



FOR IMMEDIATE RELEASE

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IDAHO DISTRICTS SELECTED FOR NEW IDAHO READING INDICATOR PILOT TO KICK OFF THIS FALL

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(BOISE) – Fifty-seven schools in 37 districts across Idaho will pilot the state’s new reading test for all students in kindergarten through third grade next year.

“I truly appreciate those schools and teachers who are willing to participate in this pilot, and go above and beyond to make this a smooth statewide implementation,” said Superintendent Ybarra.

In August, district and school staff will attending training to prepare for the first testing at the start of the school year.

The new IRI will expand beyond whether students can reading quickly and accurately to include whether students understand what they read as well as vocabulary, spelling and decoding and other basic reading skills.

“We are excited about the reports that will show an individual child’s strengths and weaknesses in reading,” said Karlynn Laraway, Director of Assessment at the department. “Teachers will have access these reports in real time to quickly adjust instruction to support their students.”

In the pilot year, about 13,500 students will take both the new and old IRI. A team will work with schools and review results to determine if any changes are needed before the statewide rollout in 2018-19.

The change to the new Idaho Reading Indicator (IRI) stems from the 2013 Governor’s Task Force on Improving Education and the subsequent updating of the [State’s Comprehensive Literacy Plan](#) in 2015, which called for improving and expanding the nearly 20-year-old assessment.

In 2016, a team of educators working with the State Department of Education staff recommended the replacement test and the legislature provided \$100,000 to fund the 2017-18 pilot. Implementing the new IRI statewide would cost about \$500,000.

Additional information about the new Idaho Reading Indicator is available at <http://www.sde.idaho.gov/assessment/iri/>. Questions may be directed to Jeff Church at (208) 332-6934 or by email at jchurch@sde.idaho.gov.

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