

# 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: Tier 3 (Well Below Grade Level), Tier 2 (Near/Below Grade Level), Tier 1 (At Grade Level). When determining the achievement rate for a school and for each student group, the state will use the following calculations for the fall and spring IRI administrations, respectively:

### Fall IRI Proficiency

$$\frac{\text{Number of students who attained an overall performance level of 1 on the fall IRI}}{\text{Total number of students who received a valid overall score on the fall IRI}}$$

### Spring IRI Proficiency

$$\frac{\text{Number of continuously enrolled students who attained an overall performance level of 1 on the spring IRI}}{\text{Total number of continuously enrolled students who received an overall score on the spring IRI}}$$

**In school year 2019-2020, there was no statewide spring IRI administration due to COVID-19 disruptions. Districts could administer the assessment for local purposes, but these data will not be reported or used for accountability.**

## 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. As noted above, for school year 2019-2020, only fall IRI data will be reported.