

Early Literacy Achievement

What is early literacy achievement?

In the accountability framework early literacy achievement is measured by students in Kindergarten and grades 1-3 who demonstrate mastery of foundational reading skills by meeting grade development benchmarks on the Idaho Reading Indicator (IRI) administered in the spring. Idaho measures and reports achievement on the early literacy assessment but will not use these results for school identification.

Why is achievement in early literacy important?

Strong literacy skills are essential for individuals to engage in lifelong learning and career success. Literacy is the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines in any context. The ability to read, write, and communicate connects people to one another and empowers them to achieve things they never thought possible. Idaho stakeholders recognize the value of early literacy skills – as we transition students from learning to read – to – reading to learn.

How will Idaho calculate early literacy achievement for school accountability?

A student's score on the early literacy assessment is reported in one of three achievement levels: Level 1 (Below Grade Level), Level 2 (Near Grade Level), Level 3 (At or above grade level). When determining the achievement rate for a school and for each student group, the state will use the following calculation to determine proficiency rate:

$$\begin{array}{c}
 \textit{Number of continuously enrolled students} \\
 \textit{who received a valid composite score on both fall and spring IRI} \\
 \textit{of the reporting year at the same school or LEA} \\
 \textit{and attained a composite performance level of 3 on IRI} \\
 \div \\
 \textit{Total number of continuously enrolled students} \\
 \textit{who received a valid composite score on both fall and spring IRI} \\
 \textit{of the reporting year at the same school or LEA}
 \end{array}$$

Data sources

The early literacy indicator is based on IRI assessment administered in fall and spring of each year and associated to student enrollment and demographic information district and charter schools submitted in October and June ISEE reports.