Intervention

Alayna Knop, ELA/Literacy Coordinator





1802- Definitions

1804- Idaho Comprehensive Literacy Plan

1805- Reading instruction and intervention

1806- Reading and literacy assessment

1807- Literacy intervention program

1808- Educator preparation

1809- Accountability and continuous improvement

1811- Dyslexia

§33-1800 Overview Document



LOCAL EDUCATION AGENCIES (LEA)

| Idaho Literacy Achievement and Accountability Act | Reference |
|---|-----------|
| (1) Identify the best practices of literacy development and interventions (3b) Set expectations for LEA level leadership collaboration, professional development, effective instruction and intervention, and use of assessments | 33-1804 |
| (1) Offer a reading intervention program to all K-3 grade students that provides development in phonemic awareness, phonics, vocabulary, and text comprehension appropriate to grade level & monitors reading progress of each student reading skills (2) Create a reading improvement plan for any K-3 students who exhibits a deficiency on the IRI and any local literacy assessment. Each plan must be written no later than 30 days after the identification & include parents in the plan creation (3a) Parents will be notified of the reading deficiency. Notification must include; statement of identification of a reading deficiency, description of current services provided, and description of available reading intervention and supplemental instructional services (3b) Plan provided to parents after development must include; description of reading intervention and supplemental instructional services & strategies for parents to use at home (3c) Updated progress report at the conclusion of the school year provided to parents | 33-1805 |
| (2) IRI results shall be reviewed by school personnel to provide necessary interventions to sustain or improve student reading skills (3) IRI scores and interventions recommended and implemented shall be maintained in each student's permanent record (5) Curricular materials utilized by school districts for K-3 shall be tied to evidence-based practices and aligned to the Comprehensive Literacy Plan | 33-1806 |
| (1) Establish an extended time literacy intervention program for students in K-3 who score 2 or 3 on the fall IRI and submit it to the SBOE (4) District plan for in-service training in reading skills shall be submitted to the state department of education for review and approval. | 33-1807 |

STATE DEPARTMENT OF EDUCATION (SDE)

| Student Reading Instruction and Intervention | Reference |
|---|-----------|
| (5) Annually compile and report to the state board, governor, public, and legislature: Number of students, by grade level, on an individual reading plan | 33-1805 |
| (5) Provide technical assistance, as needed, to aid schools and districts in implementing reading instruction and intervention | |
| (1) Administration of assessment efforts Train LEA level assessment personnel Report Results (2) Ensure testing takes place no fewer than 2 times per year Results must show the number of students for each school district or charter achieving proficiency Reported to the State Board of Education, legislature, and governor by school and district | 33-1806 |
| (4) Share SBOE identified intervention practices and maintain a resource center of best practices for literacy in K-3 grade for parents and schools (6) For reimbursement; adopt reporting forms, dates, and guidelines to accomplish program goal. (7) Provide professional development to districts and schools on best practices for literacy instruction; data literacy, IRI and aligned ICLP practices | 33-1807 |
| (4) Review and approve district in service training plans in SDE specific format | 33-1808 |
| (1) Identify reliable, valid, evidence-based screening tools and intervention practices to evaluate the literacy skills of students enrolled in kindergarten through grade 5 for characteristics of dyslexia. | 33-1811 |

§33-1808 Educator Preparation



- Effective July 1, 2021 33-1808 (4)

The board of trustees of every school district shall include, in its plan for in-service training:

- coursework covering reading skills development;
 - including diagnostic tools to review and adjust instruction and
 - ability to identify students who need special help in reading
- The district plan for in-service training in reading skills shall be submitted to the state department of education for review and approval, in a format specified by the department

H 790- Literacy Intervention



50%

- **Enrollment**= average full-time equivalent of K-3 as of first Friday in November

\$

50%

- **Number of students who:**

- Improve a full tier= from 3 to 2, from 2 to 1, from 3 to 1

OR

- Remain proficient= scored tier 1 in both spring 21 & spring 22
- use fall 21 for K and when spring 21 is not available

Average # of basic & below basic K-3 on IRI

H 790- Literacy Intervention (2)



- Economically disadvantaged students shall count as one and three quarters (1.75) students for the purpose of calculating the distribution
- Expenditures will continue to be reported. FY 22 the process will remain the same
 - Directions will be emailed to business managers in May

H 790- Literacy Intervention



- Economically disadvantaged identification
 - Used to determine additional .75 distribution
 1. Income surveys from parents
 2. Free and reduced applications
- ISEE upload- May & end of year



H 731- Definition of Dyslexia



*Dyslexia is a specific learning challenge that is neurobiological in origin. It is **characterized** by difficulties with **accurate or fluent recognition of words** and by **poor spelling 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.*

*Secondary consequences may include **problems in reading comprehension** and reduces reading experiences that can **impede the growth of vocabulary and background knowledge**.*

H 731- LEA Requirements



- Administer Tier 1 *screening* assessment for characteristics of Dyslexia
 - IRI for K-3
 - LEA assessment 4-5
- Administer Tier 2 *diagnostic* assessment
- Provide evidence-based interventions for students identified with characteristics of Dyslexia
- Notify parents of available LEA interventions when a student has characteristics of Dyslexia

H 731- Department Requirements



- Identify intervention tools, practices, and approaches & provide professional development
- Identify tier 2 diagnostic assessments K-5
- Provide guidance and resources
- Support for tier 1 & 2 assessment implementation
- Maintain a list of courses to fulfill PD requirement
- Provide professional development
- Develop reporting mechanisms

H 731- Dyslexia PD



- Professional development
 - Online or classroom
 - District or state provided
 - [Aligned to Comprehensive Literacy Plan](#) & State Dyslexia Handbook (in-development)
 - Screening, intervention, pedagogy
 - Structured literacy
 - Multisensory

- SDE will maintain a list of approved courses



H 731- Required Dyslexia PD

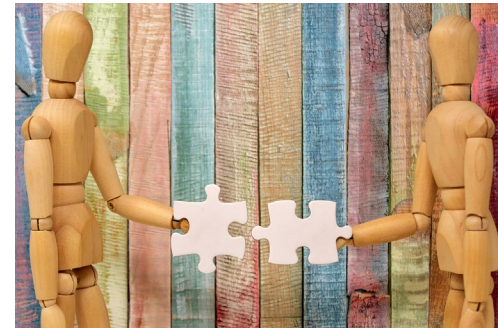


- Not later than the beginning of SY 2023-2024
 - K-5 instructional staff
 - Professional development on providing instruction and intervention to students with characteristics of Dyslexia
 - 6-12 instructional staff (school counselors, administrators)
 - professional development on the characteristics of dyslexia
- Not later than beginning of SY 2025-2026
 - All Idaho teachers or administrators
 - Identifying characteristics of Dyslexia
 - Pedagogy for instructing students with Dyslexia
 - Providing Dyslexia-focused interventions

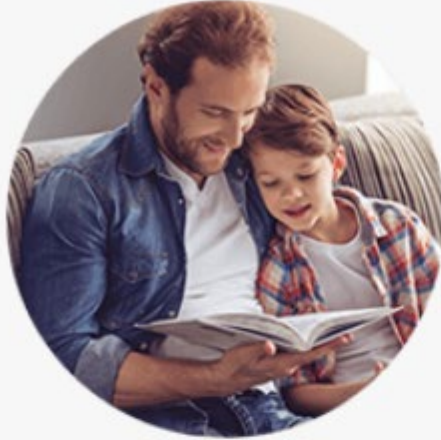
H 731- Dyslexia Requirement for Recertification



- Recertification credit requirements applies to all Idaho teachers or administrators with the following certificates/endorsements
 - All Subjects (K-8)
 - Exceptional child generalist endorsement
 - Blended early childhood/early childhood special education endorsement
 - Administrator certificate
 - School counselor certificate (serving students in K-5)
- The **PLAN**:
 - State Department of Education will provide districts with “approved” course lists



§33-1800 Literacy Resource Center



Parent Resources »



Administrator Resources »



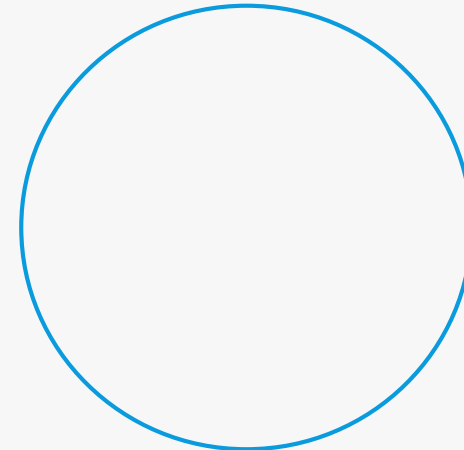
Educator Resources »



Idaho K-3 Reading Project »



Literacy Events & Training »



Dyslexia Resources & Guidance



Idaho SMART

Early Literacy Job-Embedded Professional Development



K-3 Statewide Project

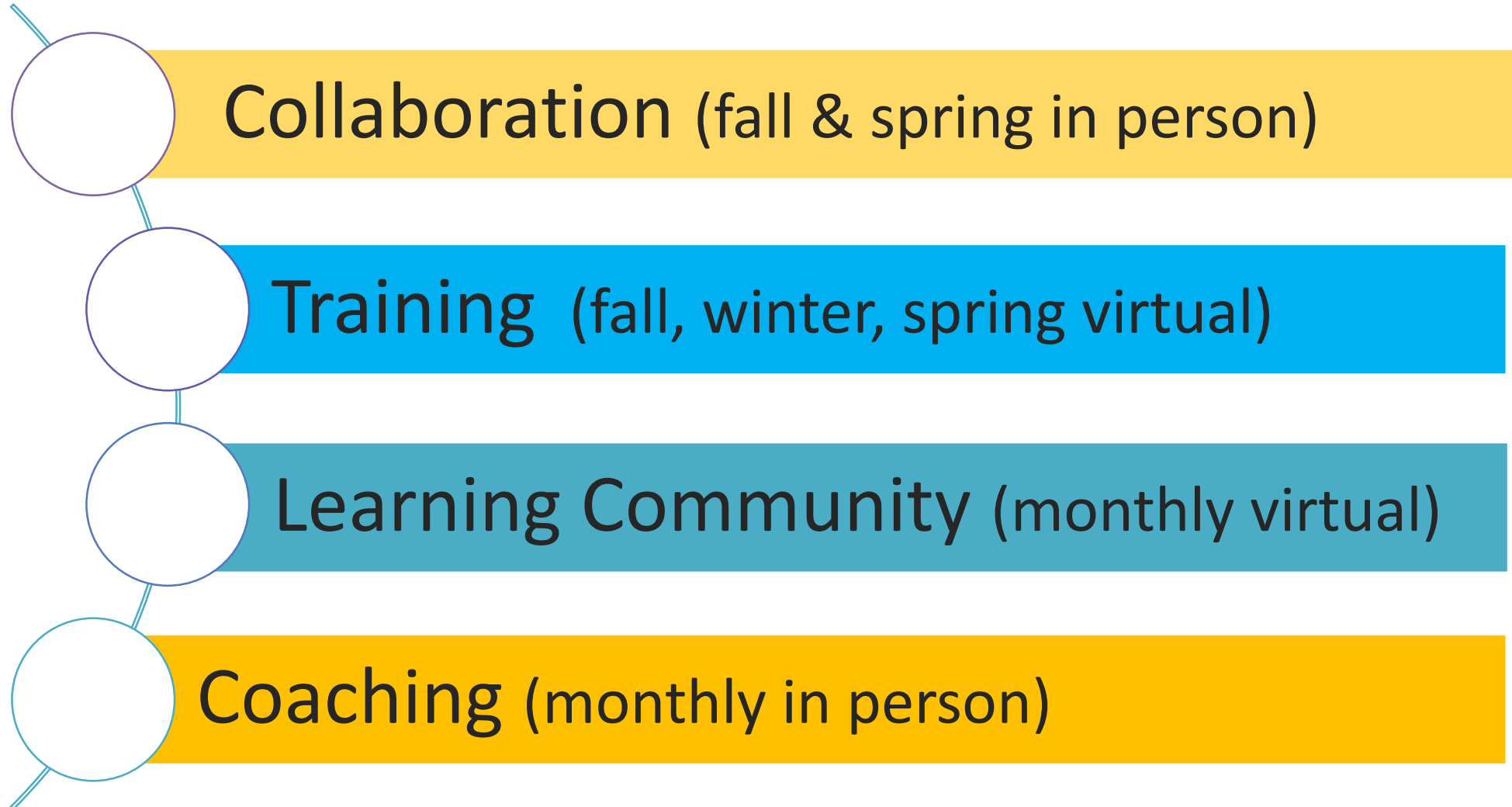


**Striving
to
Meet
Achievement
in
Reading
Together**

Idaho **SMART** trains and supports K-3 educators to provide science of reading aligned instruction to improve outcomes for K-3 students.



Idaho SMART Activities



SMART Commitment



- Job-embedded PD
- Minimal time away from students
- 45-60 hours of participation
- Aligned to K-5 Dyslexia PD requirement to recertify

Questions



Alayna Knop | English Language Arts Coordinator

Idaho State Department of Education

650 W State Street, Boise, ID 83702

208.332.6967

aknop@sde.idaho.gov

www.sde.idaho.gov



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION