



2023-2024 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 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 2023 as compared with pre-pandemic years, though it maintained from SY 2023** (See Exhibit 2).
- **Kindergarten students had the most improvement throughout the year.** At the beginning of the 2023-2024 school year (SY 2024), the percentages of kindergarten students who met grade-level based reading benchmarks were 59% and 78% at the end of year (See Exhibit 1b).

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 K-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 (Acadience Reading EOY Composite Score), 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 (R277-406).

Reading Benchmarks by Grade Level

Exhibit 1a shows reading benchmark results by grade level (grades 1-3) 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 59% among first graders, 68% 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 five percentage points among first graders (to 64%) and by five percentage points among third graders (to 71%) while the percentage decreased by one percent among second graders (to 67%).

Exhibit 1a. Percentages of Students Who Met Reading Benchmarks by Grade Level and Testing Session, School Year 2024.

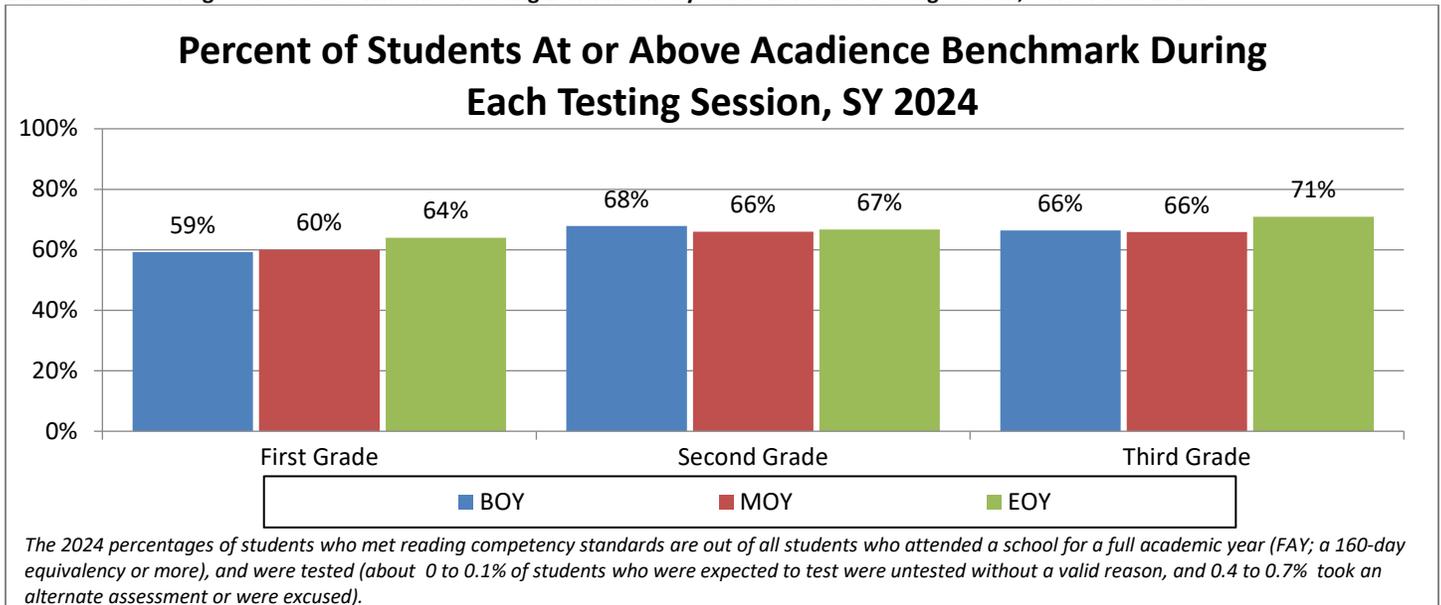
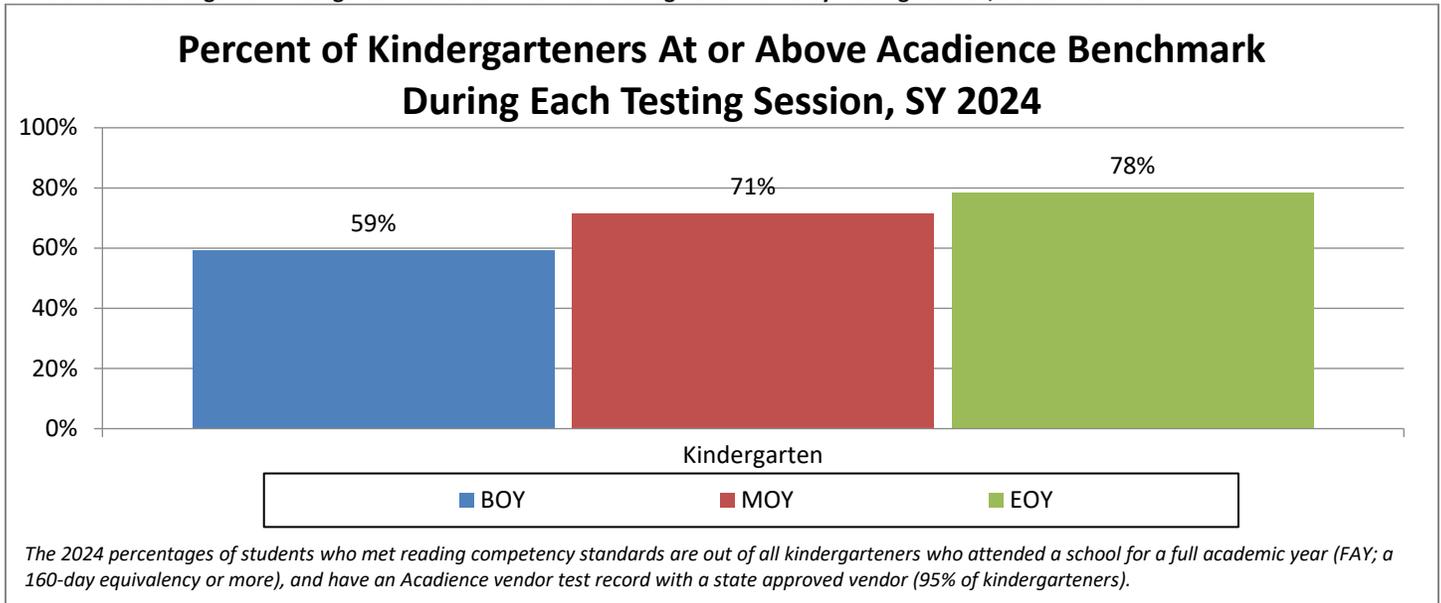


Exhibit 1b shows reading benchmark results for kindergarten students for each of the three testing sessions throughout the year. The percentage of kindergarten students who met reading benchmarks during the beginning-of-year testing session was 59%. The percentage of kindergarten students who met reading benchmarks during the end-of-year testing session increased by nineteen percentage points to 78%.

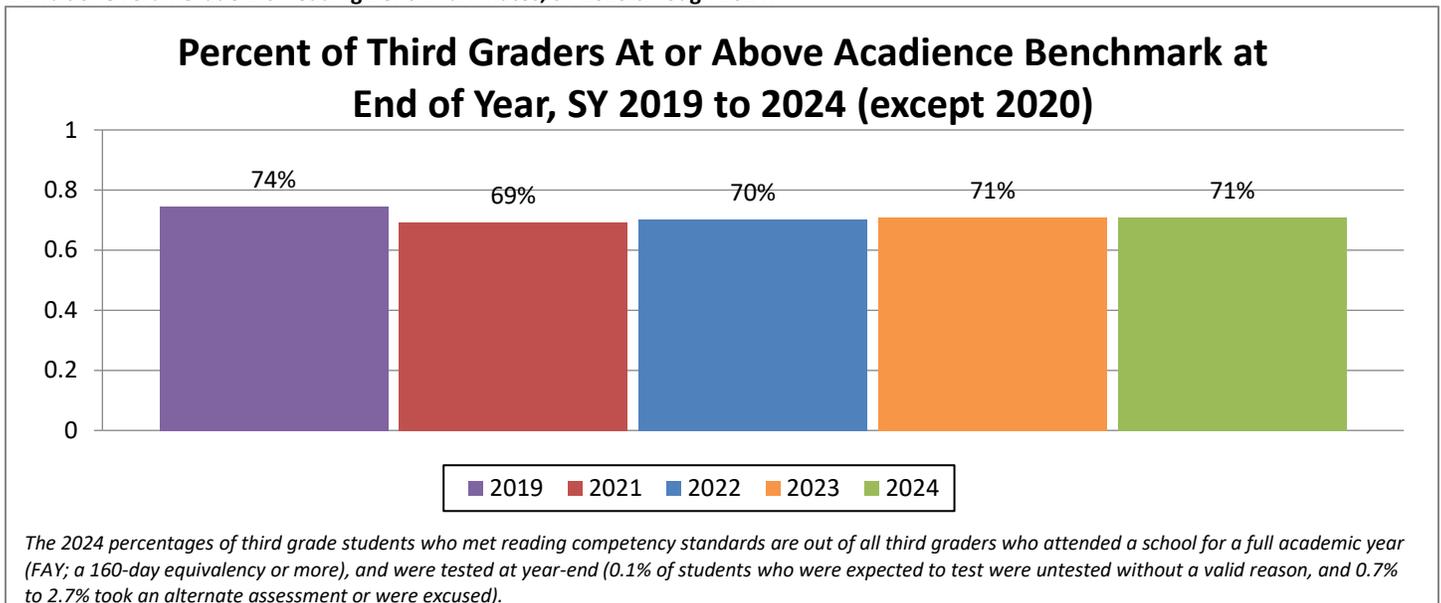
Exhibit 2b. Percentages of Kindergarten Students Who Met Reading Benchmarks by Testing Session, School Year 2024.



Reading Benchmarks over Time

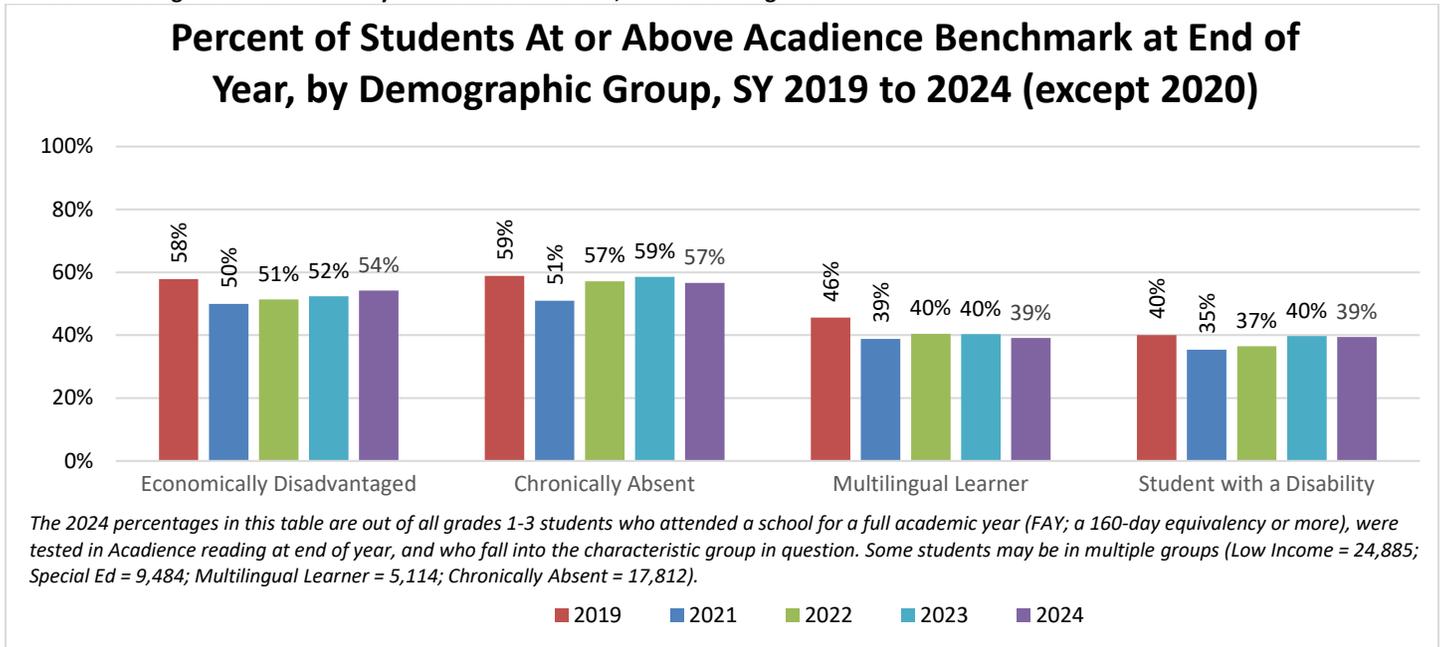
Exhibits 2, 3, and 4 show year-end reading benchmark percentages for all first through third grade students and by student group. Among all first through third graders, the percent meeting benchmark has fluctuated between 64% and 71% between SY 2019 and SY 2024. The percentage remained at 67% in SY 2024.

Exhibit 3. Overall Grade 1-3 Reading Benchmark Rates, SY 2019 through 2024.



Compared with the grades 1-3 student population as a whole, lower percentages of students with risk factors (economically disadvantaged, Chronically Absent, Multilingual Learners, and Students with Disabilities (SWD)) met reading benchmarks. In SY 2024, the largest gap was with SWD and Multilingual Learner (only 39% of students with a disability or multilingual background met reading benchmarks, as compared with 67% of students overall). The economically disadvantaged student group had the biggest increase of 2 percentage points in SY 2024.

Exhibit 4. Reading Benchmark Rates by Student Characteristic, SY 2019 through 2024.



Compared with the grades 1-3 student population as a whole, lower percentages of students who identify as American Indian (45%), Hispanic/Latino (52%), Black or African American (56%), and Pacific Islander (60%) met reading benchmarks. All racial/ethnic student groups maintained or saw a slightly increase in the percent that met benchmark in SY 2024 as compared with SY 2023. The American Indian and Hispanic/Latino student groups had the largest increase of three and two percentage points respectively.

Exhibit 5. Reading Benchmark Rates by Student Racial/Ethnic Student Group, SY 2019 through 2024

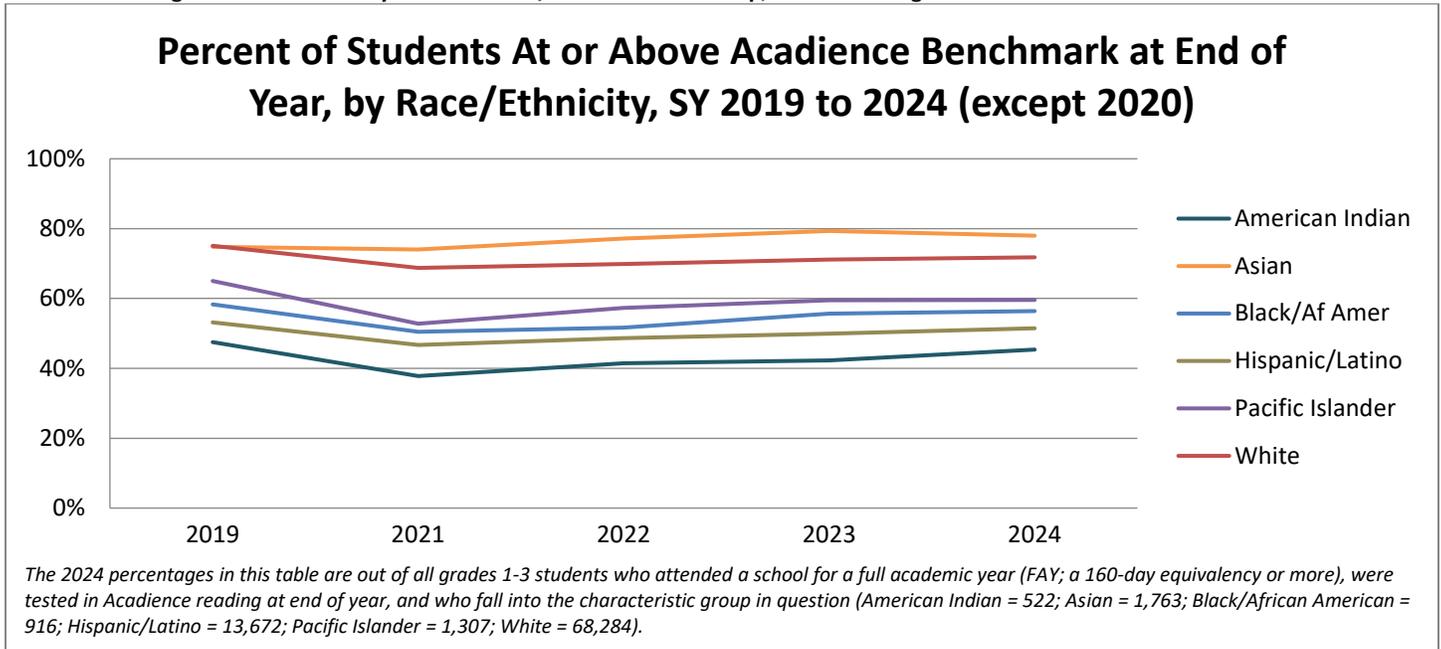


Exhibit 5 shows benchmark percentages for all first through third grade students who were tested in the beginning and end of SY 2024, grouped by whether the student was provided with a reading intervention during the year. Reading interventions are targeted to “at-risk” students, including students who 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, 42% met the beginning of year benchmarks and 46% 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.

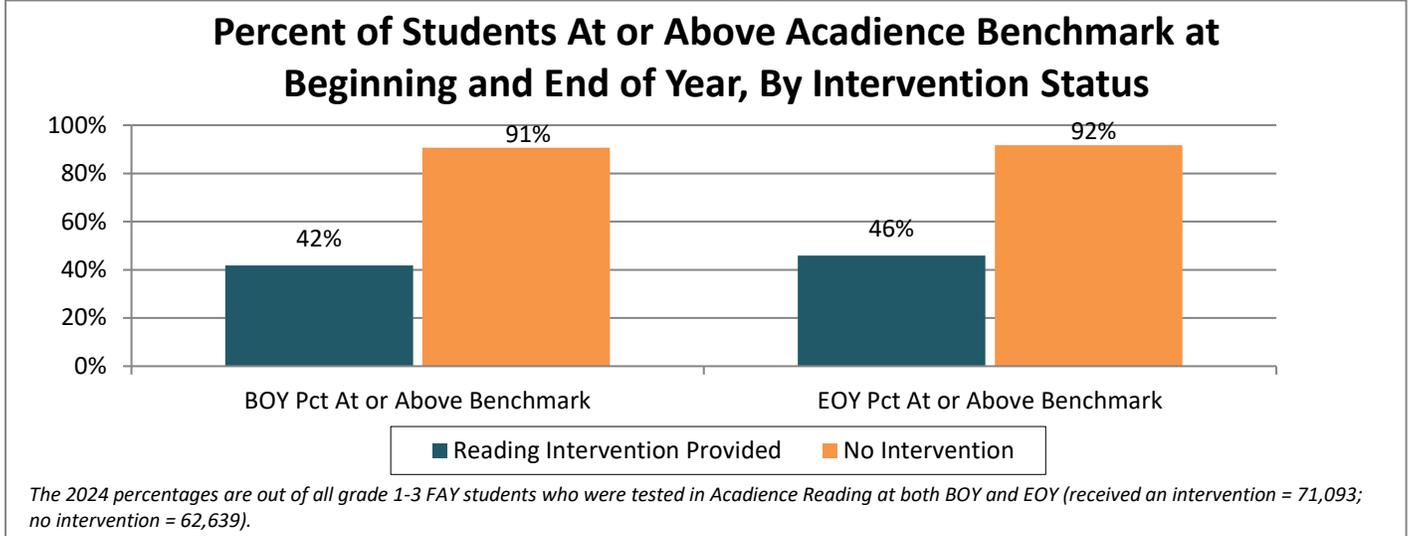


Exhibit 6 shows the changes in students’ reading benchmark status from the beginning to the end of SY 2024. Fifty-eight percent (58%) of first through third graders maintained at or above benchmark status throughout the year. Other students were below or well below benchmark at both the beginning and end of year (26%), 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, 18% had received an intervention during SY 2024.

Exhibit 7. Changes in Reading Benchmarks, From Beginning to End of Year, by the Type of Change, SY 2024.

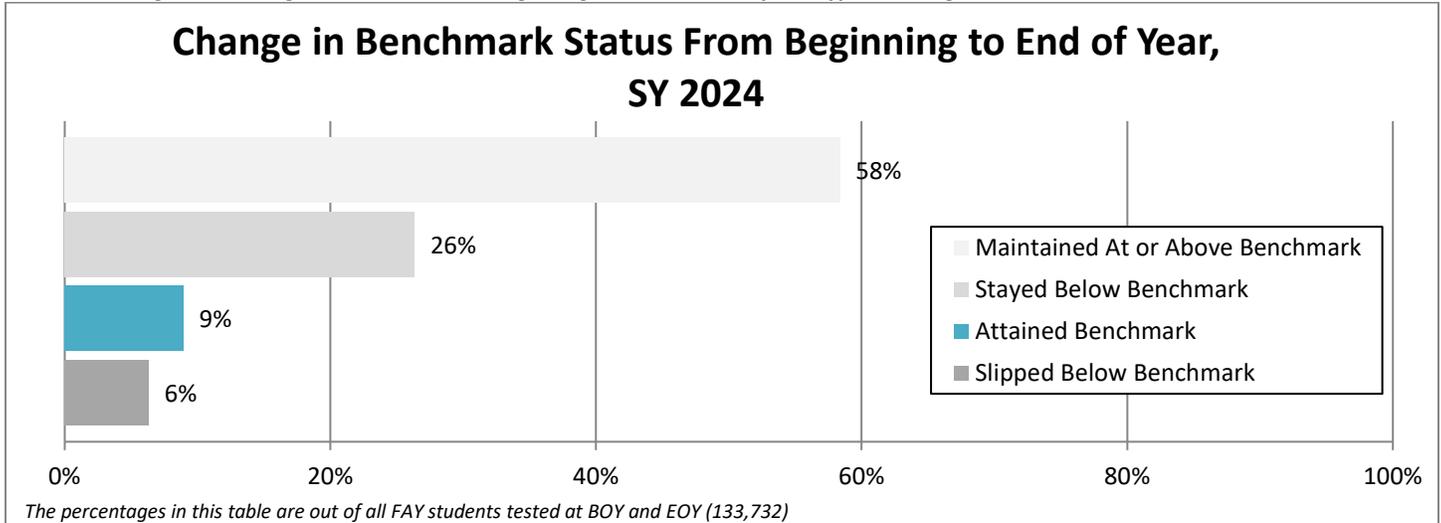
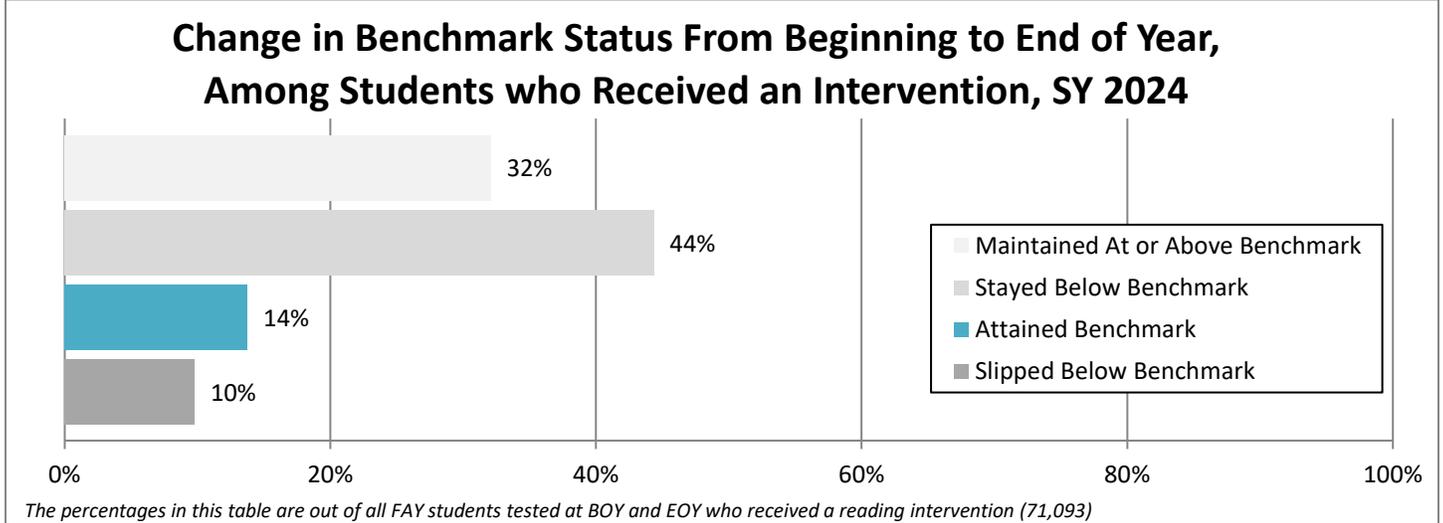


Exhibit 7 shows the changes in students’ reading benchmark status from the beginning to the end of SY 2024 among students who received a reading intervention. As compared with all students, a larger percentage of students who received an intervention stayed below benchmark status (44% as compared with 32% of all students). At the same time,

a lower percentage of students who received an intervention maintained at or above benchmark status (32% as compared with 58% of all students).

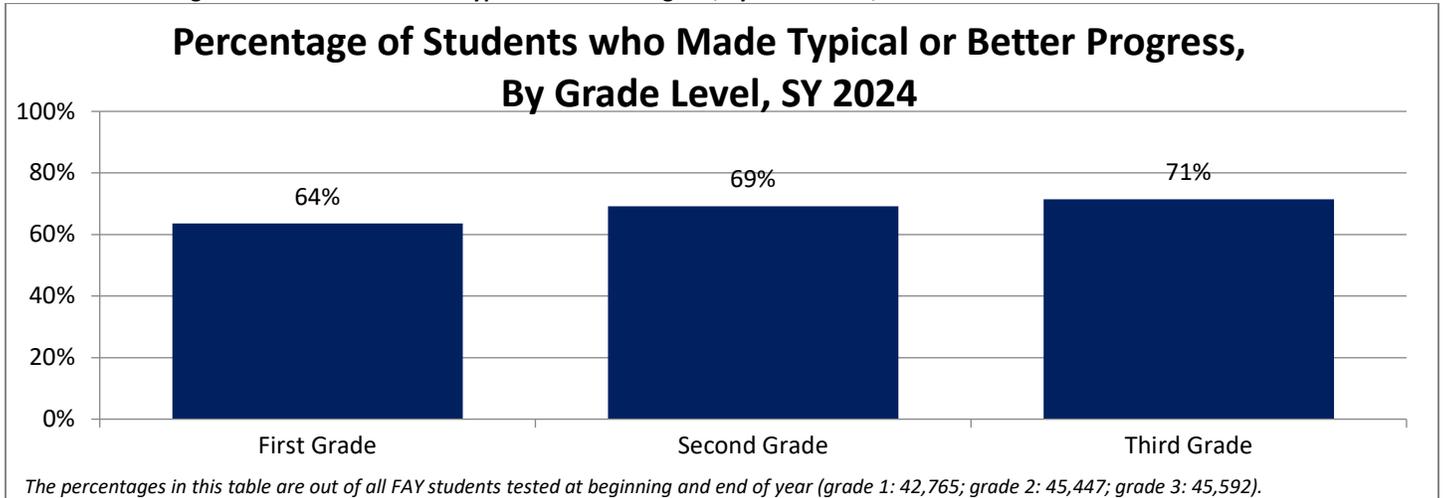
Exhibit 8. Changes in Reading Benchmarks, Students who Received Intervention, From Beginning to End of Year, by the Type of Change, SY 2024.



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 2024, 64% of first graders, 69% of second graders, and 71% of third graders made typical or better progress.

Exhibit 9. Percentages of Students who Made Typical of Better Progress, by Grade Level, SY 2024.



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 2024 end-of-year test administration. Kindergarten at both district and charter schools had the highest percentage of students who met reading benchmarks. 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 10. District Year End Acadience Reading Benchmark Percentages, by Grade Level, SY 2024

LEAName	Kindergarten	Grade 1	Grade 2	Grade 3
Alpine District	79.5%	70.6%	67.6%	72.0%
Beaver District	83.2%	79.6%	73.2%	77.7%
Box Elder District	88.3%	73.1%	74.6%	77.4%
Cache District	78.9%	73.9%	78.5%	81.0%
Canyons District	77.0%	61.3%	65.4%	73.9%
Carbon District	77.7%	65.4%	61.8%	59.5%
Daggett District	N≤10	N≤10	70-79%	70-79%
Davis District	82.4%	65.4%	70.6%	73.1%
Duchesne District	76.7%	57.0%	61.8%	67.7%
Emery District	72.7%	57.4%	59.3%	65.2%
Garfield District	75.4%	54.1%	72.1%	62.9%
Grand District	58.7%	46.8%	52.5%	60.4%
Granite District	71.3%	51.2%	57.5%	60.1%
Iron District	74.8%	65.5%	71.0%	66.9%
Jordan District	77.4%	62.6%	65.0%	71.5%
Juab District	78.4%	63.6%	61.0%	65.5%
Kane District	91.2%	73.7%	72.4%	79.8%
Logan City District	94.2%	73.4%	73.4%	71.7%
Millard District	83.3%	58.1%	61.9%	69.3%
Morgan District	88.8%	82.6%	78.9%	80.8%
Murray District	85.2%	60.4%	61.2%	72.8%
Nebo District	73.2%	62.3%	65.7%	69.8%
North Sanpete District	84.5%	71.7%	64.2%	75.9%
North Summit District	≥95%	52.9%	78.3%	82.4%
Ogden City District	71.9%	51.6%	50.7%	52.3%
Park City District	80.4%	77.3%	85.2%	84.0%
Piute District	≥80%	N≤10	40-49%	60-69%
Provo District	83.3%	69.4%	73.3%	77.5%
Rich District	≥90%	75.0%	70-79%	73.2%
Salt Lake District	69.9%	60.7%	60.9%	65.1%
San Juan District	76.6%	64.3%	59.2%	59.4%
Sevier District	82.7%	67.1%	71.7%	71.6%
South Sanpete District	76.9%	60.8%	67.8%	69.8%
South Summit District	86.5%	60.8%	76.7%	67.4%
Tintic District	40-49%	50-59%	70-79%	≥80%
Tooele District	75.5%	57.0%	56.2%	61.5%
Uintah District	78.3%	57.8%	63.5%	69.9%
Wasatch District	79.1%	66.5%	65.3%	71.5%
Washington District	91.3%	75.9%	73.1%	74.9%
Wayne District	70-79%	40-49%	70-79%	80-89%

Weber District	82.4%	57.7%	63.5%	66.4%
Districts Total	79.0%	64.1%	66.4%	70.3%

Exhibit 11. Charter Year End Acadience Reading Benchmark Percentages, by Grade Level, SY 2024

LEAName	Kindergarten	Grade 1	Grade 2	Grade 3
Advantage Arts Academy	65.3%	50.0%	48.9%	59.1%
American Leadership Academy	62.1%	58.1%	69.4%	71.0%
American Preparatory Academy	NULL	68.3%	82.3%	86.1%
Ascent Academies of Utah	67.9%	52.4%	56.2%	72.9%
Athenian eAcademy	35.6%	40-49%	50-59%	65.1%
Athlos Academy of Utah	68.4%	74.2%	50.0%	67.8%
Bear River Charter School	≥80%	50-59%	≥80%	≥80%
Beehive Science & Technology Academy	87.9%	54.1%	82.4%	73.8%
Bonneville Academy	70-79%	50-59%	60-69%	60-69%
Bridge Elementary School	84.4%	65.9%	52.4%	51.9%
C.S. Lewis Academy	80-89%	40-49%	50-59%	50-59%
Canyon Grove Academy	63.0%	58.5%	64.9%	83.6%
Canyon Rim Academy	75.9%	81.1%	92.2%	81.8%
Career Academy of Utah	N≤10	40-49%	N≤10	N≤10
Channing Hall	71.2%	70.0%	75.0%	85.7%
Davinci Academy	56.8%	58.9%	54.7%	67.3%
Dual Immersion Academy	10.4%	50.0%	68.9%	74.0%
Early Light Academy at Daybreak	67.4%	80.2%	66.7%	84.0%
Edith Bowen Laboratory School	78.0%	75.0%	81.3%	88.2%
Endeavor Hall	80-89%	63.0%	40-49%	50-59%
Entheos Academy	80.9%	52.6%	53.5%	78.6%
Esperanza School	85.1%	62.0%	44.2%	62.5%
Excelsior Academy	84.6%	61.6%	63.8%	73.9%
Franklin Discovery Academy	NULL	35.4%	66.7%	58.7%
Freedom Preparatory Academy	80.0%	69.5%	64.9%	73.8%
Gateway Preparatory Academy	55.6%	53.2%	62.5%	74.2%
George Washington Academy	81.1%	68.3%	74.6%	82.9%
Good Foundations Academy	89.5%	55.6%	56.5%	70.8%
Greenwood Charter School	60-69%	40-49%	40-49%	40-49%
Guadalupe School	50.0%	50-59%	30-39%	50-59%
Hawthorn Academy	68.3%	62.2%	69.0%	78.8%
Highmark Charter School	88.1%	72.3%	74.0%	68.0%
Ignite Entrepreneurship Academy	74.7%	45.8%	67.7%	63.2%
Jefferson Academy	88.5%	76.1%	84.0%	92.6%
John Hancock Charter School	73.6%	57.4%	58.5%	71.7%
Lakeview Academy	71.6%	69.1%	75.2%	75.7%
Leadership Learning Academy	61.0%	44.5%	59.8%	56.0%
Legacy Preparatory Academy	89.9%	75.7%	76.2%	85.9%
Lincoln Academy	84.9%	71.2%	90.5%	75.3%
Lumen Scholar Institute	60-69%	30-39%	30-39%	50-59%

Mana Academy Charter School	≥90%	80-89%	60-69%	60-69%
Maria Montessori Academy	57.4%	29.3%	50-59%	50-59%
Moab Charter School	50-59%	N≤10	N≤10	N≤10
Monticello Academy	74.1%	64.7%	72.9%	80.0%
Mountain Sunrise Academy	NULL	29.4%	55.9%	69.2%
Mountain View Montessori	60-69%	40-49%	40-49%	50-59%
Mountain West Montessori Academy	82.5%	65.9%	75.6%	72.0%
Mountainville Academy	93.9%	77.0%	90.1%	86.7%
Navigator Pointe Academy	69.0%	66.7%	75.5%	72.6%
Noah Webster Academy	88.6%	64.4%	52.8%	74.3%
North Davis Preparatory Academy	63.7%	52.6%	68.5%	71.7%
North Star Academy	87.0%	80.4%	93.8%	82.6%
Odyssey Charter School	86.4%	82.8%	88.5%	81.0%
Ogden Preparatory Academy	77.6%	58.1%	50.6%	50.0%
Open Classroom	60-69%	40-49%	50-59%	70-79%
Pacific Heritage Academy	≥80%	20-29%	40-49%	50-59%
Pinnacle Canyon Academy	60-69%	21-29%	40-49%	50-59%
Promontory School of Expeditionary Learning	NULL	45.8%	38.8%	68.6%
Providence Hall	83.6%	65.4%	74.3%	65.7%
Quest Academy	96.2%	69.2%	69.9%	71.3%
Ranches Academy	73.5%	71.4%	86.0%	79.6%
Reagan Academy	78.1%	74.0%	72.5%	78.0%
Renaissance Academy	66.7%	65.7%	66.7%	73.3%
Scholar Academy	75.4%	54.0%	54.8%	61.8%
Soldier Hollow Charter School	80-89%	80-89%	80-89%	70.7%
Spectrum Academy	50.0%	40.7%	46.4%	63.4%
Summit Academy	80.4%	65.4%	78.0%	74.6%
Syracuse Arts Academy	82.5%	64.3%	64.9%	74.9%
Terra Academy	53.2%	60.5%	60.4%	65.2%
The Center for Creativity Innovation and Discovery	70-79%	50-59%	60-69%	70-79%
Thomas Edison	85.5%	78.7%	82.6%	89.3%
Timpanogos Academy	63.9%	79.4%	64.9%	77.3%
Treeside Charter School	37.5%	71.4%	64.8%	66.7%
Utah Connections Academy	NULL	60-69%	50-59%	70-79%
Utah Virtual Academy	44.7%	48.1%	50.7%	56.9%
Valley Academy	60.6%	50.7%	47.0%	71.6%
Venture Academy	60-69%	65.0%	70.7%	75.0%
Vista School	71.9%	75.0%	70.7%	75.2%
Voyage Academy	80.5%	61.2%	69.6%	76.9%
Walden School of Liberal Arts	50-59%	30-39%	60-69%	50-59%
Wallace Stegner Academy	67.9%	68.2%	70.5%	65.2%
Wasatch Peak Academy	63.2%	68.6%	83.6%	79.2%
Wasatch Waldorf Charter School	NULL	22.2%	42.1%	41.2%
Weilenmann School of Discovery	88.4%	70.4%	56.1%	72.7%
Charters Total	73.5%	62.0%	66.9%	73.1%

Appendix A: Students Included in the Data Set

The data for this report includes Acadience Reading test data for 135,123 students who were enrolled in a school for the full SY 2024 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 dataset were nearly evenly split among first, second, and third graders. Exhibit 11 shows demographic characteristics of the students included in the dataset. Overall, 34% of first through third graders were from a low-income household, 29% identified as a minority race or ethnicity, 18% received special education services (SWD), 24% were chronically absent (missed more than 10% of the days they were enrolled), and 10% were Multilingual Learners.

Exhibit 12. Characteristics of the Grade 1-3 Student Body Included in the Report Data Set, School Year 2024

