



2018-19 Early Literacy Report

Contents

2018-19 Early Literacy Report.....	1
Background	1
Key Findings	1
Early Literacy Program	Error! Bookmark not defined.
The Effect of Reading Interventions	2
Reading Benchmarks by Grade Level.....	3
Reading Benchmarks over Time.....	3
Pathways of Progress	7
Reading Benchmark by LEA.....	7
Appendix A: Students Included in the Data Set	11

Background

- The Early Literacy Program focuses on the development of early literacy skills, with additional emphasis on intervention for students at risk of not meeting grade-based reading benchmarks.
- Districts and charter schools (LEAs) assess, and report to the state, students’ reading composites and benchmarks three (3) times a year using the Acadience Reading (formerly DIBELS) assessment. The results of those assessments are reported here.
- The Utah State Board of Education (USBE) uses a Statewide Student Identifier (SSID) to accurately track each student. This allows for analysis of the short- and long-term effects of instruction.

Key Findings

- **Early Literacy Program resources make a difference.** A student who did not meet reading benchmarks on his/her beginning of year test and received a reading intervention is seven times as likely to meet reading benchmarks on his/her end of year test than if the student had not received a reading intervention.
- **Interventions reached their intended target audience.** Students in “at-risk” student groups, including students with a disability (SWD), English learners, students from a low-income household, and students who identify as a race other than White or identify as Hispanic/Latino ethnicity (collectively referred to as “minority” students), were more likely to receive an intervention.
- **Reading benchmark rates improved throughout the school year.** At the beginning of the 2018-2019 school year (SY 2019), the percentages of students who met grade-level based reading benchmarks were 60% of first graders, 72% of second graders, and 71% of third graders. By the end of SY 2019, the overall percentages of students who met grade-level based reading benchmarks were 67% of first graders, 71% of second graders, and 74% of third graders.

Early Literacy Program

The Early Literacy Program focuses on the development of early literacy skills in all students, with additional emphasis placed on intervention for “at-risk” students. Resources available to aid these students include interventions and supports for students in grades kindergarten through third grade, standards and assessments for testing and monitoring reading benchmark status three times per year in grades 1-3, ongoing professional development, and the use of data to inform instruction.

Beginning in SY 2013, LEAs were required to assess, and report to the state, students’ reading competency three (3) times a year (beginning, middle, and end of the school year) using the Acadience Reading assessment (formerly DIBELS). Acadience Reading data includes several measures that can be used together to evaluate whether students’ reading abilities meet grade level reading standards (Lexiles), whether a student is likely to need support to achieve future reading goals (Acadience Reading Benchmarks), and meet adequate growth thresholds as compared with similarly performing students (Acadience Reading Pathways of Progress). LEAs must also report to the state on whether the student received reading interventions at any time during the school year.

The Effect of Reading Interventions

A student found to be below or well below benchmark on an Acadience Reading assessment is at risk for meeting subsequent reading goals. Interventions provided to students who do not meet reading benchmarks are critical in getting them to meet later benchmarks. Without these interventions, the students who are below or well below benchmark at the beginning of year are unlikely to reach the reading benchmark by the end of the school year. With targeted reading interventions, the odds of these students reaching benchmark are seven times greater than for students who don’t get an intervention. This claim was verified by a statistical analysis performed by the USBE. Exhibit 1 briefly displays the odds of meeting reading benchmarks according to whether a student received an intervention.

Exhibit 1. Logistic Regression Results: Statistically Significant Factors for Predicting the Odds That a Student Will Meet Reading Standards.

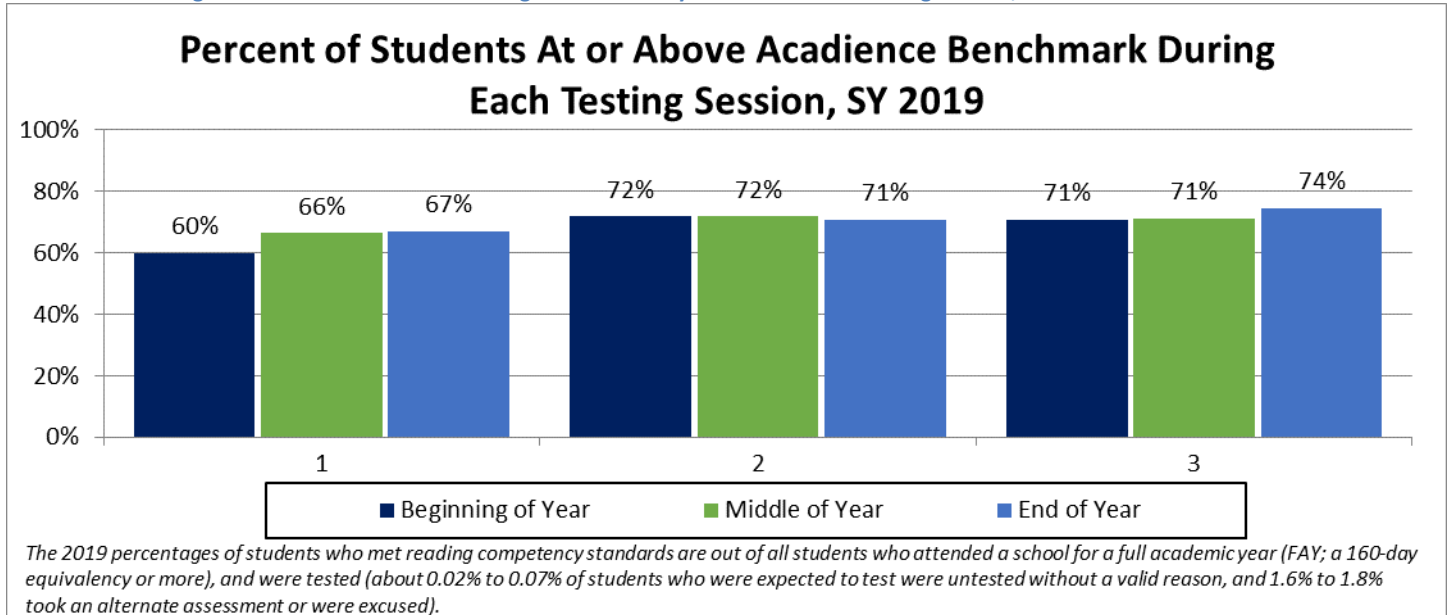
Factor	Likelihood	Predicted Outcome
A Student Who: Did not meet reading benchmarks at the beginning of year	Is: About one-third (1/3) as likely	To Meet Benchmark at Year-End as a Student Who: Met reading benchmarks at the beginning of year
A Student Who: Did not meet reading benchmarks at the beginning of year, <i>and received a reading intervention</i>	Is: More than 7 (7) times as likely	To Meet Benchmarks at Year-End as a Student Who: Did not meet reading benchmarks at the beginning of year, <i>and did not receive a reading intervention</i>

Other key “at-risk” factors were confirmed in the analysis to reduce the odds of meeting reading benchmarks. They include being a SWD, English learner, a student from a low income household (economically disadvantaged), or a student who identifies as a minority race or ethnicity. The good news is that students with these risk factors also had higher odds of receiving an intervention than students without the same risk factors. Thus, interventions are reaching their appropriate targets.

Reading Benchmarks by Grade Level

Exhibit 2 shows reading benchmark results by grade level for each of the three testing sessions throughout the year. The percentage of students who met reading benchmarks for their grade level during the beginning-of-year testing session was 60% among first graders, 72% among second graders, and 71% among third graders. The percentage of students who met reading benchmarks for their grade level during the end-of-year testing session increased by seven percentage points among first graders (to 67%), and by three percentage points among third graders (to 74%). The percentage decreased by one percentage point among second graders (to 71%).

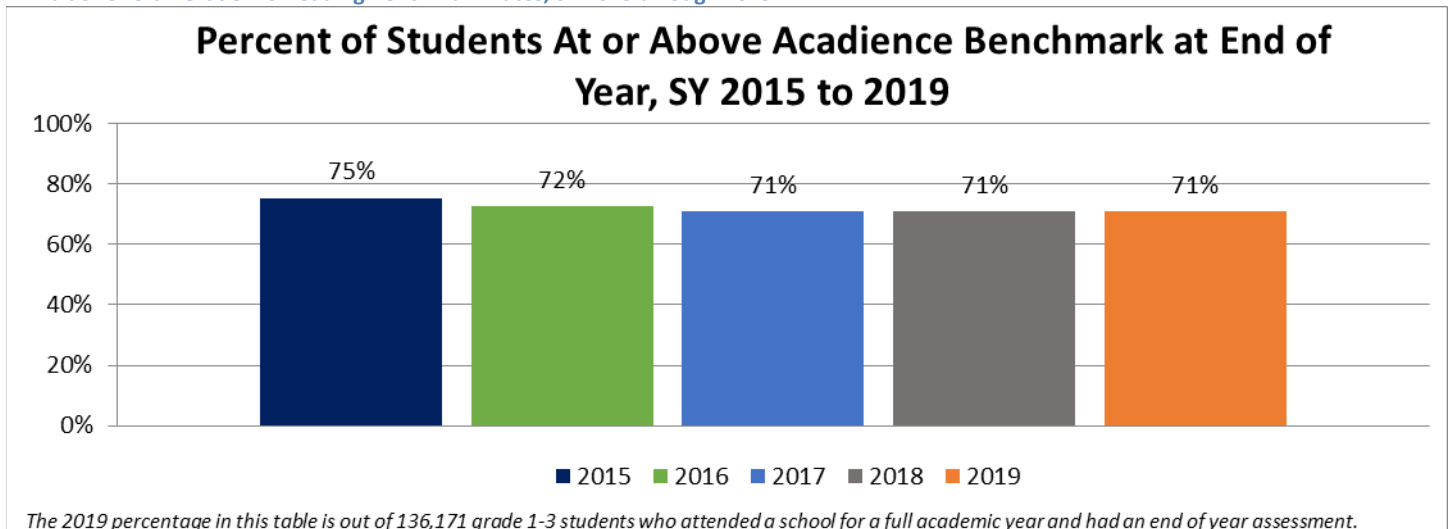
Exhibit 2. Percentages of Students Who Met Reading Benchmarks by Grade Level and Testing Session, School Year 2019.



Reading Benchmarks over Time

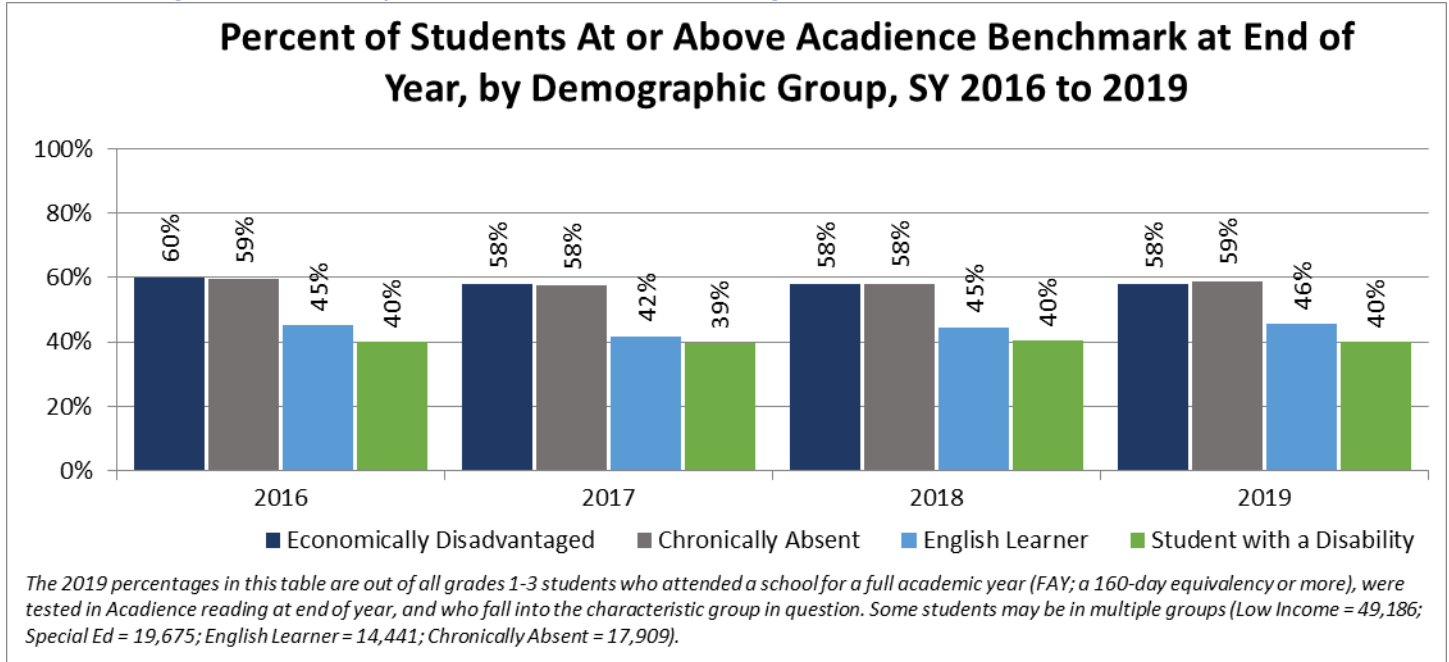
Exhibits 3, 4, and 5 show year-end reading benchmark percentages for all first through third grade students and by student group. Among all first through third graders the percent meeting benchmark has held steady at 71% for three years, from SY 2017 to SY 2019.

Exhibit 3. Overall Grade 1-3 Reading Benchmark Rates, SY 2015 through 2019.



Compared with the grades 1-3 student population as a whole, lower percentages of students with risk factors (economically disadvantaged, SWD, English learners, and chronically absent students) met reading benchmarks. In SY 2019 the largest gap was with SWD (only 40% of students with a disability met reading benchmarks, as compared with 71% of students overall). The English Learner student group, and chronically absent students both saw a one percentage point increase in the percentage of students who met reading benchmarks in SY 2019 as compared with SY 2018.

Exhibit 4. Reading Benchmark Rates by Student Characteristic, SY 2016 through 2019.



Compared with the grades 1-3 student population as a whole, lower percentages of students who identify as American Indian (48%), Hispanic/Latino (53%), Black or African American (58%), and Pacific Islander (65%) met reading benchmarks.

Exhibit 5. Reading Benchmark Rates by Student Racial/Ethnic Student Group, SY 2016 through 2019

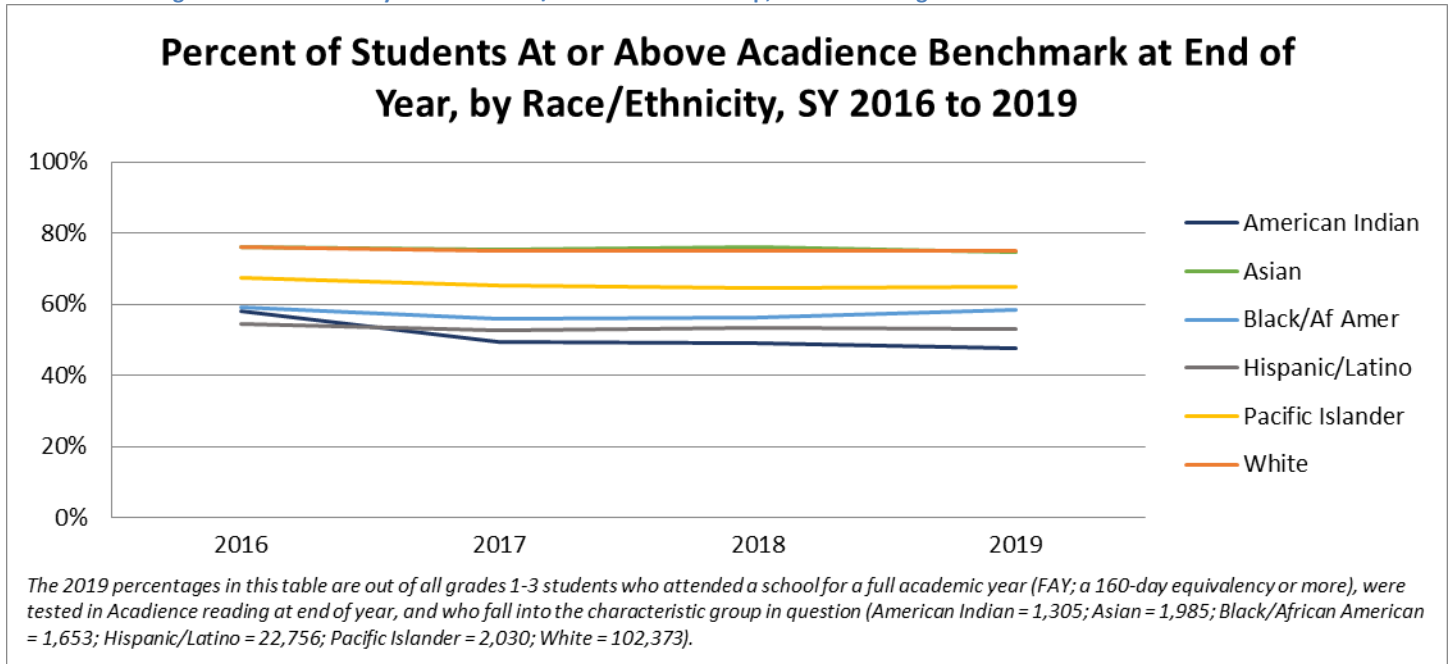


Exhibit 6 shows benchmark percentages for all first through third grade students who were tested in the beginning and end of SY 2019, grouped by whether the student was provided with a reading intervention during the year. Reading interventions are targeted at “at-risk” students, including students who do not meet reading benchmarks in the beginning and middle of year. Among students who did not receive a reading intervention during the school year, 91% met the beginning of year benchmarks and 92% met the end of year benchmarks. Among students who received a reading intervention, 31% met the beginning of year benchmarks and 38% met the end of year benchmarks.

Exhibit 6. Percentages of Students Who met Reading Benchmarks on Beginning and End of Year Tests, by Reading Intervention Status.

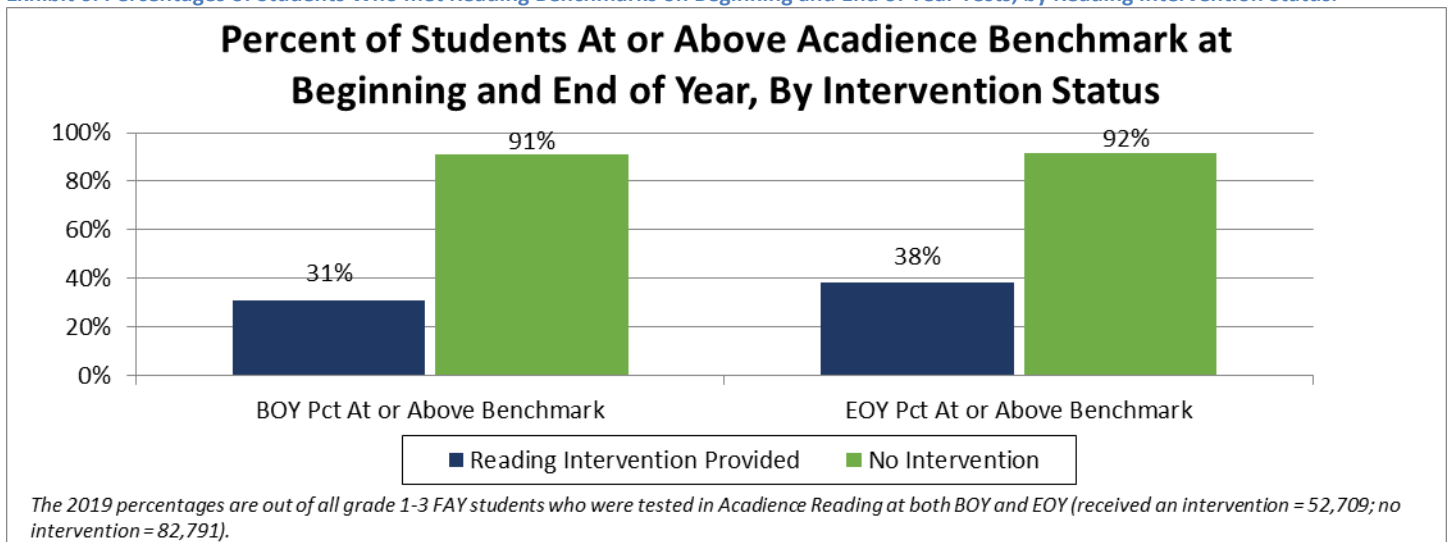


Exhibit 7 shows the changes in students’ reading benchmark status from the beginning to the end of SY 2019. Sixty-one percent (61%) of first through third graders maintained above benchmark status throughout the year. Other students were below or well below benchmark at both the beginning and end of year (23%), started the year below benchmark and attained benchmark by year end (9%), or started the year above benchmark and slipped below benchmark by year end (6%). Among the 9% of students who attained benchmark, 75% had received an intervention during SY 2019.

Exhibit 7. Changes in Reading Benchmarks, From Beginning to End of Year, by the Type of Change, SY 2019.

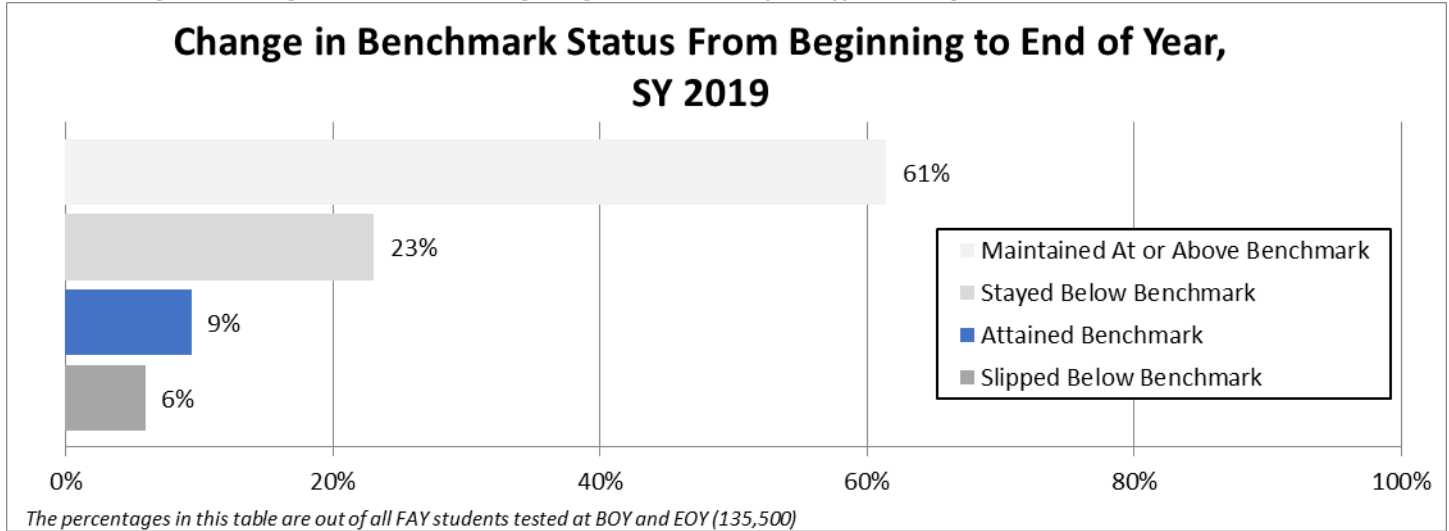
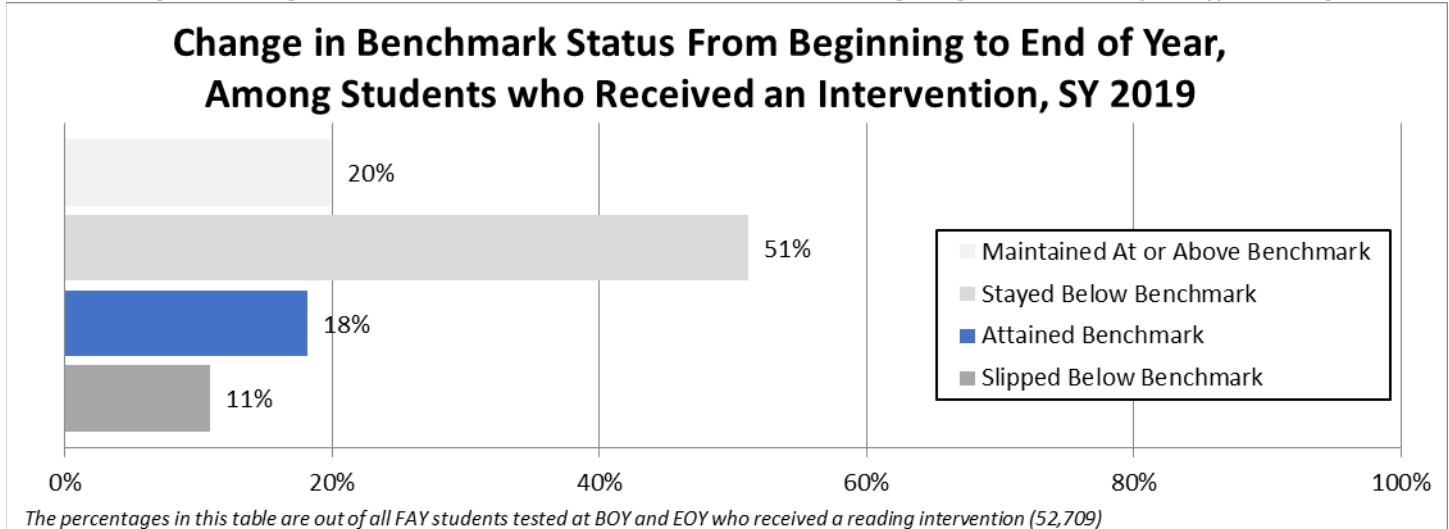


Exhibit 8 shows the changes in students’ reading benchmark status from the beginning to the end of SY 2019 among students who received a reading intervention. As compared with all students a larger percentage of students who received an intervention moved from below or well below to at or above benchmark status (18% as compared with 9% of all students). Despite the interventions half of these students (51%) stayed below benchmark throughout the year.

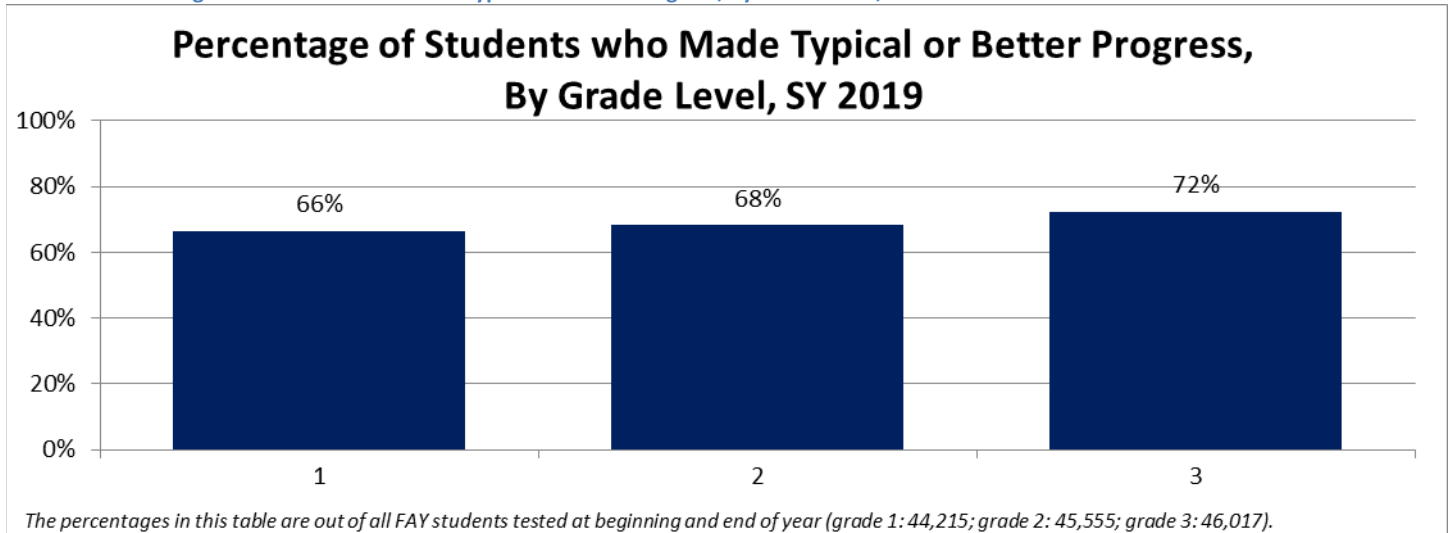
Exhibit 8. Changes in Reading Benchmarks, Students who Received Intervention, From Beginning to End of Year, by the Type of Change, SY 2019.



Pathways of Progress

The Acadience Reading Pathways of Progress is a tool for setting goals, evaluating student progress, and reflecting on the effectiveness of a program. Pathways of Progress uses growth from beginning of the year to the end of the year to identify progress possible based on students with similar initial skills, and classifies their progress as well below typical (below 20th percentile), below typical (20th to 39th percentile), typical (40th to 59th percentile), above typical (60th to 79th percentile), or well above typical (80th percentile and above). In SY 2019 66% of first graders, 68% of second graders, and 72% of third graders made typical or better progress. Overall, 69% of first through third graders made typical or better progress in SY 2019.

Exhibit 9. Percentages of Students who Made Typical or Better Progress, by Grade Level, SY 2019.



Reading Benchmark by LEA

Exhibits 10 and 11 show the percentages of FAY kindergarten through third grade students in each LEA who met reading benchmarks during the SY 2019 end-of-year test administration. Higher percentages of students in district schools met benchmarks in Kindergarten through second grade, while higher percentages of students in charter schools met benchmarks in third grade. District totals are at the end of Exhibit 10, and Charter Totals are at the end of Exhibit 11. To see Pathways of Progress by LEA and school, visit USBE’s School Report Card here:

<https://utahschoolgrades.schools.utah.gov/>. The school report cards also show the percentages of students who are “Reading on Grade Level”, which is the percentage of students who met Reading Lexile cut scores for their grade level at end of year.

Exhibit 10. District Year End Acadience Reading Benchmark Percentages, and by Grade Level, SY 2019

LEA Name	Kindergarten	Grade 1	Grade 2	Grade 3
Alpine District	80%	72%	76%	80%
Beaver District	87%	73%	76%	79%
Box Elder District	84%	73%	69%	76%
Cache District	84%	80%	81%	87%
Canyons District	94%	72%	76%	77%
Carbon District	75%	68%	59%	54%
Daggett District	50-59%	60-69%	50-59%	70-79%
Davis District	80%	69%	75%	77%

LEA Name	Kindergarten	Grade 1	Grade 2	Grade 3
Duchesne District	72%	69%	68%	77%
Emery District	82%	70%	63%	59%
Garfield District	45%	59%	80%	68%
Grand District	89%	72%	69%	75%
Granite District	65%	56%	59%	63%
Iron District	78%	71%	75%	73%
Jordan District	66%	67%	71%	76%
Juab District	70%	55%	60%	66%
Kane District	71%	54%	63%	88%
Logan City District	87%	77%	67%	75%
Millard District	88%	63%	70%	74%
Morgan District	66%	80%	80%	76%
Murray District	79%	71%	76%	75%
Nebo District	53%	64%	70%	73%
North Sanpete District	78%	79%	65%	78%
North Summit District	93%	73%	81%	79%
Ogden City District	70%	48%	50%	52%
Park City District	87%	70%	71%	82%
Piute District	70-79%	50-59%	40-49%	≥80%
Provo District	82%	69%	76%	80%
Rich District	≥90%	70%	70-79%	80-89%
Salt Lake District	72%	65%	63%	68%
San Juan District	77%	70%	64%	61%
Sevier District	82%	80%	74%	79%
South Sanpete District	85%	69%	75%	82%
South Summit District	64%	59%	66%	91%
Tintic District	40-49%	N≤10	N≤10	70-79%
Tooele District	65%	63%	68%	69%
Uintah District	56%	55%	63%	67%
Wasatch District	78%	56%	67%	71%
Washington District	74%	70%	74%	76%
Wayne District	≥90%	50-59%	70-79%	70-79%
Weber District	77%	69%	71%	76%
Districts Total	74%	67%	71%	74%

Exhibit 11. Charter Year End Acadience Reading Benchmark Percentages, and by Grade Level, SY 2019

LEA Name	Kindergarten	Grade 1	Grade 2	Grade 3
American International School of Utah	83%	42%	51%	73%
American Leadership Academy	81%	64%	67%	75%
Ascent Academies of Utah	69%	56%	71%	72%
Athenian eAcademy	63%	60-69%	50-59%	60-69%
Athlos Academy of Utah	70%	62%	69%	75%
Bear River Charter School	40-49%	60-69%	70-79%	80-89%
Bonneville Academy	54%	49%	46%	61%

LEA Name	Kindergarten	Grade 1	Grade 2	Grade 3
C.S. Lewis Academy	68%	43%	55%	33%
Canyon Grove Academy	59%	55%	61%	76%
Canyon Rim Academy	≥95%	89%	92%	≥95%
Channing Hall	70%	80%	79%	89%
Davinci Academy	63%	58%	54%	70%
Dixie Montessori Academy	38%	50%	40-49%	59%
Dual Immersion Academy	26%	49%	70%	59%
Early Light Academy at Daybreak	92%	75%	77%	82%
Edith Bowen Laboratory School	58%	79%	68%	86%
Endeavor Hall	79%	32%	64%	50-59%
Entheos Academy	90%	52%	53%	67%
Esperanza School	63%	57%	62%	54%
Excelsior Academy	71%	64%	66%	71%
Franklin Discovery Academy	52%	57%	59%	68%
Freedom Preparatory Academy	75%	71%	77%	73%
Gateway Preparatory Academy	62%	40-49%	49%	52%
George Washington Academy	91%	80%	85%	92%
Good Foundations Academy	76%	49%	51%	79%
Greenwood Charter School	88%	40-49%	68%	72%
Guadalupe School	33%	43%	69%	55%
Hawthorn Academy		65%	75%	74%
Highmark Charter School	74%	72%	93%	86%
Ignite Entrepreneurship Academy	78%	57%	74%	74%
Jefferson Academy	91%	85%	86%	93%
John Hancock Charter School	≥90%	80-89%	70-79%	≥90%
Lakeview Academy	76%	54%	72%	84%
Leadership Learning Academy	47%	41%	47%	55%
Legacy Preparatory Academy	≥98%	83%	89%	85%
Lincoln Academy	56%	72%	90%	91%
Lumen Scholar Institute	N≤10	N≤10	30-39%	40-49%
Mana Academy Charter School	≥90%	60-69%	80-89%	60-69%
Maria Montessori Academy	30%	38%	62%	59%
Moab Charter School	40-49%	N≤10	40-49%	≥80%
Monticello Academy	50%	60%	87%	76%
Mountain West Montessori Academy	86%	62%	73%	85%
Mountainville Academy	84%	82%	89%	93%
Navigator Pointe Academy	70%	84%	83%	84%
Noah Webster Academy	63%	54%	62%	75%
North Davis Preparatory Academy	74%	66%	62%	77%
North Star Academy	≥95%	94%	≥95%	≥95%
Odyssey Charter School	80%	76%	65%	78%
Ogden Preparatory Academy	72%	67%	66%	82%
Open Classroom	50-59%	60-69%	60-69%	60-69%
Pacific Heritage Academy	60-69%	40-49%	43%	40-49%

LEA Name	Kindergarten	Grade 1	Grade 2	Grade 3
Pinnacle Canyon Academy	70-79%	30-39%	50-59%	30-39%
Promontory School of Expeditionary Learning		57%	82%	72%
Providence Hall	82%	59%	70%	70%
Quest Academy	87%	76%	75%	82%
Ranches Academy	88%	71%	75%	80%
Reagan Academy	68%	84%	85%	86%
Renaissance Academy	73%	70%	80%	78%
Scholar Academy	87%	69%	49%	79%
Soldier Hollow Charter School	≥90%	85%	93%	93%
Spectrum Academy	72%	59%	56%	63%
Summit Academy	77%	69%	75%	80%
Syracuse Arts Academy	93%	79%	86%	82%
Terra Academy	35%	46%	57%	68%
The Center for Creativity Innovation and Discovery		53%	58%	62%
Thomas Edison	65%	74%	69%	72%
Timpanogos Academy	40%	61%	83%	86%
Treeside Charter School	72%	35%	57%	71%
Utah Connections Academy		60-69%	50-59%	70-79%
Utah Virtual Academy		58%	47%	61%
Valley Academy	75%	53%	70-79%	66%
Venture Academy	66%	53%	54%	53%
Vista School	70%	54%	63%	73%
Voyage Academy	87%	69%	72%	84%
Walden School of Liberal Arts	40-49%	30-39%	60-69%	70-79%
Wallace Stegner Academy	≥95%	74%	63%	65%
Wasatch Peak Academy	89%	74%	77%	83%
Wasatch Waldorf Charter School		15%	33%	60%
Weilenmann School of Discovery	52%	46%	85%	≥95%
Charters Total	72%	63%	70%	75%

Appendix A: Students Included in the Data Set

The data for this report includes Acadience Reading test data for 138,499 students who were enrolled in a school for the full SY 2019 academic year (FAY; the equivalent of 160 days or more) and had at least one Acadience Reading test result. Students who were untested (either throughout the year or during the specific test administration) are excluded from the benchmark percentages. Additionally, students who were tested only once were excluded from percentages showing changes in reading benchmark status from beginning to end of year, or Pathways of Progress. Thus, the number of students included (or excluded) in each calculation varies, and is noted in the footnote of the table.

The students in the data set were nearly evenly split among first, second, and third graders. Exhibit 12 shows demographic characteristics of the students included in the data set. Overall, 36% of first through third graders were from a low-income household, 25% identified as a minority race or ethnicity, 14% received special education services (SWD), 13% were chronically absent (missed more than 10% of the days they were enrolled), and 10% were English language learners.

Exhibit 12. Characteristics of the Grade 1-3 Student Body Included in the Report Data Set, School Year 2019

