

# K-3 Reading Improvement Program

Report of FY 2014



Prepared by the

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# K-3 Reading Improvement Program

*In Compliance with Intent Language of SB260 of the 2013 Legislative General Session*

<b>Minimum School Program Title:</b>	SB260 K-3 Reading Improvement Program
<b>USOE Section Reporting:</b>	Teaching and Learning
<b>FY14 Allocation:</b>	\$15,000,000.
<b>Authorization:</b>	53A-1-606.5, 53A-1-606.6, 53A-17a-150, 53A-17a-167

## Program Description

The Utah Legislation identifies reading as the gateway to knowledge and lifelong learning. With the ever increasing demands of this literacy gateway, the K-3 Reading Improvement Program focuses on the early development of literacy skills, with additional emphasis on the prevention of reading difficulties and early intervention for students at risk of not meeting grade-based reading competency standards. Resources available to aid students include early, targeted intervention, optional extended-day kindergarten, standards and assessments for testing and monitoring reading competency three times per year in grades 1-3, optional progress monitoring assessment, ongoing professional development, coaching, and the use of data to inform instruction.

### Testing and Monitoring

Beginning in 2013, LEAs were required to assess students' reading competency three (3) times a year (beginning, middle, and end of the school year) using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment. LEAs administered DIBELS and reported: 1) whether each student met reading competency standards at the time of the testing period and 2) whether the student had received reading interventions at any time during the school year.

### *Why DIBELS Benchmarks to Measure Student Reading Competency and Uniform Growth Goals?*

- DIBELS benchmark goals are criterion-referenced target scores that represent adequate reading progress. If a student achieves a DIBELS benchmark goal, then the odds are in favor of that student achieving later reading outcomes if he/she receives research-based curriculum instruction.
- Similarly, the correlation of third grade DIBELS Oral Reading Fluency with SAT reading comprehension performance were high ( $rS = .70 - .71$ ) In other words, third grade oral reading fluency predicts reading comprehension performance on the SAT and similar state developed reading comprehension measures (Roehrig, A. D., Yaacov, P., Nettles, S. Hudson, R., Torgesen, J., 2007).

## The Effect of Reading Interventions

Without targeted, data-driven reading intervention students who are not reading at grade level competency standards are unlikely to reach reading competency by the end of the school year. To be specific, a student not meeting the reading competency on the first benchmark assessment, and then receives reading intervention is more than 6 times as likely to reach reading competency on the final benchmark assessment than a student who receives no intervention.

- This claim was verified by a statistical analysis performed by USOE. Exhibit 1 briefly contrasts the probability of meeting reading competency whether or not a student receives an intervention.
- Other key “at-risk” factors were confirmed in the analysis to reduce the probability of meeting reading competency standards.
- Students also had higher probability of receiving an intervention than students without the same risk factors.

**Exhibit 1. Statistically Significant Factors for Predicting the Probability That a Student Will Meet Reading Standards**

Factor	Probability Ratio	Predicted Outcome
<b>A Student Who:</b> Did Not Meet Reading Competency Standards at the Time of his/her First Benchmark Assessment	Is: Less than one tenth (1/10)	<b>As Likely to be Reading Competent at Year-End as a Student Who:</b> Met Reading Competency Standards at the Time of his/her First Benchmark Assessment
<b>A Student Who:</b> Did Not Meet Reading Competency Standards at the Time of his/her First Benchmark Assessment, and <b>Received a Reading Intervention</b>	Is: More than 6.5 times	<b>As Likely to be Reading Competent at Year-End as a Student Who:</b> Did Not Meet Reading Competency Standards at the Time of his/her First Benchmark Assessment, and <b>Received a Reading Intervention</b>

## Third Grade Final Reading Competency Status (and Uniform Growth Goal)

Exhibit 2 shows the calendar of assessment usage measuring LEAs annual incremental uniform growth goals to attain 90 percent of third grade students reading at grade level competency by 2020.

**Exhibit 2. Calendar of Assessment Usage**

Calendar of assessment usage:		
Year	DIBELS	CRT to SAGE
2011-12	DIBELS Middle-of-Year data entered	CRT was used for the <b>goal</b>
2012-13	DIBELS <b>End-of-Year</b> used as <u>baseline</u>	CRT was used for the <b>goal</b>
2013-14	DIBELS End-of-Year <b>goal</b>	SAGE administered first year
2014-15	DIBELS EOY <b>goal</b>	SAGE <u>baseline</u> data collected
2015-16	DIBELS	SAGE <b>goal</b>

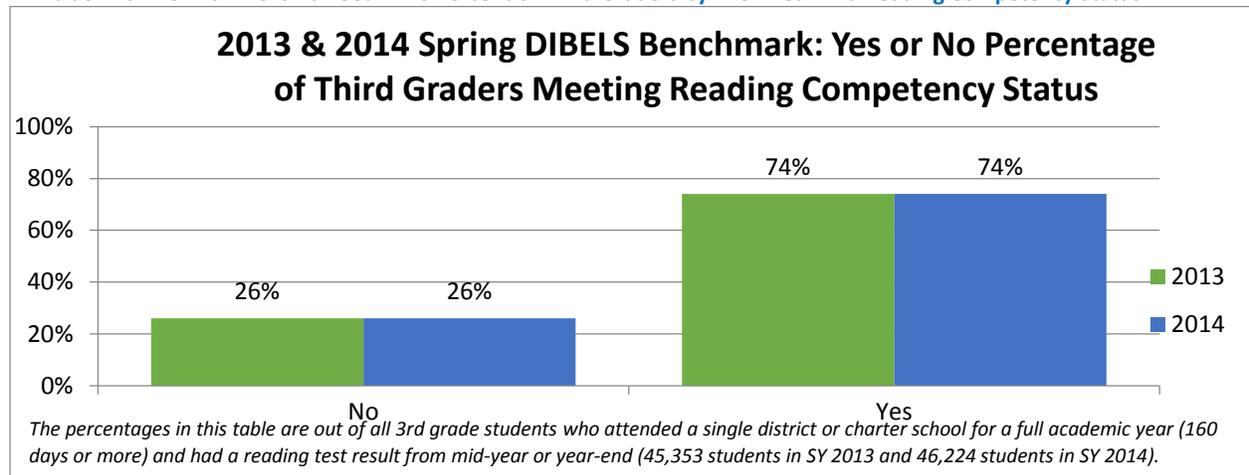
**Proposed goals:**  
90% of students at grade level by 2020.

Districts and charter schools that receive K-3 Reading Improvement Program funds set a uniform growth goal (UGG). These uniform growth goals are targeted, incremental increases that must be met each year in order to attain 90 percent reading competency among third graders by the year 2020.

- The calculation for UGG includes only students who are enrolled for the full academic year (160-day equivalent or greater) in the district.
- 95 percent participation is required.
- A student only assessed at the beginning of the year is treated as if he/she were untested.
  - Untested students are excluded from the calculation of the UGG percentage.
- The data set for the final reading competency status (UGG) calculation includes 46,224 third graders.

Exhibit 3 shows state-wide reading competency rates using the UGG calculation. 74 percent of third graders met reading competency standards at the time of their end-of-year DIBELS Benchmark. 2013 state-wide reading competency rates using the UGG calculation for third graders reflect a similar growth rate.

**Exhibit 3. 2014 Uniform Growth Goal: The Percent of Third Graders by Their Year-End Reading Competency Status**

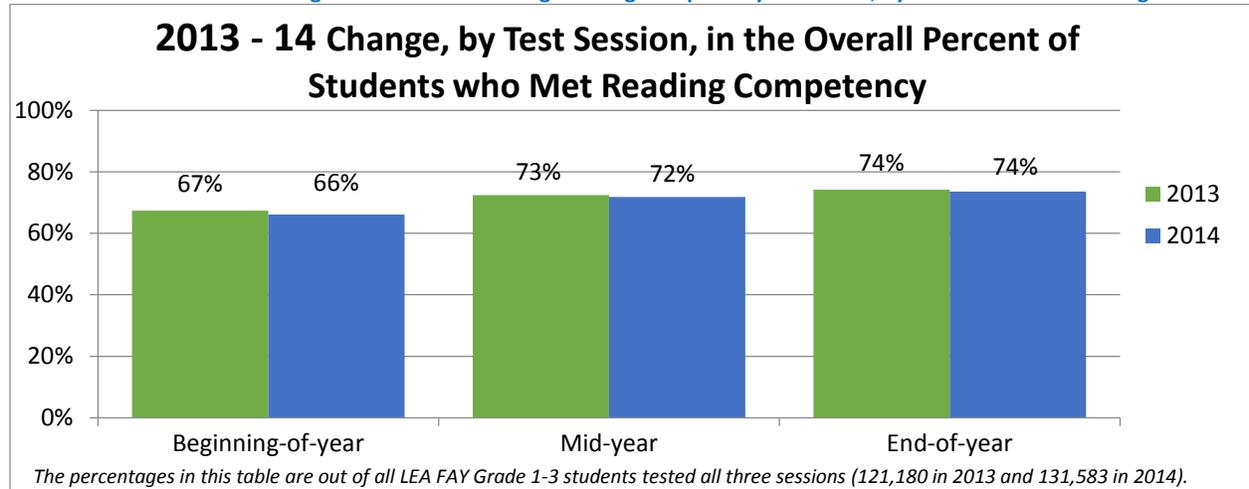


### Overall Reading Competency

Exhibit 4 reflects 2013-2014 reading competency results grades 1 – 3 for all three DIBELS benchmarks.

- 2013 students reading at grade level competency in grades 1 – 3 increased 6 percent from beginning-of-the-year benchmark to middle-of-the year and 1 percent from middle-of-the year benchmark to end-of-year.
- 2014 students reading at grade level competency in grades 1 – 3 increased 6 percent from beginning-of-the-year benchmark to middle-of-the year and 2 percent from middle-of-the year benchmark to end-of-year.

Exhibit 4. 2013- 2014 Percentages of Students Meeting Reading Competency Standards, by Grade Level and Testing Session

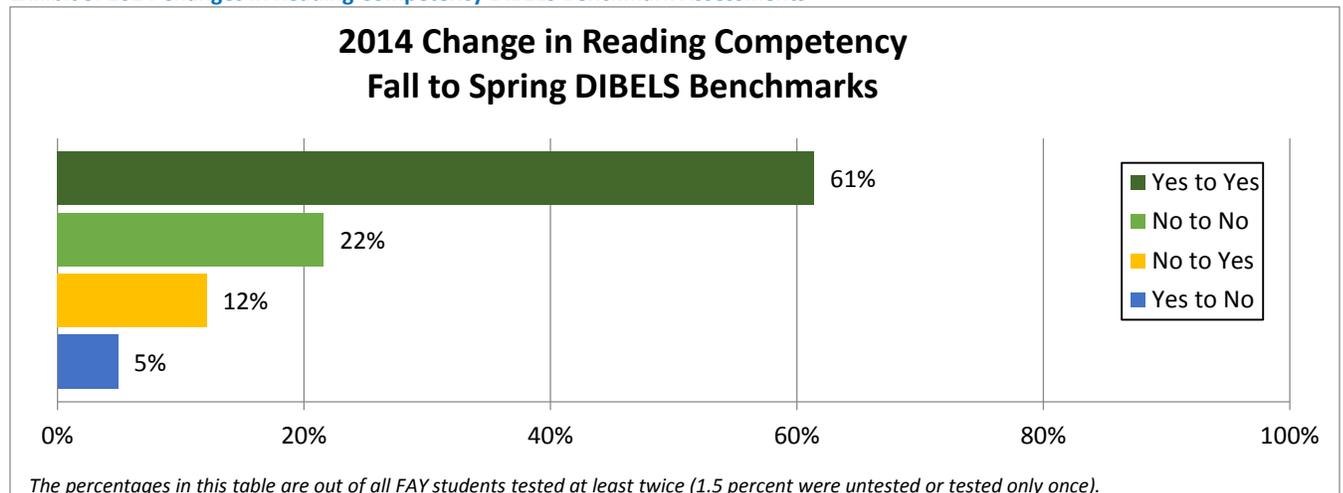


**Change in Reading Competency Results DIBELS Fall to Spring Benchmarks**

Exhibit 5 shows the changes in students’ reading competency throughout the 2014 school year.

- The percentage of students who maintained reading competency throughout the 2014 school year for their grade level was 61 percent.
- 12 percent of students increased their reading competency for their grade level. Worth noting, among the students who increased their competency, 70 percent received an intervention during the 2014 school year.
- 22 percent never reached reading competency, and 5 percent of students lost reading competency for their grade level.

Exhibit 5. 2014 Changes in Reading Competency DIBELS Benchmark Assessments

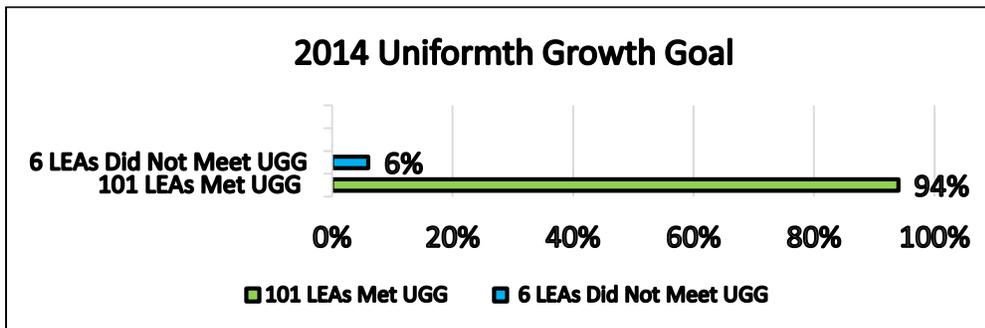


## 2013-2014 LEAs Progress Towards Meeting Their Uniform Growth Goal

Using the 2013 spring third grade DIBELS benchmark as a baseline, LEAs set their 2013-2014 uniform growth goal. Even further, all LEAs created data-driven student reading improvement plans (utilizing K-3 Reading Improvement funds) under the direction of local community councils.

Exhibit 6 reflects that K-3 Reading Improvement funds are positively impacting student reading competency and in turn, supporting the majority of LEAs in meeting their 2014 uniform growth goals: 94 percent, or 101 LEAs met their third grade uniform growth goals and 6 percent, or six LEAs did not meet their uniform growth goals.

Exhibit 6. 2014 LEAs that Met or Did Not Meet UGG



## 2014 LEAs Not Meeting Their Uniform Growth Goal

Exhibit 7 shows: LEA name, LEAs 2013 spring DIBELS benchmark baseline, LEA trajectory to attain 90 percent of third graders reading at grade level competency by 2020, annual incremental UGG increase, Upper bound 3<sup>rd</sup> graders (add 2 standard errors to the reading on grade level percent & 95 percent of the students would be below this score), UGG 2014 not met, and 2015 goal.

Exhibit 7. 2014 LEAs That Did Not Meet UGG

LEA	2013 Baseline	Trajectory	Annual Increment	Goal 2014	2014 UGG Upper bound	UGG Met 2014?	Goal 2015
ALPINE <sup>1</sup>	83	90% by 2020	1.0	84.0	68.7	No	85.0
CANYON GROVE ACADEMY	78	half-way to 100%	1.6	79.6	70.8	No	81.1
DAVINCI ACADEMY	68	half-way to 100%	2.3	70.3	49.9	No	72.6
DUAL IMMERSION ACADEMY	60.8	half-way to 100%	2.8	63.6	55.3	No	66.4
NEBO	82.7	90% by 2020	1.0	83.7	82.6	No	84.8
WEBER <sup>2</sup>	81	90% by 2020	1.3	82.3	80.6	No	83.6

<sup>1</sup> Alpine School District's 2014 UGG appeal and resolution is in process.

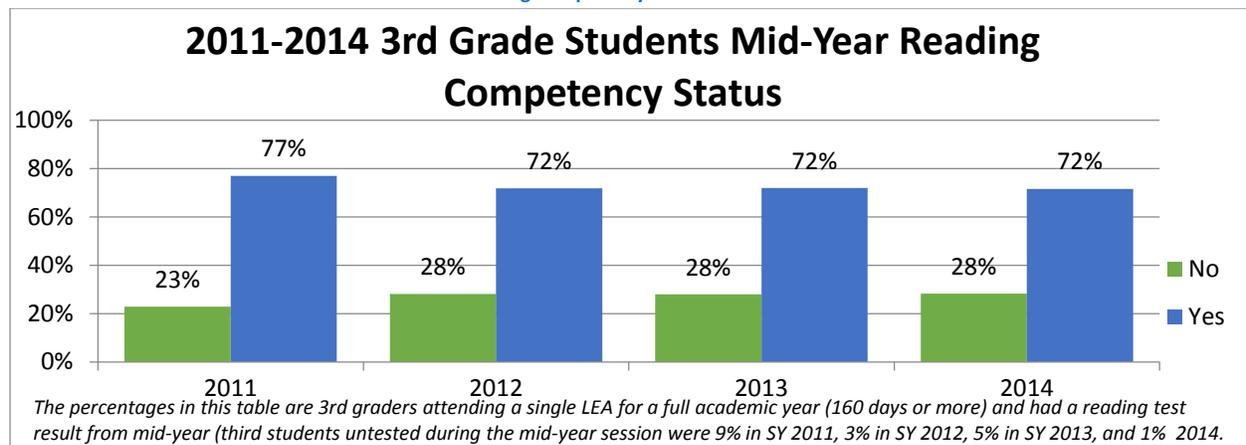
<sup>2</sup> Weber School District's 2014 UGG appeal and resolution is in process.

## Historical Reading Competency

### 2011 – 2014 Third Grade Mid-Year DIBELS Reading Competency Changes

2011 was the first year LEAs were required to submit mid-year third grade DIBELS benchmark scores. Exhibit 8 shows 2011 – 2014 third grade DIBELS mid-year reading competency percentages listing students who attended the full academic year that were meeting mid-year reading competency and not meeting mid-year reading competency.

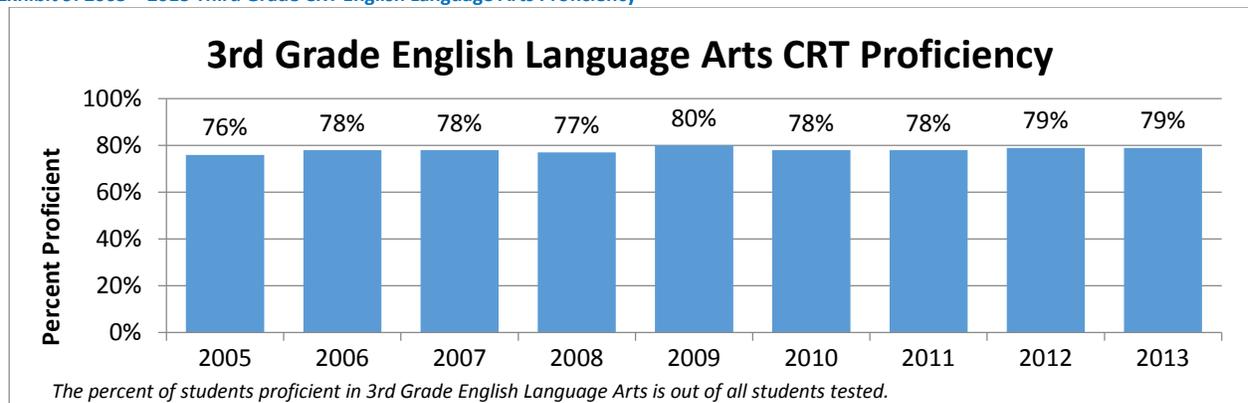
Exhibit 8. 2011- 2014 DIBELS Mid-Year Third Grade Reading Competency Status



### 2005 – 2013 Third Grade English Language Arts CRT Competency Changes

With financial support from the K-3 Reading Improvement Program, there was a statistically significant increase in the 3rd grade proficiency rate on the English Language Arts (ELA) Criterion-Referenced Tests (CRT) from 2005 – 2013.

Exhibit 9. 2005 – 2013 Third Grade CRT English Language Arts Proficiency



## Correlation: Third Grade Final Reading Competency Status and Results of SAGE

2013-14 marked the first year of Utah's SAGE summative assessment operational field test. The SAGE assessments begin in third grade. The results from this operational field test will be available late fall 2014, and will not be available for this reporting for this year. Going forward, it is anticipated that additional data will be needed to analyze whether the Third Grade SAGE ELA can be used as a measure for grade level reading competency. DIBELS continues to offer an ongoing benchmark measure for each grade level, K-3, and allows for ongoing formative information for teachers.

## Important Next Steps: Supporting LEAs in Attaining 90 Percent Reading Competency by 2020

USOE is committed to supporting all LEAs to reach their uniform growth goals and will coordinate with LEA leadership teams, and in particular those that did not make their UGG to provide:

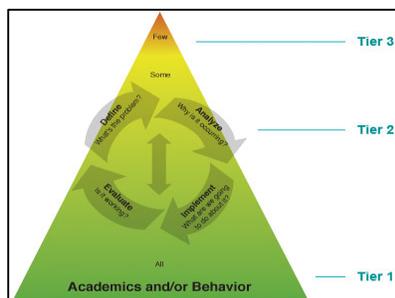
### Ongoing Professional Learning, Coaching, and Site Observations Focusing on:

- **Multi-Tiered System of Supports Framework (MTSS):** A comprehensive system of differentiated supports including research-based core instruction for all students and evidence-based interventions for students identified at risk for not meeting grade level reading competency.
  - Gathering accurate and reliable data
  - Correctly interpreting and validating data
  - Using data to make meaningful instructional changes for students
  - Establishing and managing increasingly intensive tiers of support
  - Evaluating the process at all tiers to ensure the system is working

**Data-Driven Problem Solving:** Leadership and teacher team participate in collaborative discussions around students identified at risk for not meeting grade level reading competency.

- Define the problem.
- Analyze why the problem is occurring.
- Identify and implement an action plan with specific targets monitored by data.
- Data-based evaluation of the action plan and necessary refinements.

### Academic and/or Behavior Problem Solving



### Data-Driven Problem Solving

