



2020-2021 Early Literacy Report

Contents

2020-2021 Early Literacy Report.....	1
Background	1
Key Findings	1
Early Literacy Program	2
Reading Benchmarks by Grade Level.....	2
Reading Benchmarks over Time.....	2
Pathways of Progress.....	5
Reading Benchmark by LEA.....	6
Appendix A: Students Included in the Data Set	10

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.
- End of year assessments were not completed in the end of the 2019-2020 school year (SY 2020), due to the COVID-19 Pandemic soft school closures. As such, many of the charts in this report omit SY 2020 data. (The SY 2020 Early Literacy report looks at beginning of year to middle of year data, and thus, is not comparable with data in this report, which primarily looks at beginning of year to end of year data.)

Key Findings

- **Reading benchmark rates declined in SY 2021 as compared with pre-pandemic years.**
- **First graders had the most improvement throughout the year.** At the beginning of the 2020-2021 school year (SY 2021), the percentages of first graders who met grade-level based reading benchmarks and beginning of year were 47% and 59% at end of year.
- **Nearly all demographic groups saw a decline of 5 percentage points or more compared with SY 2019.** The one exception is students who identify as Asian, which had a decline of only 1 percentage point.

Early Literacy Program

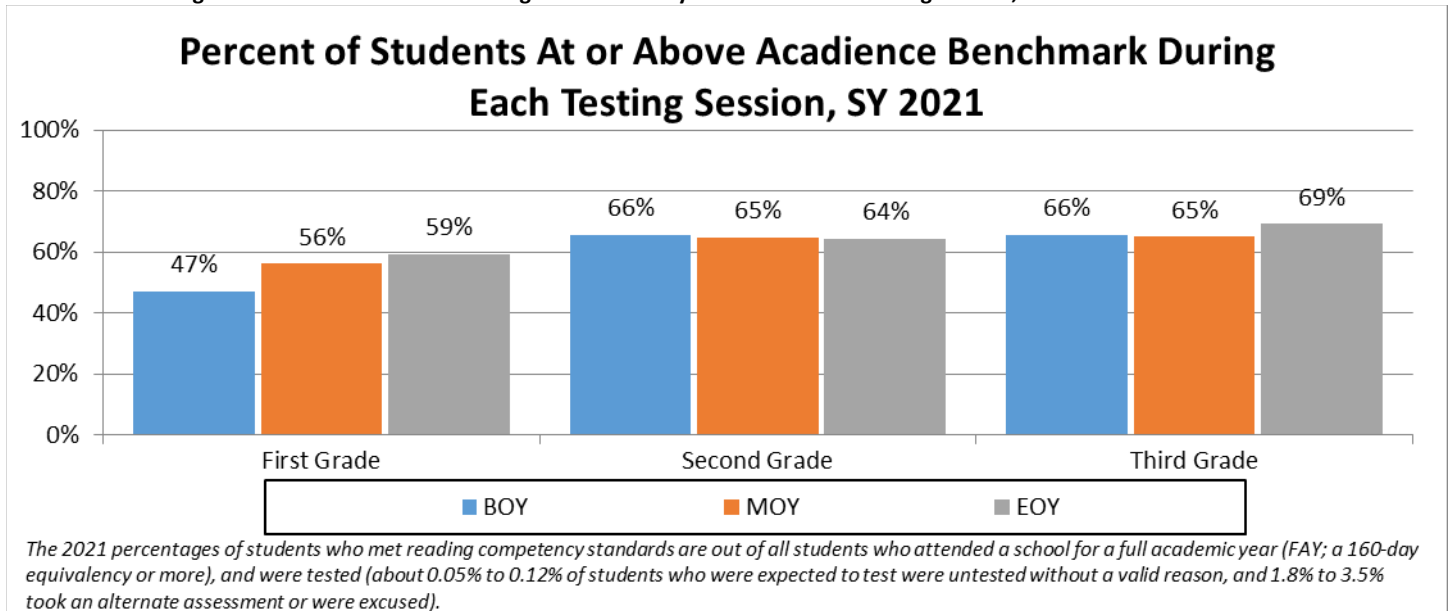
The Early Literacy Program focuses on the development of early literacy skills in all students, with additional emphasis placed on intervention for “at-risk” students. Resources available to aid these students include interventions and supports for students in grades kindergarten through third grade,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

Reading Benchmarks by Grade Level

Exhibit 1 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 47% among first graders, 66% among second graders, and 66% among third graders. The percentage of students who met reading benchmarks for their grade level during the end-of-year testing session increased by 12 percentage points among first graders (to 59%), and by three percentage points among third graders (to 69%). The percentage decreased by two percentage point among second graders (to 64%).

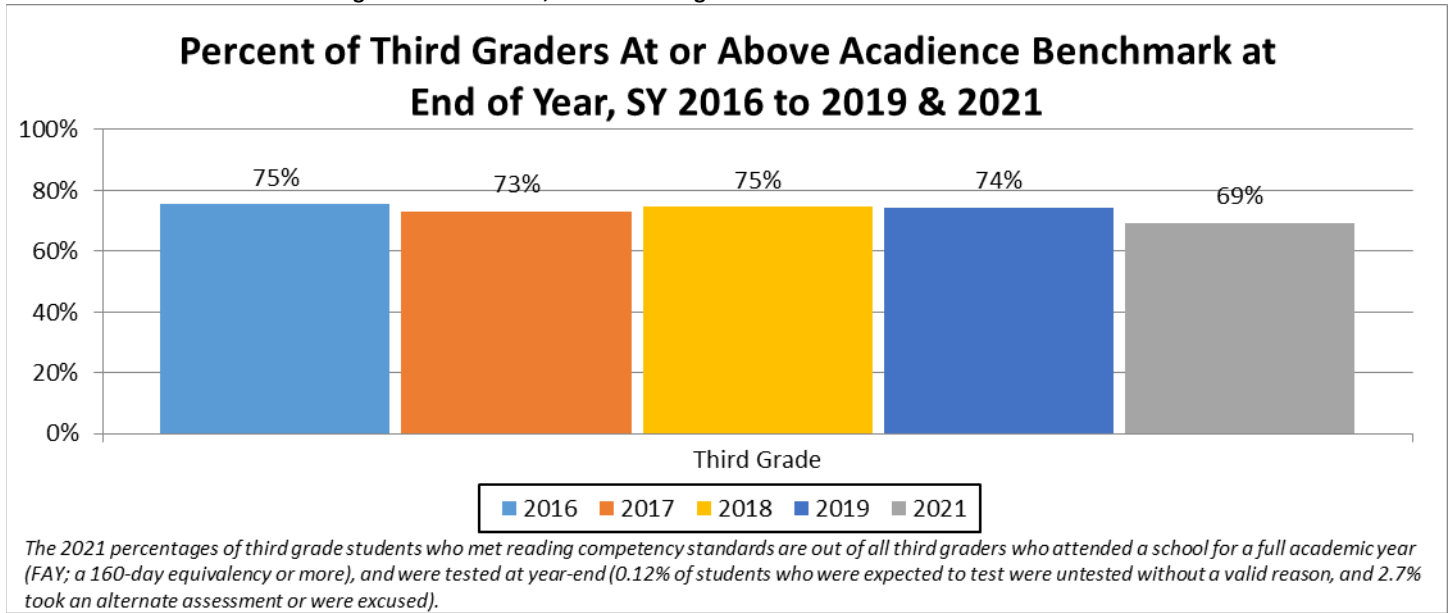
Exhibit 1. Percentages of Students Who Met Reading Benchmarks by Grade Level and Testing Session, School Year 2021.



Reading Benchmarks over Time

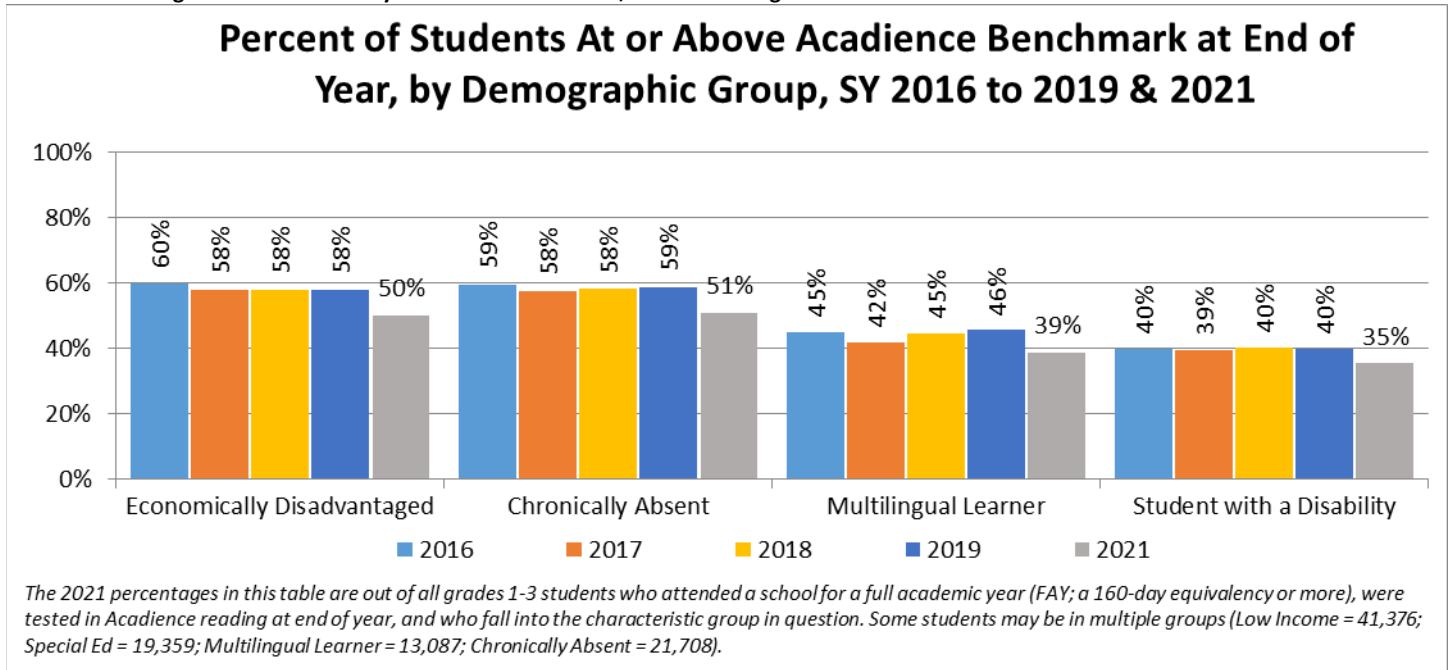
Exhibits 2, 3, and 4 show year-end reading benchmark percentages for all first through third grade students and by student group. Among all first through third graders the percent meeting benchmark has fluctuated between 73% and 75% between SY 2016 and SY 2019. The percentage dropped to 69% in SY 2021.

Exhibit 2. Overall Grade 1-3 Reading Benchmark Rates, SY 2015 through 2021.



Compared with the grades 1-3 student population as a whole, lower percentages of students with risk factors (economically disadvantaged, Students with Disabilities (SWD), Multilingual Learners, and chronically absent students) met reading benchmarks. In SY 2021 the largest gap was with SWD (only 35% of students with a disability met reading benchmarks, as compared with 69% of students overall). All student groups saw a decrease in the percent that met benchmark in SY 2021 as compared with SY 2019. The SWD student group had the smallest decrease of 5 percentage points (a 12% decrease).

Exhibit 3. Reading Benchmark Rates by Student Characteristic, SY 2016 through 2021.



Compared with the grades 1-3 student population as a whole, lower percentages of students who identify as American Indian (38%), Hispanic/Latino (47%), Black or African American (50%), and Pacific Islander (53%) met reading

benchmarks. All racial/ethnic student groups saw a decrease in the percent that met benchmark in SY 2021 as compared with SY 2019. The Asian student group had the smallest decrease of 1 percentage point (a 1% decrease).

Exhibit 4. Reading Benchmark Rates by Student Racial/Ethnic Student Group, SY 2016 through 2021

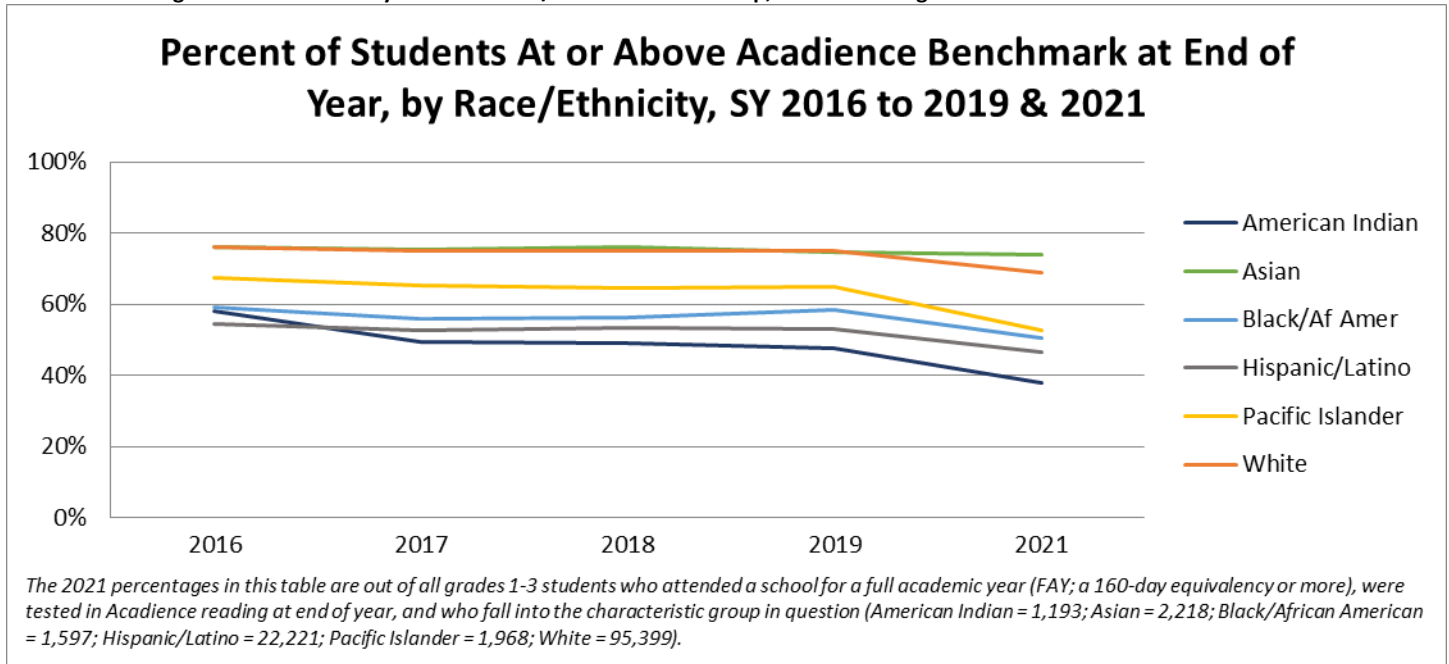


Exhibit 5 shows benchmark percentages for all first through third grade students who were tested in the beginning and end of SY 2021, grouped by whether the student was provided with a reading intervention during the year. Reading interventions are targeted at “at-risk” students, including students who 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, 77% met the beginning of year benchmarks and 80% met the end of year benchmarks. Among students who received a reading intervention, 24% met the beginning of year benchmarks and 33% met the end of year benchmarks.

Exhibit 5. Percentages of Students Who met Reading Benchmarks on Beginning and End of Year Tests, by Reading Intervention Status.

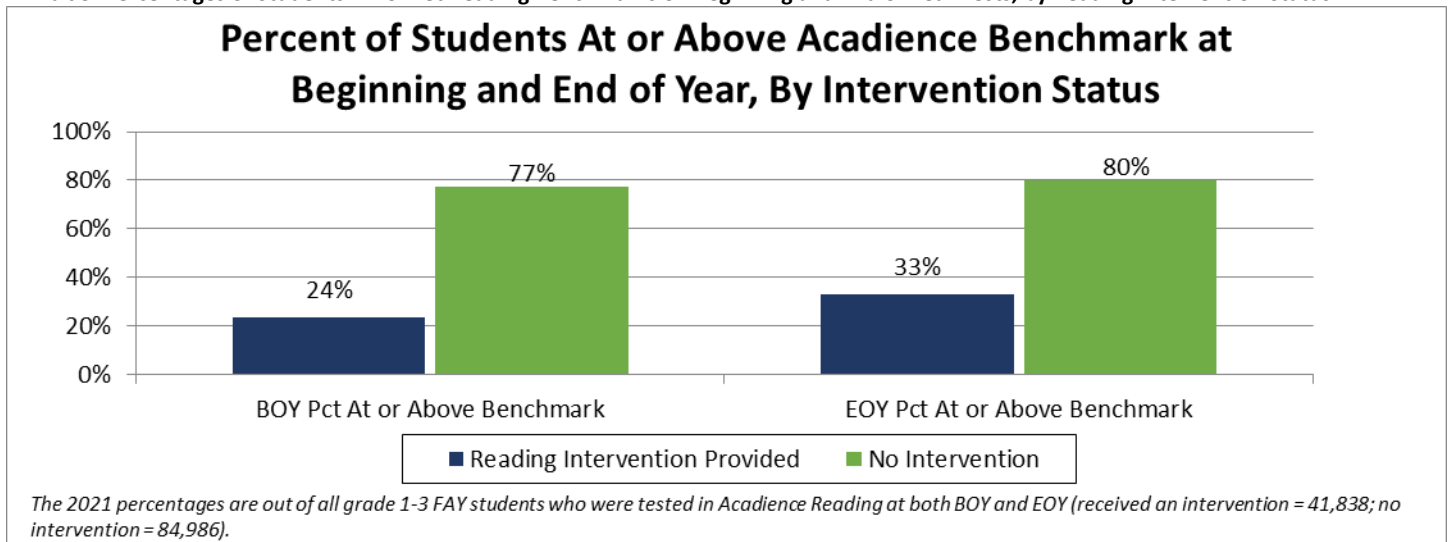


Exhibit 6 shows the changes in students’ reading benchmark status from the beginning to the end of SY 2021. Sixty-one percent (53%) of first through third graders maintained above benchmark status throughout the year. Other students

were below or well below benchmark at both the beginning and end of year (29%), started the year below benchmark and attained benchmark by year end (11%), or started the year above benchmark and slipped below benchmark by year end (6%). Among the 11% of students who attained benchmark, 53% had received an intervention during SY 2021.

Exhibit 6. Changes in Reading Benchmarks, From Beginning to End of Year, by the Type of Change, SY 2021.

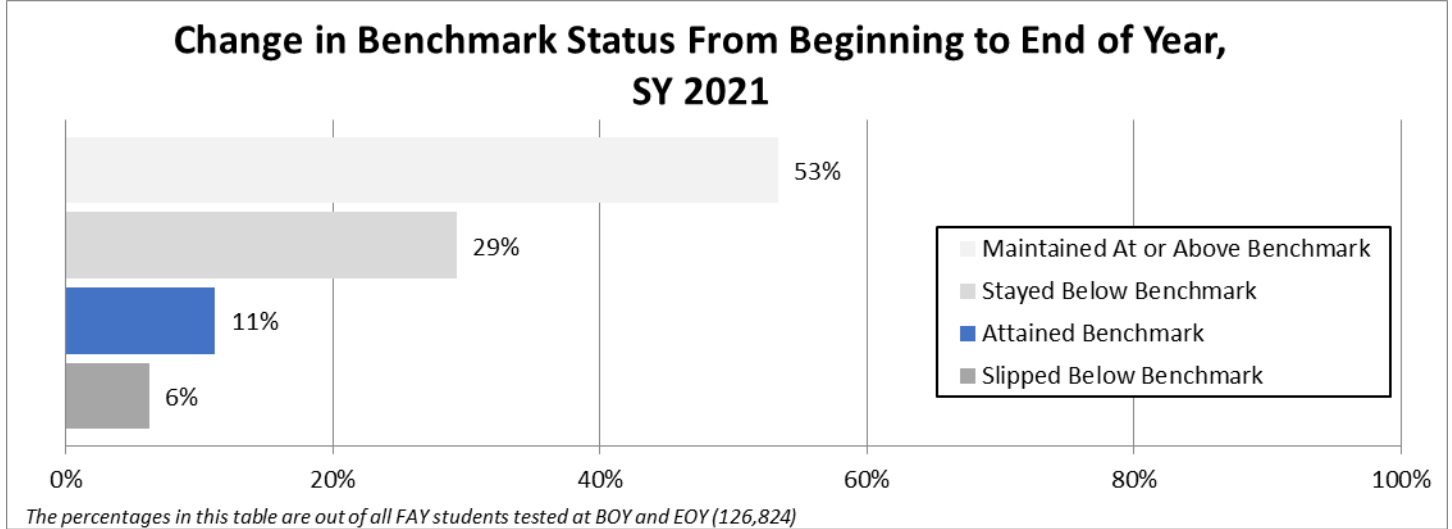
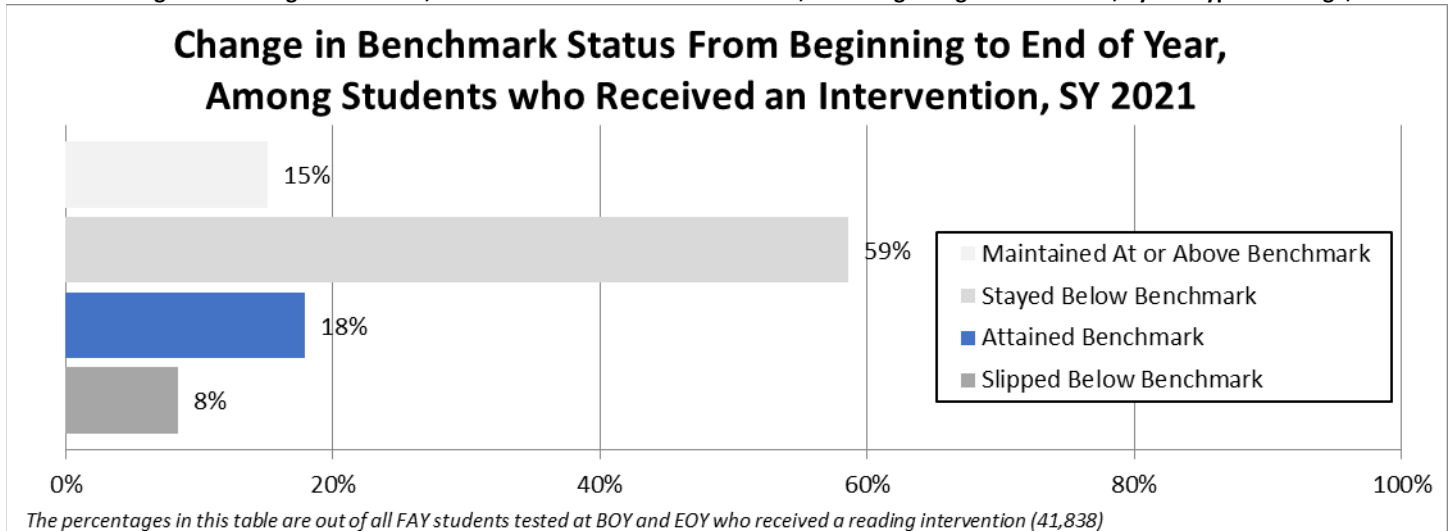


Exhibit 7 shows the changes in students’ reading benchmark status from the beginning to the end of SY 2021 among students who received a reading intervention. As compared with all students a larger percentage of students who received an intervention moved from below or well below to at or above benchmark status (18% as compared with 11% of all students). Despite the interventions over half of these students (59%) stayed below benchmark throughout the year.

Exhibit 7. Changes in Reading Benchmarks, Students who Received Intervention, From Beginning to End of Year, by the Type of Change, SY 2021.

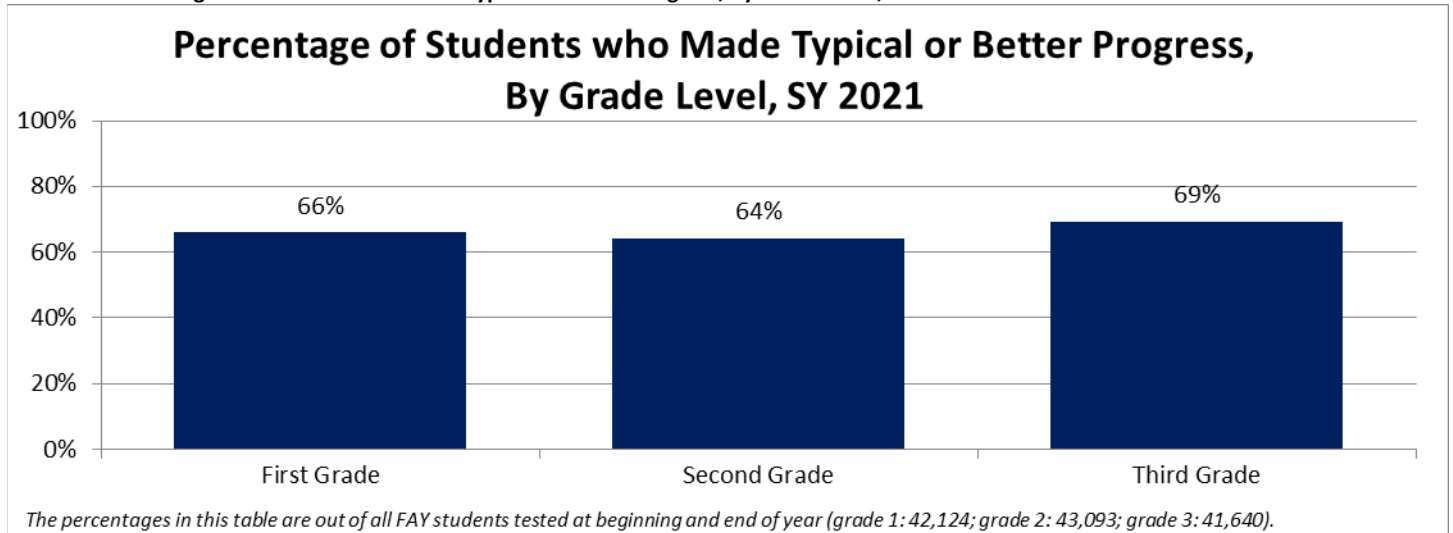


Pathways of Progress

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, among 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 2021, 66% of first graders, 64% of second graders, and 69% of third graders made typical or better progress.

Exhibit 8. Percentages of Students who Made Typical or Better Progress, by Grade Level, SY 2021.



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 2021 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 9, and Charter Totals are at the end of Exhibit 10. To see Pathways of Progress by LEA and school, visit USBE’s School Report Card here:

<https://utahschoolgrades.schools.utah.gov/>.

Exhibit 9. District Year End Acadience Reading Benchmark Percentages, by Grade Level, SY 2021

LEA Name	Kindergarten	Grade 1	Grade 2	Grade 3
Alpine District	69.3%	63.1%	63.1%	69.7%
Beaver District	75.7%	68.0%	77.8%	80.2%
Box Elder District	78.0%	62.6%	66.3%	72.5%
Cache District	73.6%	68.4%	76.6%	80.9%
Canyons District	67.9%	61.5%	69.3%	76.3%
Carbon District	72.2%	61.8%	59.4%	60.7%
Daggett District	70-79%	N≤10	30-39%	50-59%
Davis District	70.7%	62.0%	68.8%	71.8%
Duchesne District	62.5%	53.2%	51.9%	62.5%
Emery District	72.1%	58.7%	56.5%	67.8%
Garfield District	61.3%	59.0%	71.9%	60.7%
Grand District	57.7%	52.8%	62.1%	65.5%
Granite District	55.3%	46.1%	53.1%	58.0%
Iron District	65.9%	62.1%	71.7%	70.3%
Jordan District	63.0%	62.0%	63.5%	69.9%
Juab District	68.1%	54.7%	56.8%	60.3%
Kane District	72.6%	57.7%	70.2%	73.7%
Logan City District	73.7%	58.2%	59.7%	72.4%
Millard District	67.7%	61.5%	67.3%	66.3%
Morgan District	73.7%	73.3%	71.8%	82.2%
Murray District	63.9%	61.8%	61.6%	72.5%
Nebo District	54.6%	56.1%	67.0%	72.1%
North Sanpete District	76.3%	57.1%	65.2%	71.3%
North Summit District	93.0%	67.2%	67.6%	79.7%
Ogden City District	75.5%	41.5%	40.9%	47.9%
Park City District	89.2%	60.4%	79.1%	74.5%
Piute District	50-59%	50-59%	70-79%	70-79%
Provo District	77.4%	60.6%	68.0%	72.4%
Rich District	≥90%	72.1%	70-79%	70-79%
Salt Lake District	60.0%	54.4%	61.4%	64.3%
San Juan District	50.0%	45.9%	50.5%	52.2%
Sevier District	78.7%	61.9%	72.4%	78.5%
South Sanpete District	59.9%	60.8%	69.3%	75.4%
South Summit District	75.3%	50.5%	61.5%	77.6%
Tintic District	60-69%	N≤10	60-69%	50-59%
Tooele District	54.2%	51.9%	54.6%	63.5%
Uintah District	65.6%	57.3%	59.1%	65.5%
Wasatch District	67.3%	60.9%	67.7%	67.5%
Washington District	75.3%	68.6%	71.5%	72.6%
Wayne District	80-89%	60-69%	70-79%	60-69%
Weber District	64.9%	55.1%	61.1%	67.6%
Districts Total	66.6%	59.0%	63.9%	69.0%

Exhibit 10. Charter Year End Acadience Reading Benchmark Percentages, by Grade Level, SY 2021

LEA Name	Kindergarten	Grade 1	Grade 2	Grade 3
Advantage Arts Academy	42.6%	35.6%	66.0%	60.5%
American Leadership Academy	62.7%	55.8%	58.0%	67.5%
American Preparatory Academy		67.3%	77.0%	73.3%
Ascent Academies of Utah	48.7%	60.1%	65.0%	55.5%
Athenian eAcademy	50-59%	36.8%	40-49%	70-79%
Athlos Academy of Utah	75.0%	64.0%	68.5%	64.6%
Bear River Charter School		≥80%	70-79%	≥80%
Bonneville Academy	45.5%	52.2%	64.7%	63.3%
Bridge Elementary School	70.5%	37.7%	45.8%	60.0%
C.S. Lewis Academy	57.8%	41.7%	40-49%	40-49%
Canyon Grove Academy	69.5%	68.3%	64.3%	71.9%
Canyon Rim Academy	93.2%	80.0%	92.1%	87.7%
Channing Hall	73.2%	79.7%	78.7%	86.4%
Davinci Academy	49.4%	55.0%	65.2%	72.7%
Dual Immersion Academy	31.1%	26.0%	50-59%	56.9%
Early Light Academy at Daybreak	71.8%	65.1%	73.5%	82.1%
Edith Bowen Laboratory School	66.0%	78.1%	85.4%	80.4%
Endeavor Hall	≥90%	42.0%	37.0%	50-59%
Entheos Academy	63.1%	35.7%	53.5%	52.2%
Esperanza School	56.4%	44.6%	53.3%	59.2%
Excelsior Academy	75.3%	69.3%	61.5%	68.0%
Franklin Discovery Academy	42.7%	45.4%	52.1%	61.5%
Freedom Preparatory Academy	73.6%	61.6%	66.7%	73.1%
Gateway Preparatory Academy	64.7%	49.2%	39.2%	58.1%
George Washington Academy	76.2%	68.9%	66.4%	85.6%
Good Foundations Academy	75.5%	53.5%	41.1%	53.6%
Greenwood Charter School	53.2%	39.1%	44.2%	30-39%
Guadalupe School	33.3%	20-29%	30-39%	30-39%
Hawthorn Academy		44.0%	57.7%	60.0%
Highmark Charter School	67.5%	73.9%	62.2%	57.5%
Ignite Entrepreneurship Academy	66.2%	56.9%	74.2%	52.2%
Jefferson Academy	83.6%	64.7%	75.0%	78.0%
John Hancock Charter School	80-89%	70-79%	60-69%	80-89%
Lakeview Academy	68.4%	62.1%	74.7%	72.1%
Leadership Learning Academy	45.1%	44.0%	52.3%	52.2%
Legacy Preparatory Academy	≥98%	83.2%	84.0%	73.9%
Lincoln Academy	56.4%	66.7%	76.7%	84.3%
Lumen Scholar Institute	30-39%	50-59%	≥80%	70-79%
Mana Academy Charter School	50-59%	40-49%	≥90%	50-59%
Maria Montessori Academy	40-49%	34.2%	50-59%	30-39%
Moab Charter School	21-29%	60-69%	40-49%	N≤10
Monticello Academy	75.4%	62.1%	71.7%	70.0%
Mountain Sunrise Academy		29.2%	60.0%	70.7%
Mountain View Montessori	80-89%	40-49%	60-69%	60-69%

LEA Name	Kindergarten	Grade 1	Grade 2	Grade 3
Mountain West Montessori Academy	61.7%	51.2%	78.7%	72.9%
Mountainville Academy	89.1%	81.7%	83.6%	79.4%
Navigator Pointe Academy	48.1%	61.2%	62.3%	75.9%
Noah Webster Academy	63.4%	56.3%	61.4%	59.3%
North Davis Preparatory Academy	64.6%	59.8%	48.5%	71.1%
North Star Academy	75.0%	79.6%	89.8%	90.0%
Odyssey Charter School	70.2%	77.4%	74.1%	88.6%
Ogden Preparatory Academy	40.5%	38.2%	45.4%	54.7%
Open Classroom	40-49%	50-59%	60.5%	80-89%
Pacific Heritage Academy	30-39%	30-39%	60-69%	50-59%
Pinnacle Canyon Academy	≥80%	20-29%	20-29%	30-39%
Promontory School of Expeditionary Learning		41.3%	60.5%	68.6%
Providence Hall	68.4%	67.0%	71.3%	65.1%
Quest Academy	56.3%	48.5%	47.7%	70.6%
Ranches Academy	78.0%	59.6%	56.9%	84.3%
Reagan Academy	69.6%	80.0%	71.2%	70.9%
Renaissance Academy	58.2%	56.5%	72.6%	85.1%
Scholar Academy	62.9%	43.2%	60.3%	63.8%
Soldier Hollow Charter School	60-69%	40-49%	70-79%	80-89%
Spectrum Academy	55.8%	50.0%	45.3%	54.6%
Summit Academy	74.2%	57.4%	74.4%	79.8%
Syracuse Arts Academy	82.8%	73.3%	73.8%	68.7%
Terra Academy	50.0%	53.2%	46.9%	52.1%
The Center for Creativity Innovation and Discovery		70-79%	60-69%	82.7%
Thomas Edison	66.7%	65.1%	73.8%	84.4%
Timpanogos Academy	53.4%	71.4%	83.6%	90.5%
Treeside Charter School	59.1%	55.2%	70.0%	51.1%
Utah Connections Academy		60-69%	81.3%	70-79%
Utah Virtual Academy	71.1%	55.4%	60.6%	61.5%
Valley Academy	80.3%	66.0%	73.7%	74.4%
Venture Academy	77.5%	50-59%	50-59%	61.9%
Vista School	83.3%	59.3%	68.4%	65.2%
Voyage Academy	75.0%	59.2%	60.6%	70.8%
Walden School of Liberal Arts	40-49%	50-59%	60-69%	60-69%
Wallace Stegner Academy	87.2%	65.9%	68.0%	57.3%
Wasatch Peak Academy	88.9%	62.9%	82.9%	78.4%
Wasatch Waldorf Charter School		29.3%	54.6%	61.8%
Weber State University Charter Academy	50-59%			
Weilenmann School of Discovery	54.0%	60.0%	70.5%	76.9%
Charters Total	66.1%	58.2%	65.7%	68.7%

Appendix A: Students Included in the Data Set

The data for this report includes Acadience Reading test data for 131,626 students who were enrolled in a school for the full SY 2021 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 11 shows demographic characteristics of the students included in the data set. Overall, 32% of first through third graders were from a low-income household, 26% identified as a minority race or ethnicity, 15% received special education services (SWD), 17% were chronically absent (missed more than 10% of the days they were enrolled), and 10% were Multilingual Learners.

Exhibit 11. Characteristics of the Grade 1-3 Student Body Included in the Report Data Set, School Year 2021

