



## 2019-20 Early Literacy Report

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### 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 (USB E) uses a Statewide Student Identifier (SSID) to accurately track each student. This allows for analysis of the short- and long-term effects of instruction.
- End of year assessments were not completed in SY 2020 due to the COVID-19 Pandemic soft school closures. As such, many of the charts in this report have been changed to show middle of year rather than end of year test results. Care should be taken in comparing previous year reports with the SY 2020 report.
- Pathways of Progress data is available as a measure of growth from beginning of year to middle of year, or from beginning of year to end of year. The Pathways of Progress data that is used for accountability and is normally included in this report is the change from beginning to end of year. Middle of year Pathways of Progress is included in this report on 2020 early literacy outcomes but should not be compared with End of Year Pathways of Progress data included in accountability and previous reports.
- Chronic Absence was likely under identified in SY 2020 due to the COVID-19 Pandemic soft school closures. See Appendix B for an explanation. Care should be taken in comparing previous year Chronic Absence student group data with the SY 2020 Chronic Absence student group data.

## Early Literacy Program

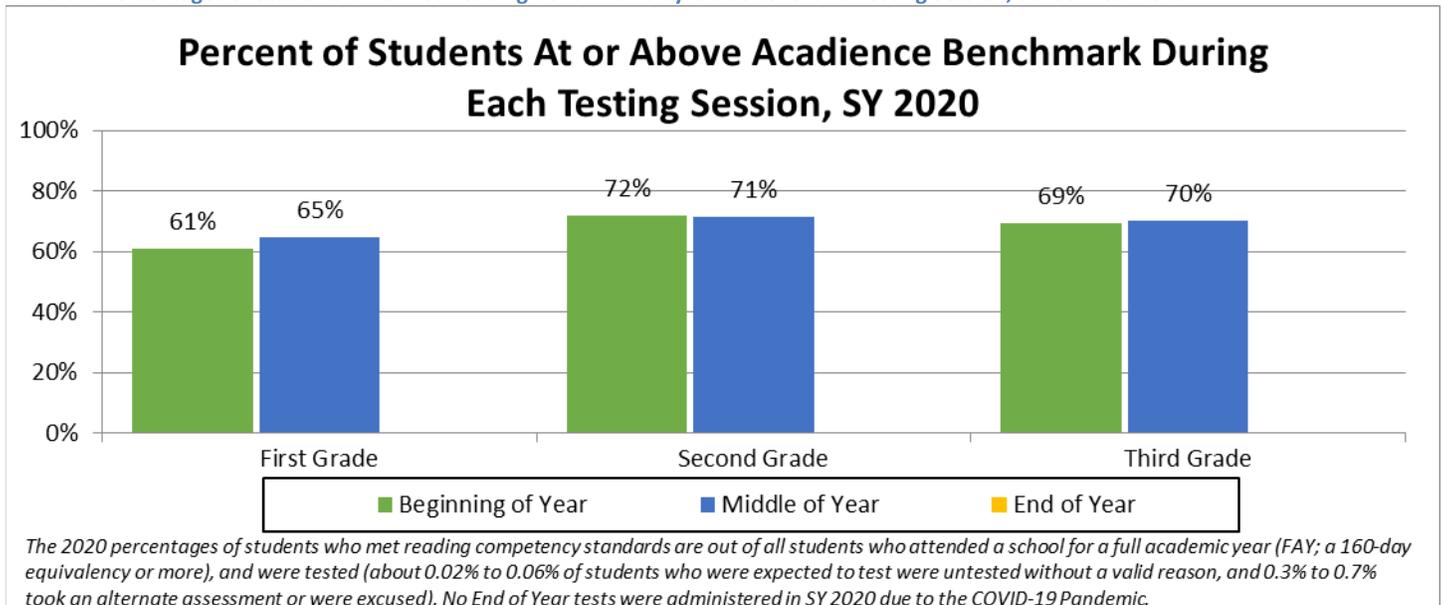
The Early Literacy Program focuses on the development of early literacy skills in all students, with additional emphasis placed on intervention for “at-risk” students. Resources available to aid these students include interventions and supports for students in grades kindergarten through third grade,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

Beginning in SY 2013, LEAs were required to assess, and report to the state, students’ reading benchmark status three (3) times a year (beginning, middle, and end of the school year) using the Acadience Reading assessment (formerly DIBELS Next). 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 whether a student is meeting 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.

## Reading Benchmarks by Grade Level

Exhibit 1 shows reading benchmark results by grade level for each of the beginning and middle of year testing sessions for SY 2020 (end of year assessments were not completed in SY 2020 due to the COVID-19 Pandemic soft school closures). The percentage of students who met reading benchmarks for their grade level during the beginning-of-year testing session was 61% among first graders, 72% among second graders, and 69% among third graders. The percentage of students who met reading benchmarks for their grade level during the middle of year testing session increased by four percentage points among first graders (to 65%), and by one percentage point among third graders (to 70%). The percentage decreased by one percentage point among second graders (to 71%).

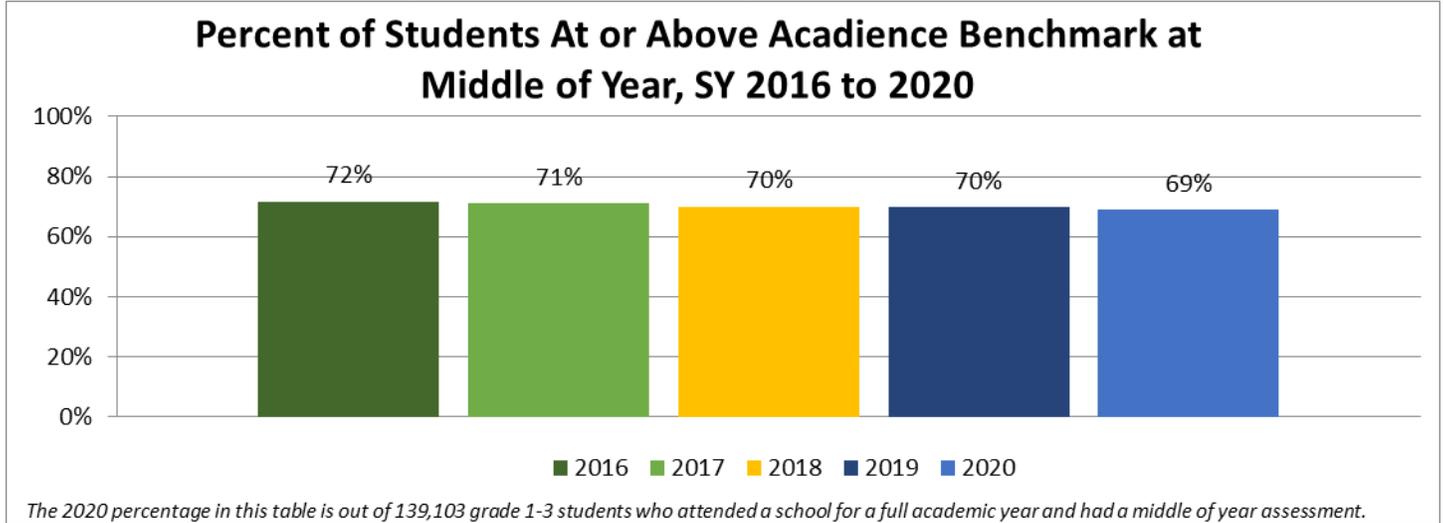
**Exhibit 1. Percentages of Students Who Met Reading Benchmarks by Grade Level and Testing Session, School Year 2020**



## Reading Benchmarks over Time

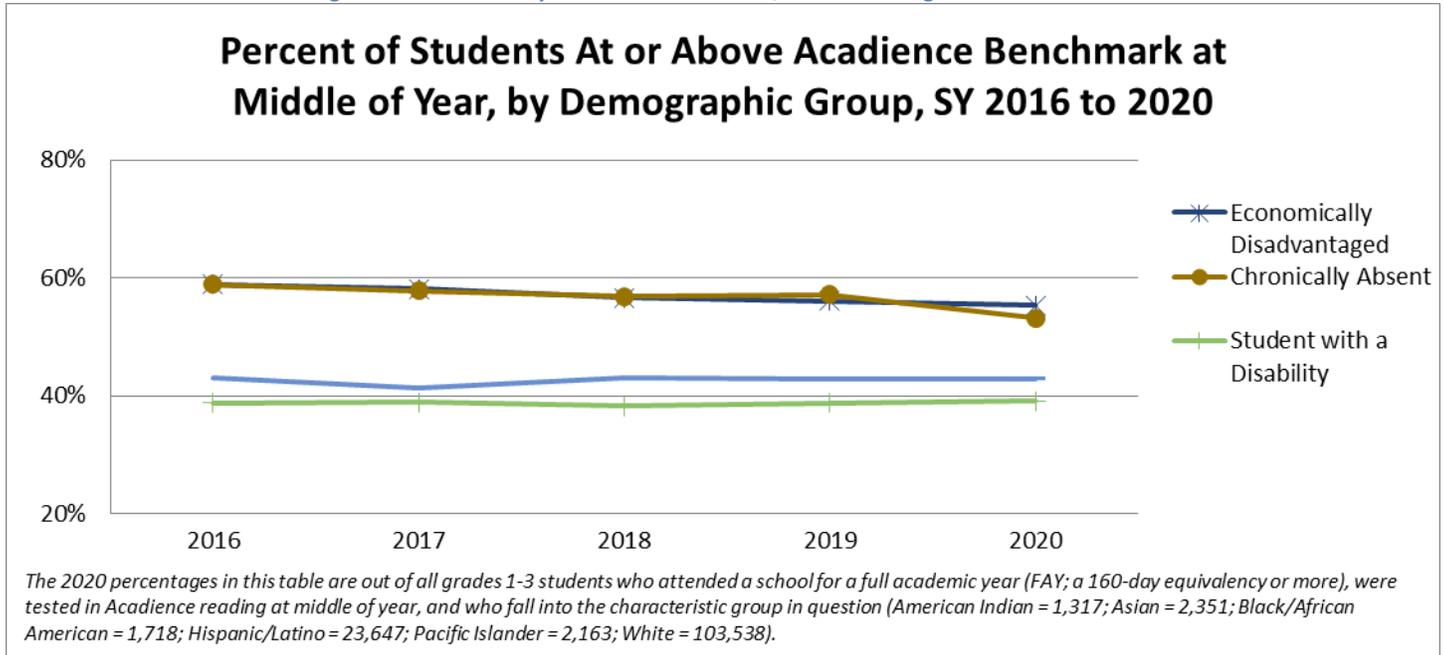
Exhibits 2, 3, and 4 show middle of year (MOY) reading benchmark percentages for all first through third grade students and by student group. Among all first through third graders the percent meeting benchmark has slowly been decreasing, from 72% in SY 2016 to 69% in SY 2020.

**Exhibit 2. Overall Grade 1-3 MOY Reading Benchmark Rates, SY 2016 through 2020**



Compared with the grades 1-3 student population as a whole (69%), lower percentages of students with risk factors (economically disadvantaged, SWD, English learners, and chronically absent students) met MOY reading benchmarks. In SY 2020 the largest gap was with SWD (only 39% of students with a disability met reading benchmarks, as compared with 69% of students overall). The economically disadvantaged student group, and chronically absent students both saw a decrease in the percentage of students who met reading benchmarks in SY 2020 as compared with SY 2019.

**Exhibit 3. MOY Grade 1-3 Reading Benchmark Rates by Student Characteristic, SY 2016 through 2020**



Compared with the grades 1-3 student population as a whole (69%), lower percentages of students who identify as American Indian (45%), Hispanic/Latino (51%), Black or African American (56%), and Pacific Islander (61%) met MOY reading benchmarks.

**Exhibit 4. MOY Grade 1-3 Reading Benchmark Rates by Student Racial/Ethnic Student Group, SY 2016 through 2020**

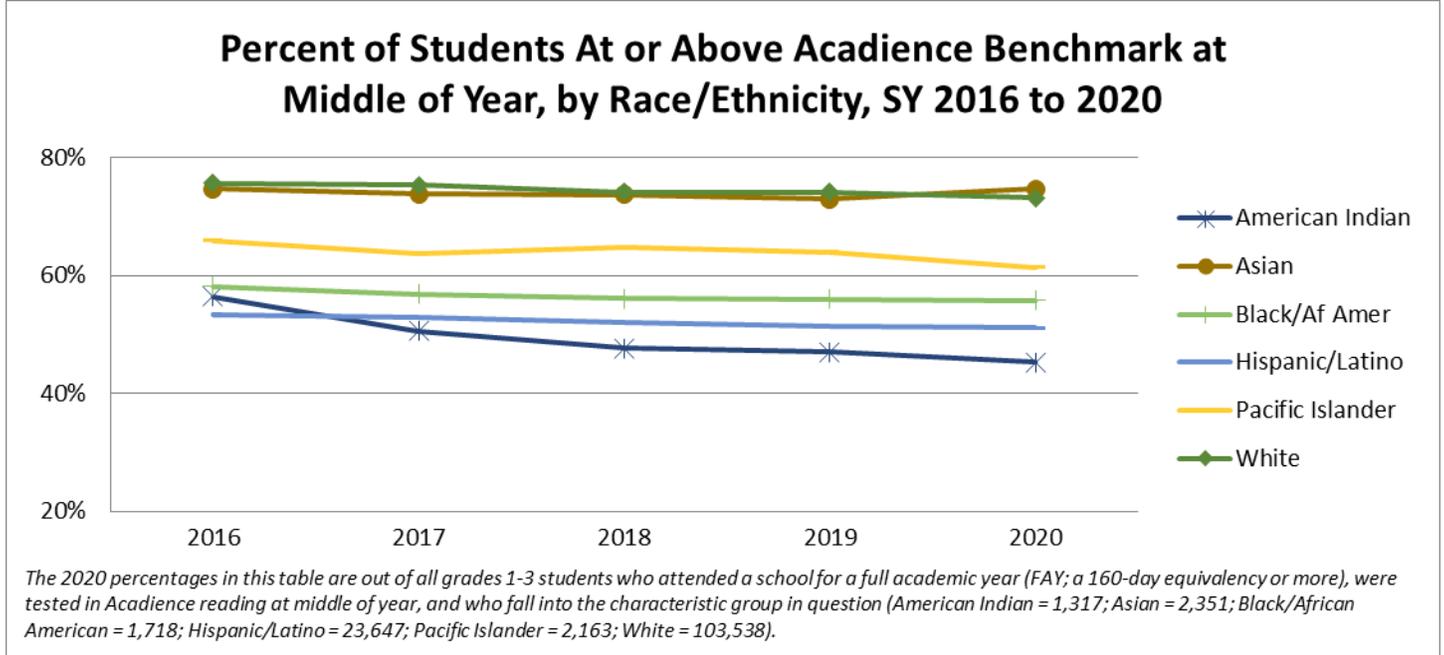


Exhibit 5 shows benchmark percentages for all first through third grade students who were tested in the beginning and middle of SY 2020, grouped by whether the student was provided with a reading intervention during the year. Reading interventions are targeted at “at-risk” students, including students 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 middle of year benchmarks. Among students who received a reading intervention, 33% met the beginning of year benchmarks and 35% met the middle of year benchmarks.

**Exhibit 5. Percentages of Grade 1-3 Students Who met Benchmarks on Beginning and Middle of Year Tests, by Reading Intervention Status**

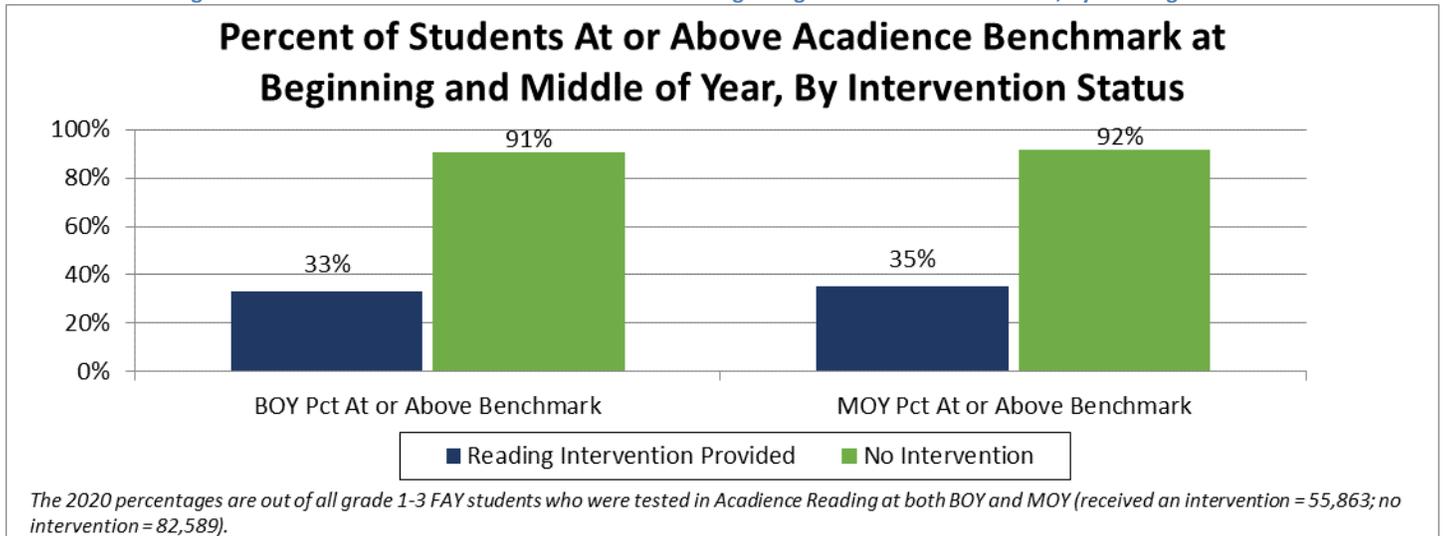


Exhibit 6 shows the changes in students’ reading benchmark status from the beginning to the middle of SY 2020. Sixty-one percent (61%) of first through third graders maintained above benchmark status throughout the year. Other students were below or well below benchmark at both the beginning and middle of year (25%), started the year below benchmark and attained benchmark by the middle of year (8%), or started the year above benchmark and slipped below benchmark by the middle of year (6%). Among the 8% of students who attained benchmark, 73% had received an intervention during SY 2020.

**Exhibit 6. Changes in Grade 1-3 Benchmarks, From Beginning to Middle of Year, by the Type of Change, SY 2020**

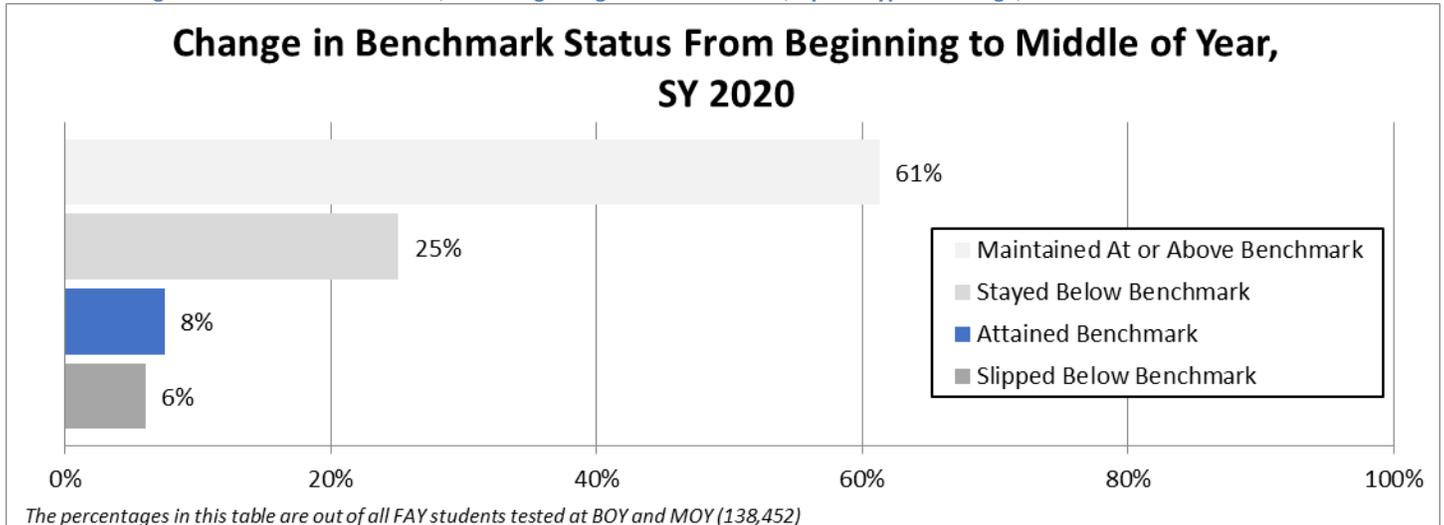
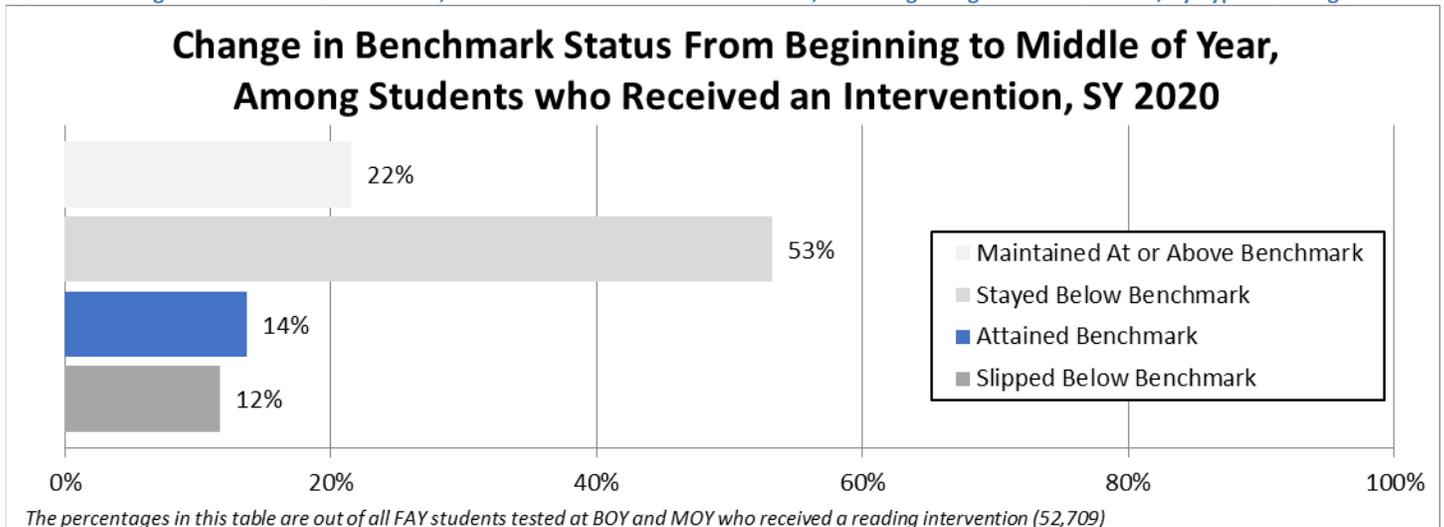


Exhibit 7 shows the changes in students’ reading benchmark status from the beginning to the middle of SY 2020 among students who received a reading intervention. As compared with all students a larger percentage of students who received an intervention moved from below or well below to at or above benchmark status (14% as compared with 8% of all students). Despite the interventions, half of these students (53%) stayed below benchmark throughout the year.

**Exhibit 7. Changes in Grade 1-3 Benchmarks, Students who Received Intervention, From Beginning to Middle of Year, by Type of Change**

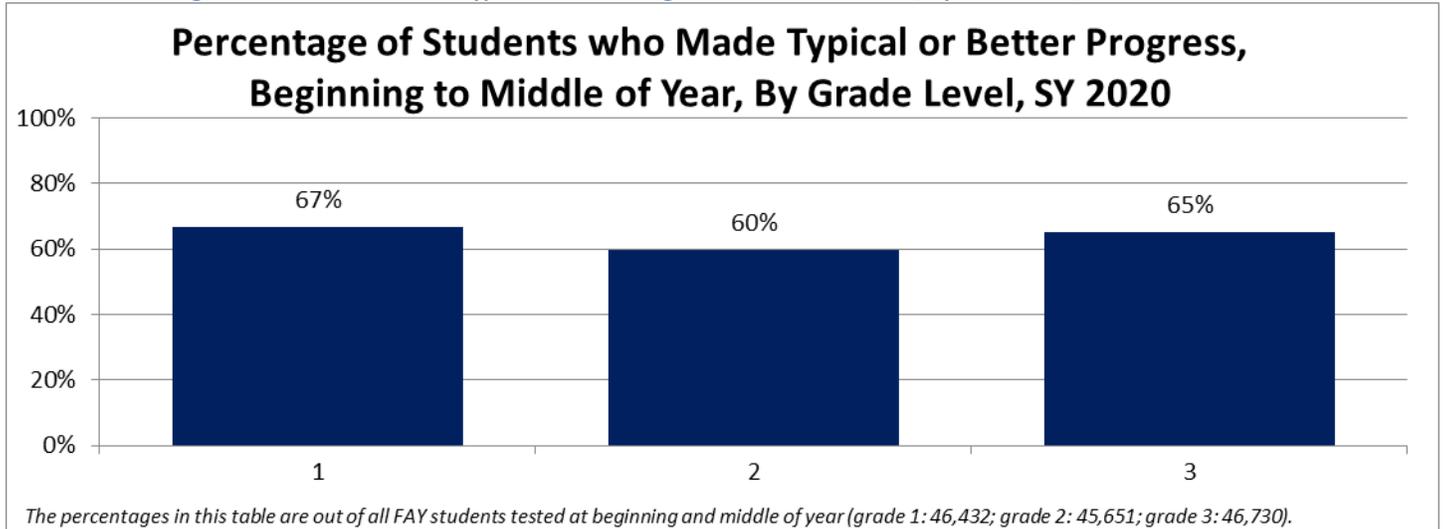


## Pathways of Progress

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 measures growth from beginning of year to middle of year, as well as from beginning of year to end of year. Pathways of Progress data is available as a measure of growth from beginning of year to middle of year, or from beginning of year to end of year. The Pathways of Progress data that is used for accountability and that is normally included in this report is the change from beginning to end of year. Middle of year Pathways of Progress is included in this report on 2020 early literacy outcomes but should not be compared with End of Year Pathways of Progress data included in accountability and previous reports.

The Pathways of Progress measures growth among students with similar initial skills and classifies their progress as *well below typical* (below 20<sup>th</sup> percentile), *below typical* (20<sup>th</sup> to 39<sup>th</sup> percentile), *typical* (40<sup>th</sup> to 59<sup>th</sup> percentile), *above typical* (60<sup>th</sup> to 79<sup>th</sup> percentile), or *well above typical* (80<sup>th</sup> percentile and above). As of middle of year SY 2020, 67% of first graders, 60% of second graders, and 65% of third graders made typical or better progress. Overall, 64% of first through third graders made typical or better progress from beginning to middle of year SY 2020.

**Exhibit 8. Percentages of Students who Made Typical or Better Progress as of Middle of Year, by Grade Level, SY 2020.**



## Reading Benchmark by LEA

Exhibits 9 and 10 show the percentages of FAY kindergarten through third grade students in each LEA who met reading benchmarks during the SY 2020 middle of year test administration. Higher percentages of students in district schools met benchmarks in MOY SY 2020 than students in charter schools. District totals are at the end of Exhibit 9, and Charter Totals are at the end of Exhibit 10. To see additional achievement data by LEA and school, visit USBE’s School Report Card here: <https://utahschoolgrades.schools.utah.gov/>.

Percentages are displayed in exhibits 8 and 9 in accordance with the USBE Policy for Protecting Personally Identifiable Information (PII), which can be found on the USBE Data Gateway under the Data Privacy tab here: <https://datagateway.schools.utah.gov/>). In brief, when the number of students tested was less than 10 the data is displayed as “N≤10”. When the number is between 11 and 39, a range is presented rather than the actual percentage. For example, 55% would be displayed as “50-59%”. If the cell is blank there were no students tested in that LEA in that grade level.

**Exhibit 9. District Middle of Year Acadience Reading Benchmark Percentages, by Grade Level, SY 2020**

LEA Name	Kindergarten	Grade 1	Grade 2	Grade 3
Alpine District	76.2%	74.2%	78.0%	77.9%
Beaver District	75.3%	76.3%	83.0%	79.3%
Box Elder District	79.7%	72.0%	73.0%	68.2%
Cache District	76.6%	78.3%	83.4%	82.7%
Canyons District	74.7%	67.3%	79.5%	74.7%
Carbon District	63.7%	60.4%	67.8%	61.1%
Daggett District	50-59%	50-59%	40-49%	50-59%
Davis District	75.7%	68.1%	74.9%	72.7%
Duchesne District	56.5%	59.7%	70.0%	64.6%
Emery District	75.4%	57.1%	71.4%	73.6%
Garfield District	63.1%	73.3%	71.2%	80.7%
Grand District	74.7%	63.2%	75.8%	71.4%
Granite District	50.0%	45.8%	57.2%	56.4%
Iron District	67.2%	68.1%	73.6%	73.7%
Jordan District	65.6%	64.1%	70.5%	71.4%
Juab District	73.6%	56.7%	50.8%	57.8%
Kane District	80.0%	69.6%	65.9%	71.6%
Logan City District	86.2%	68.9%	76.5%	72.4%
Millard District	51.8%	44.1%	60.6%	66.8%
Morgan District	72.3%	71.4%	82.7%	78.8%
Murray District	66.4%	67.1%	77.4%	70.9%
Nebo District	57.9%	62.1%	70.8%	70.3%
North Sanpete District	70.6%	67.5%	71.0%	68.8%
North Summit District	91.7%	75.7%	75.8%	76.9%
Ogden City District	61.9%	45.4%	50.9%	50.5%
Park City District	83.4%	73.8%	72.1%	72.5%
Piute District	50-59%	60-69%	60-69%	40-49%
Provo District	72.8%	68.8%	73.1%	73.5%
Rich District	86.4%	80-89%	66.7%	80-89%
Salt Lake District	70.7%	67.5%	69.7%	67.8%
San Juan District	61.7%	63.1%	69.2%	56.4%
Sevier District	75.4%	71.3%	81.7%	69.7%
South Sanpete District	71.9%	72.7%	72.3%	73.9%
South Summit District	81.3%	58.8%	67.5%	65.9%
Tintic District	50-59%	60-69%	N≤10	N≤10
Tooele District	62.2%	54.2%	64.0%	63.8%
Uintah District	63.1%	60.9%	63.7%	65.7%
Wasatch District	77.5%	63.2%	62.2%	65.9%
Washington District	74.0%	74.5%	74.9%	73.6%
Wayne District	80-89%	80-89%	70-79%	80-89%
Weber District	64.4%	60.4%	68.9%	66.3%
<b>Districts Total</b>	<b>68.9%</b>	<b>64.9%</b>	<b>71.4%</b>	<b>70.2%</b>

**Exhibit 10. Charter Middle of Year Acadience Reading Benchmark Percentages, by Grade Level, SY 2020**

LEA Name	Kindergarten	Grade 1	Grade 2	Grade 3
American Leadership Academy	72.7%	56.8%	69.5%	73.1%
American Preparatory Academy	60.9%	74.1%	78.9%	75.7%
Ascent Academies of Utah	51.4%	46.8%	60.3%	67.8%
Athenian eAcademy	50.0%	57.5%	55.0%	48.8%
Athlos Academy of Utah	67.4%	50.4%	49.0%	59.6%
Bear River Charter School	50-59%	80-89%	70-79%	70-79%
Bonneville Academy	32.7%	54.7%	61.5%	57.1%
C.S. Lewis Academy	58.6%	42.5%	50-59%	50-59%
Canyon Grove Academy	64.7%	61.7%	59.7%	62.4%
Canyon Rim Academy	92.4%	93.5%	89.6%	87.0%
Channing Hall	83.8%	77.6%	91.0%	81.8%
Davinci Academy	64.4%	56.9%	69.6%	63.4%
Dixie Montessori Academy	47.5%	43.9%	50-59%	40-49%
Dual Immersion Academy	15.4%	38.6%	58.5%	49.1%
Early Light Academy at Daybreak	69.7%	69.8%	75.3%	83.8%
Edith Bowen Laboratory School	48.9%	78.7%	78.0%	75.0%
Endeavor Hall	57.4%	38.8%	50-59%	37.0%
Entheos Academy	70.8%	54.5%	52.1%	53.0%
Esperanza School	54.3%	53.4%	62.5%	43.6%
Excelsior Academy	73.0%	70.7%	72.4%	71.3%
Franklin Discovery Academy	68.0%	52.1%	63.2%	70.0%
Freedom Preparatory Academy	76.3%	67.6%	73.0%	77.4%
Gateway Preparatory Academy	66.1%	41.1%	50.0%	43.6%
George Washington Academy	89.8%	65.4%	81.3%	87.7%
Good Foundations Academy	64.6%	43.4%	56.5%	49.3%
Greenwood Charter School	41.3%	38.8%	30-39%	53.7%
Guadalupe School	34.1%	32.5%	40-49%	67.5%
Hawthorn Academy		64.6%	70.4%	61.0%
Highmark Charter School	86.7%	83.7%	73.9%	79.2%
Ignite Entrepreneurship Academy	61.0%	52.2%	67.9%	68.8%
Jefferson Academy	84.4%	70.0%	75.6%	90.5%
John Hancock Charter School	80-89%	70-79%	70-79%	≥90%
Lakeview Academy	75.8%	72.7%	70.1%	71.6%
Leadership Learning Academy	42.2%	46.0%	51.5%	57.3%
Legacy Preparatory Academy	88.1%	92.7%	83.8%	87.2%
Lincoln Academy	55.7%	71.8%	83.6%	86.5%
Lumen Scholar Institute	50-59%	N≤10	40-49%	N≤10
Mana Academy Charter School	40-49%	50-59%	60-69%	60-69%
Maria Montessori Academy	33.3%	28.0%	46.3%	44.1%
Moab Charter School	21-29%	50-59%	N≤10	N≤10
Monticello Academy	51.4%	60.6%	73.3%	74.7%
Mountain West Montessori Academy	73.5%	78.0%	70.0%	78.9%
Mountainville Academy	68.8%	80.3%	81.7%	91.9%

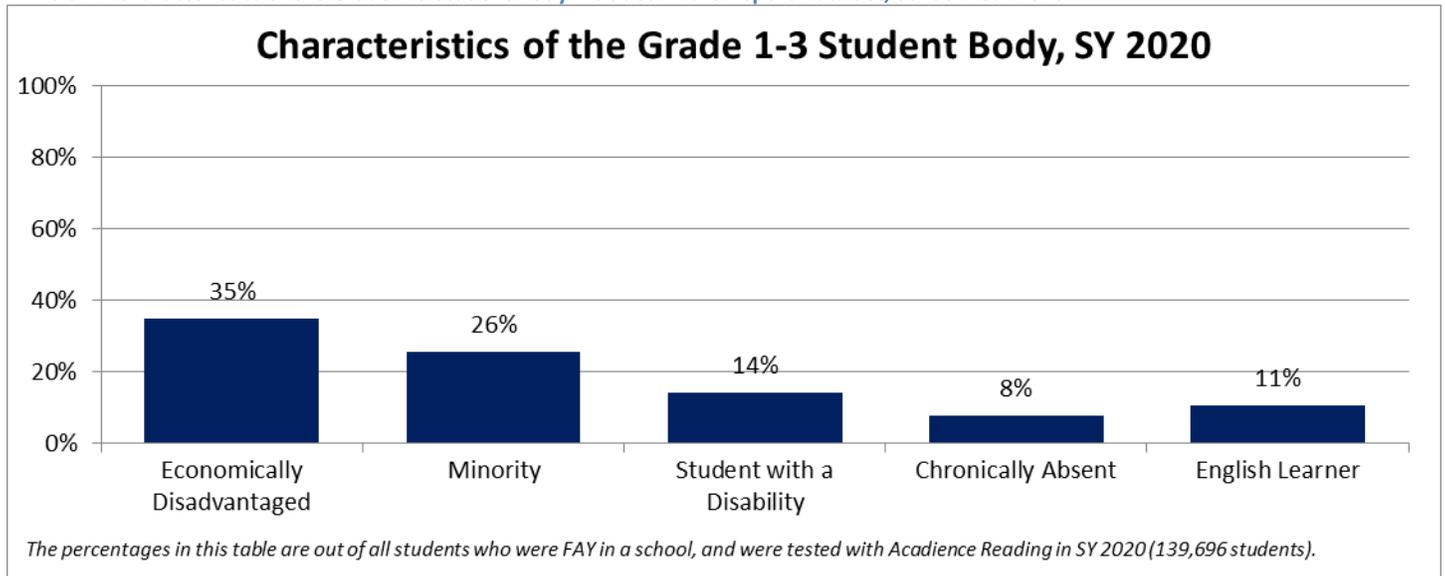
LEA Name	Kindergarten	Grade 1	Grade 2	Grade 3
Navigator Pointe Academy	74.1%	69.8%	89.3%	85.7%
Noah Webster Academy	65.3%	56.0%	65.1%	63.2%
North Davis Preparatory Academy	77.7%	48.2%	68.6%	59.2%
North Star Academy	88.0%	92.0%	≥95%	94.0%
Odyssey Charter School	59.3%	76.2%	85.3%	77.8%
Ogden Preparatory Academy	58.9%	55.5%	73.7%	75.5%
Open Classroom	54.2%	60-69%	75.6%	71.8%
Pacific Heritage Academy	40-49%	40-49%	40-49%	42.5%
Pinnacle Canyon Academy	70-79%	40-49%	20-29%	60-69%
Promontory School of Expeditionary Learning		51.9%	72.0%	78.1%
Providence Hall	75.4%	53.7%	65.0%	56.3%
Quest Academy	83.3%	84.4%	72.6%	71.1%
Ranches Academy	78.9%	55.8%	81.1%	71.2%
Reagan Academy	80.8%	71.6%	81.3%	87.2%
Renaissance Academy	78.4%	80.2%	81.9%	82.3%
Scholar Academy	72.5%	62.0%	71.2%	56.3%
Soldier Hollow Charter School	70-79%	81.4%	83.7%	80-89%
Spectrum Academy	54.9%	37.5%	57.0%	47.4%
Summit Academy	66.7%	67.3%	72.6%	72.8%
Syracuse Arts Academy	93.5%	75.4%	83.2%	85.4%
Terra Academy	74.5%	52.1%	60.4%	69.6%
The Center for Creativity Innovation and Discovery		44.4%	61.4%	67.4%
Thomas Edison	70.9%	76.4%	77.6%	80.0%
Timpanogos Academy	70.3%	55.3%	86.4%	82.6%
Treeside Charter School	82.2%	57.3%	60.0%	61.8%
Utah Connections Academy	N≤10	N≤10	50-59%	50-59%
Utah Virtual Academy	39.6%	50-59%	63.2%	52.3%
Valley Academy	49.1%	45.5%	56.8%	70.7%
Venture Academy	67.4%	42.0%	55.3%	55.3%
Vista School	84.9%	67.4%	58.9%	71.3%
Voyage Academy	90.3%	76.1%	68.1%	65.8%
Walden School of Liberal Arts	60-69%	40-49%	50-59%	70-79%
Wallace Stegner Academy	88.6%	80.7%	73.8%	62.8%
Wasatch Peak Academy	88.9%	71.4%	75.7%	84.9%
Wasatch Waldorf Charter School		27.1%	22.2%	49.2%
Weber State University Charter Academy	60-69%			
Weilenmann School of Discovery	60-69%	58.0%	69.2%	88.7%
<b>Charters Total</b>	<b>67.7%</b>	<b>62.7%</b>	<b>69.3%</b>	<b>70.0%</b>

## Appendix A: Students Included in the Data Set

The data for this report includes Acadience Reading test data for 139,696 students who were enrolled in a school for the full SY 2020 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 middle of year. 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 11 shows demographic characteristics of the students included in the data set. Overall, 35% of first through third graders were from a low-income household, 26% identified as a minority race or ethnicity, 14% received special education services (SWD), 8% were chronically absent (missed more than 10% of the days they were enrolled), and 11% were English language learners.

**Exhibit 11. Characteristics of the Grade 1-3 Student Body Included in the Report Data Set, School Year 2020**



## Appendix B: Attendance Taking During the SY 2020 COVID-19 Pandemic Soft School Closures

The USBE approved the following change to Board Rule R277-419 to modify the calculation of membership for the 2020 school year (see <https://usbe.civicclerk.com/Web/GenFile.aspx?ad=3356>):

### ***R277-419-8. Student Membership Calculation During the 2020 COVID-19 Pandemic.***

*Notwithstanding the requirements of Sections R277-419-6 and R277-419-7, the Superintendent shall calculate an LEA's membership for days of instruction from March 16, 2020 to June 30, 2020, based on the LEA's average rate of membership between July 1, 2019 and March 13, 2020 if:*

- (1) the LEA has submitted a continuity of education plan; and*
- (2) the LEA provides educational services through the end of the LEA's regular school year calendar.*

In practice, since membership is reported to USBE in aggregate for the school year, USBE could not differentiate between membership before and after March 16. As such, USBE made a decision to prorate reported membership based on an estimate that, on average, most LEAs will have been at about their 145<sup>th</sup> day of membership as of the last day of school prior to the COVID-19 Pandemic soft school closures (March 13, 2020). LEAs were essentially “held harmless” for membership days over 145, which may have been difficult for them to manage due to the COVID-19 Pandemic soft school closures during the last 35 days of membership (on average). In addition, LEAs were advised to extend the “hold harmless” concept to taking attendance for students who were having a difficult time staying engaged in school after March 16 due to technological and other limitations. In the Agreed Upon Procedures (AUP) reports on the Year-End Student Membership data, auditor's reports have used the following footnote when testing compliance with the 10-Day Rule:

*\* Beginning March 16, 2020, the School implemented the state mandated soft closure of schools in response to COVID-19; therefore, no procedures on continuing enrollment measurement have been performed after this date.*

One of the outcomes of this “hold harmless” provision and the differences in attendance and membership reporting requirements during the COVID-19 Pandemic soft school closures is that the mobility and chronic absence rates are lower than expected (based on trend data), and attendance and average daily membership rates are higher than expected (based on trend data).