

On March 7, 2026, I Lendon Moss, District 1 Trustee for the Minidoka County School Board, attended the required Idaho State Literacy/Continuous Improvement Plan Training via Zoom, led by Jayson Lloyde of ISBA. I look forward to sharing what I learned.

Training Subject: Response to Intervention (RTI) and Student Achievement Data for School Board Members, with a focus on literacy.

Key Topics and Decisions was Tiered Intervention System (RTI) to include, understanding the three tiers of intervention and their purpose.

The Best Practices for RTI: Implementing systematic, intensive, short-term, supplementary, daily, expert-led, and low teacher-student ratio interventions.

Data Literacy: Understanding and interpreting student achievement data from IRI and ISAT.

IRI vs. ISAT: Differentiating between the Idaho Reading Indicator (IRI) for younger students (K-3) and the Idaho Standard Achievement Test (ISAT) for older students (3-8, 10), including their focus areas (literacy vs. broader subjects).

Amira and Cambium: Recognizing Amira as the vendor for IRI and Cambium for ISAT.

Three Types of Assessment: Are, Formative, Interim, and Summative Assessments. Understanding the different types of assessments and their purposes.

Criterion-Referenced vs. Norm-Referenced Tests: Differentiating between tests that measure against a standard (criterion) and those that compare students to each other (norm) and recognize that IRI is norm-referenced while ISAT is criterion-referenced.

Idaho Report Card: Utilizing the Idaho Report Card to access school and district data for comparisons.

Continuous Improvement Plan (SIP): Understanding the components of a continuous improvement plan and how to set realistic goals.

School Board's Role: Focusing on asking questions, approving plans, and supporting the implementation of effective literacy programs, rather than directly developing curriculum or interventions.

Mr. Lloyds Lecture Summary: Understanding Tiered Interventions and Student Performance Data for Effective School Board Decision-Making.

Key Group Questions and Discussions:

The role of board members in literacy initiatives (approving systems, asking questions).

Clarification of the difference between IRI and ISAT tests.

Discussion of the advantages and disadvantages of norm-referenced vs. criterion-referenced tests.

Questions about Amira and Cambium, the vendors providing the IRI and ISAT tests, respectively.

Here's a summary of my key takeaways from the class:

The presentation focused on Response to Intervention (RTI) plans and student achievement data for school board members in Idaho, particularly concerning literacy. It emphasizes the board's role in understanding and questioning these systems, rather than directly developing them. The presentation covers the tiered intervention system (Tier 1, 2, and 3), best practices for RTI, and the importance of understanding student achievement data through tools like the IRI (Idaho Reading Indicator) and ISAT (Idaho Standard Achievement Test). It also touches on the state's reporting requirements and the use of the Idaho Report Card for school and district comparisons. The goal was to equip board members with the knowledge to ask informed questions and support effective literacy programs.

Important things Pointed out by Mr. Lloyd:

Discussion of IRI and ISAT data from schools in Idaho.

Use of the Idaho Report Card to compare schools and districts.

Example of setting goals for kindergarten readiness based on IRI scores.

However, board members were encouraged to explore the Idaho Report Card and review their school's SIP (School Improvement Plan).

Additional Personal Notes or Clarifications for Future Use:

Tier 2 interventions should be targeted to specific skill deficits.

Expert teachers and low student-teacher ratios are important for effective interventions.

Parent involvement is crucial for student success.

IRI (Idaho Reading Indicator) is typically given to students in grades K-3 and focuses on reading and writing.

ISAT (Idaho Standard Achievement Test) is given to older students (grades 3-8, 10) and measures English Language Arts, math, and science.

Amira is the vendor for the IRI

Cambium is the vendor for the ISAT.

Be aware of the difference between norm-referenced and criterion-referenced tests when interpreting data.

The Idaho Report Card is a valuable resource for accessing school and district data.

When setting goals, consider both linear progress and cohort-based progress.

Overall, I found the training to be highly informative, providing a deeper understanding of the purpose behind Response to Intervention (RTI) plans and the analysis of student achievement data within Idaho school districts. The training also clarified the rationale for Idaho's mandated reporting requirements. Implementing these systems is essential for effectively tracking and monitoring student success in Idaho, as well as assessing educator effectiveness and identifying areas for ongoing improvement.

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