Utah State Board of Education

2017-18 Early Literacy Report

Contents

Background

- The K-3 Reading Improvement 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 Dynamic Indicators of Basic Early Literacy Skills (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

- **K-3 Reading Improvement 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 six 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 2017-2018 school year (SY 2018), the percentages of students who met grade-level based reading benchmarks were 59% of first graders, 73% of second graders, and 70% of third graders. By the end of SY 2018, the overall percentages of students who met grade-level based reading benchmarks were 66% of first graders, 72% of second graders, and 74% of third graders.

K-3 Reading Improvement Program

The K-3 Reading Improvement 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 Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment. DIBELS 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 (DIBELS Benchmarks), and meet adequate growth thresholds as compared with similarly performing students (DIBELS 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 a DIBELS 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 six 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.
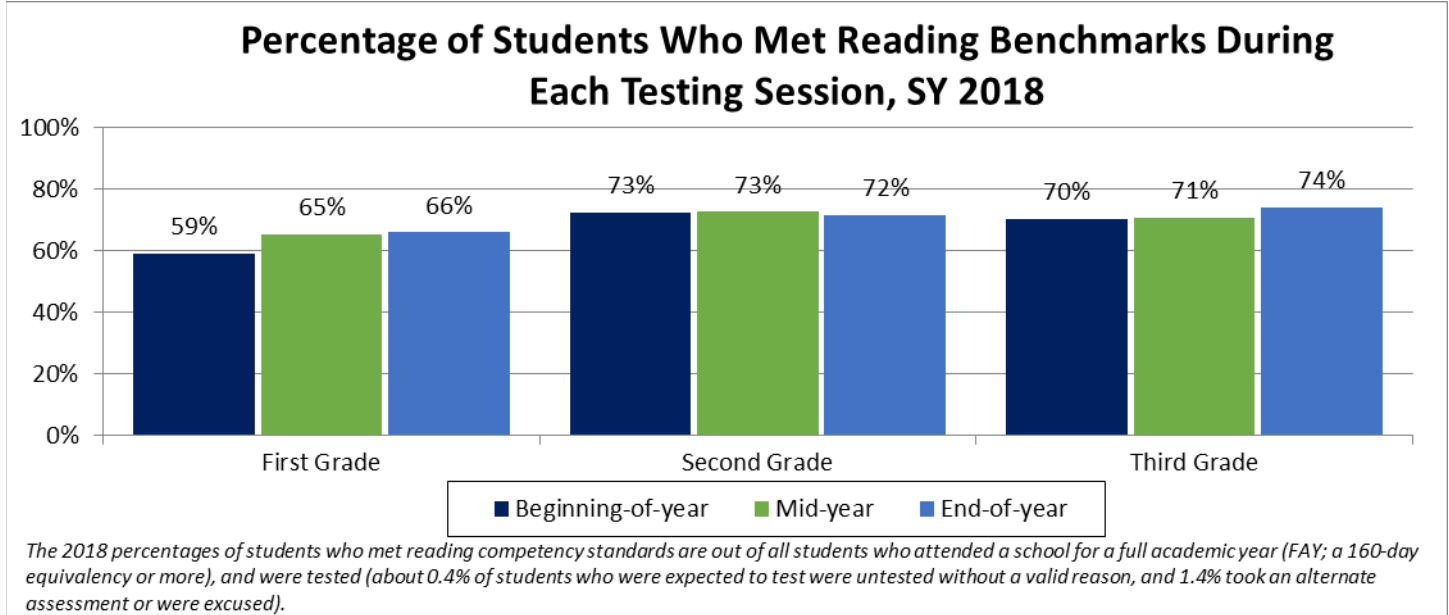
Factor	Likelihood	Predicted Outcome
A Student Who: Did not meet reading benchmarks at the beginning of year	Is: About one-third (1/3) as likely	To Meet Benchmark at Year-End as a Student Who: Met reading benchmarks at the beginning of year
A Student Who: Did not meet reading benchmarks at the beginning of year, *and received a reading intervention*	Is: About six (6) times as likely	To Meet Benchmarks at Year-End as a Student Who: Did not meet reading benchmarks at the beginning of year, *and did not receive a reading intervention*

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 59% among first graders, 73% among second graders, and 70% 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 66%), and by four percentage points among third graders (to 74%). The percentage of second graders who met reading benchmark decreased by one percentage point (to 72%) at end-of-year.

Exhibit 2. Percentages of Students Who Met Reading Benchmarks by Grade Level and Testing Session, School Year 2018.

The 2018 percentages of students who met reading competency standards are out of all students who attended a school for a full academic year (FAY; a 160-day equivalency or more), and were tested (about 0.4% of students who were expected to test were untested without a valid reason, and 1.4% took an alternate assessment or were excused).

Reading Benchmarks over Time

Exhibits 3 and 4 show year-end reading benchmark percentages for all first through third grade students and by student group for SY 2014 to SY 2018.

Exhibit 3. Overall Grade 1-3 Reading Benchmark Rates, SY 2014 through 2018.

The 2018 percentage in this table is out of 136,843 grade 1-3 students who attended a school for a full academic year and had an end of year assessment.
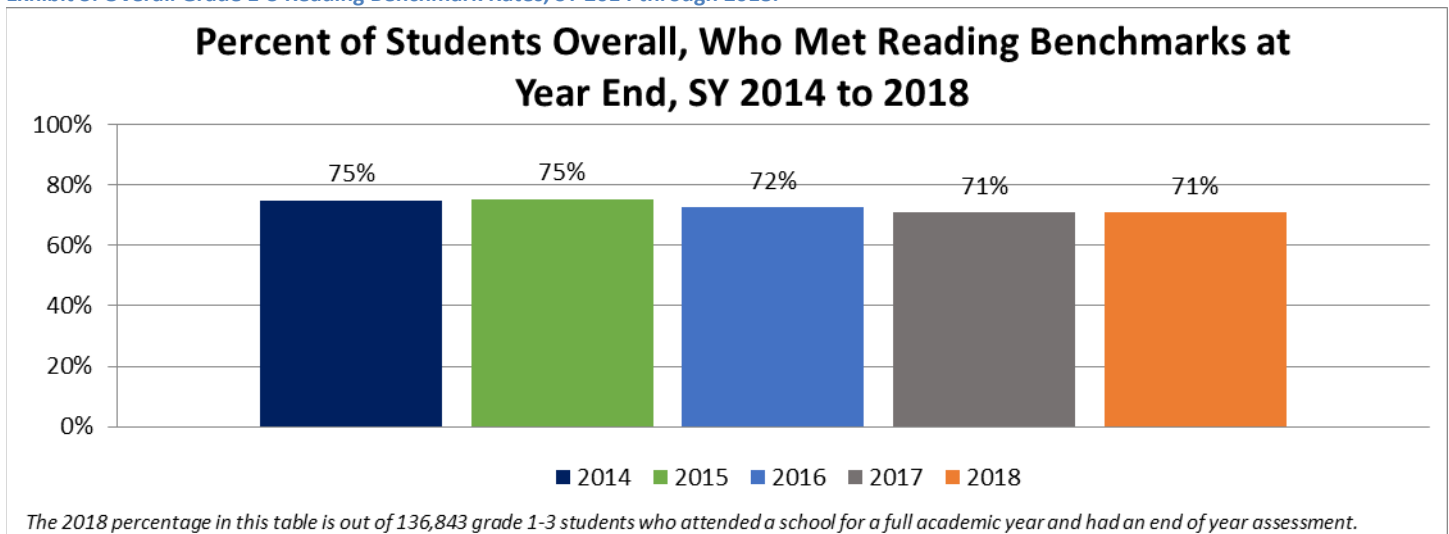
Compared with the grades 1-3 student population as a whole, lower percentages of students with risk factors (economically disadvantaged, SWD, English learners, and minority students) met reading benchmarks. In SY 2018 the largest gap was with SWD (only 40% of students with a disability met reading benchmarks, as compared with 71% of students overall). Only the English Learner student group saw an increase in the percentage of students who met reading benchmarks in SY 2018 as compared with SY 2017.

Exhibit 4. Reading Benchmark Rates by Student Characteristic, SY 2014 through 2018.

Percent of Students, by Characteristic, Who Met Reading Benchmarks at Year End, SY 2014 to 2018

The 2018 percentages in this table are out of all grades 1-3 students who attended a school for a full academic year (FAY; a 160-day equivalency or more), took the year-end DIBELS assessment, and who fall into the characteristic group in question. Some students may be in multiple groups (Economically Disadvantaged = 48,225; Minority = 34,040; Student With a Disability (SWD) = 18,922; English Learner = 14,886).
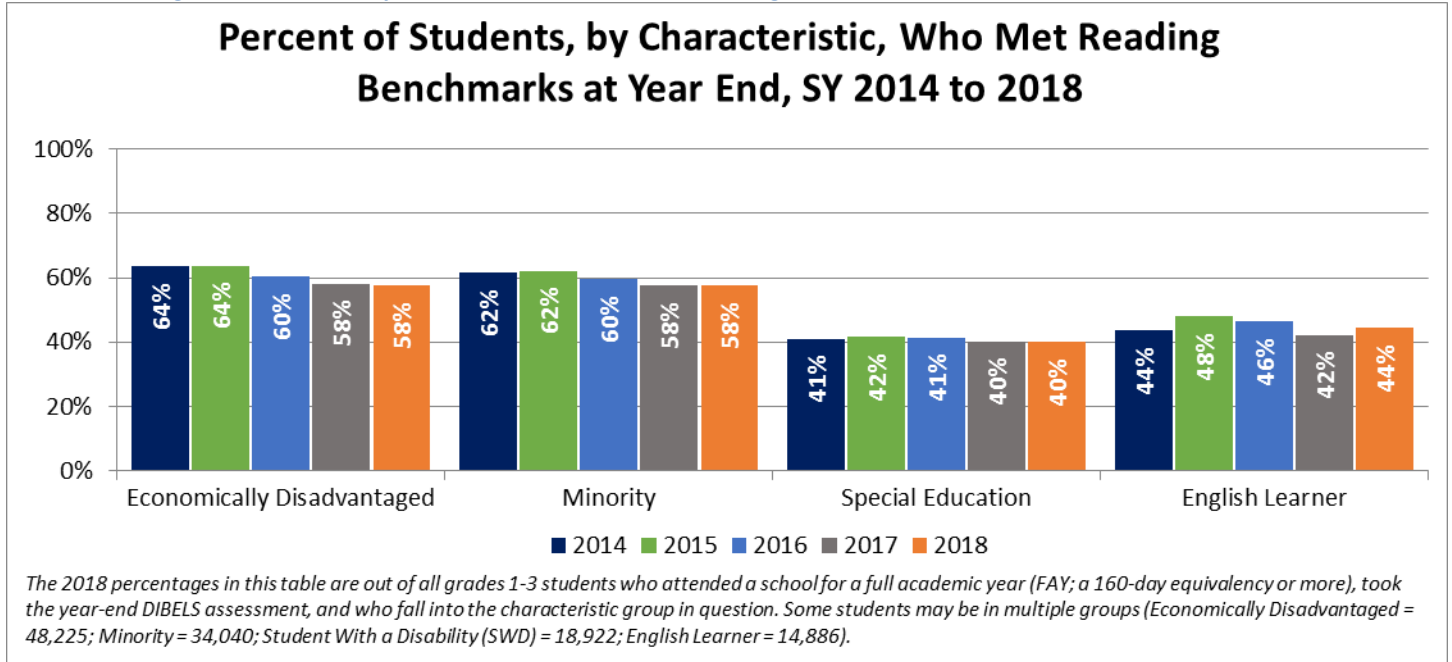
Exhibit 5 shows benchmark percentages for all first through third grade students who received a reading intervention and were tested in the beginning and end of SY 2018. There was a seven percentage point increase overall (from 33% to 40%), from beginning to end of year, in the percentage of students who met reading benchmarks.

Exhibit 5. Percentages of Students Who Received an Intervention by Reading Benchmark Status on Beginning and End of Year Test.

Percentage of Students Who Met Benchmark at Beginning and End of Year, SY 2014 to 2018

The 2018 percentages are out of all grade 1-3 FAY students who were tested in reading at BOY and EOY and received an intervention (2018: 56,374 students)
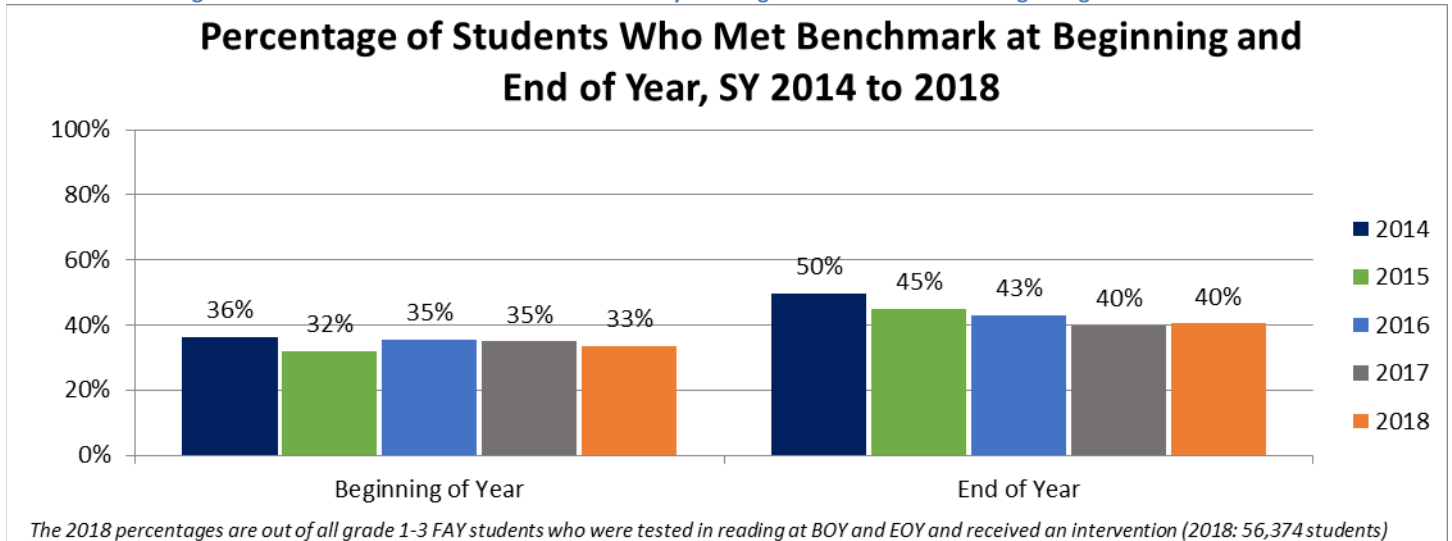
Exhibit 6 shows the changes in students' reading benchmark status from the beginning to the end of SY 2018. Twenty-three percent of first through third graders were below or well below benchmark at beginning and end of year. Other students maintained above benchmark status throughout the year (61%), attained benchmark (after starting the year below benchmark - 9%), or slipped below benchmark (6%). Among the 9% of students who attained benchmark, 78% had received an intervention during SY 2018.

Exhibit 6. Changes in Reading Benchmarks, From Beginning to End of Year, by the Type of Change, SY 2018.
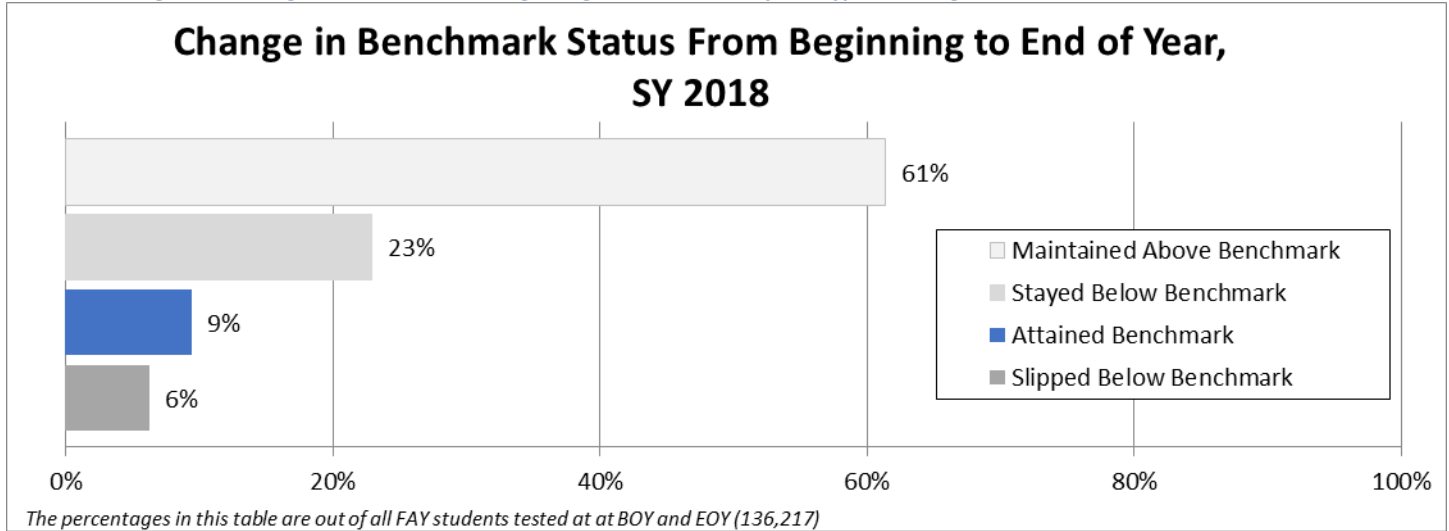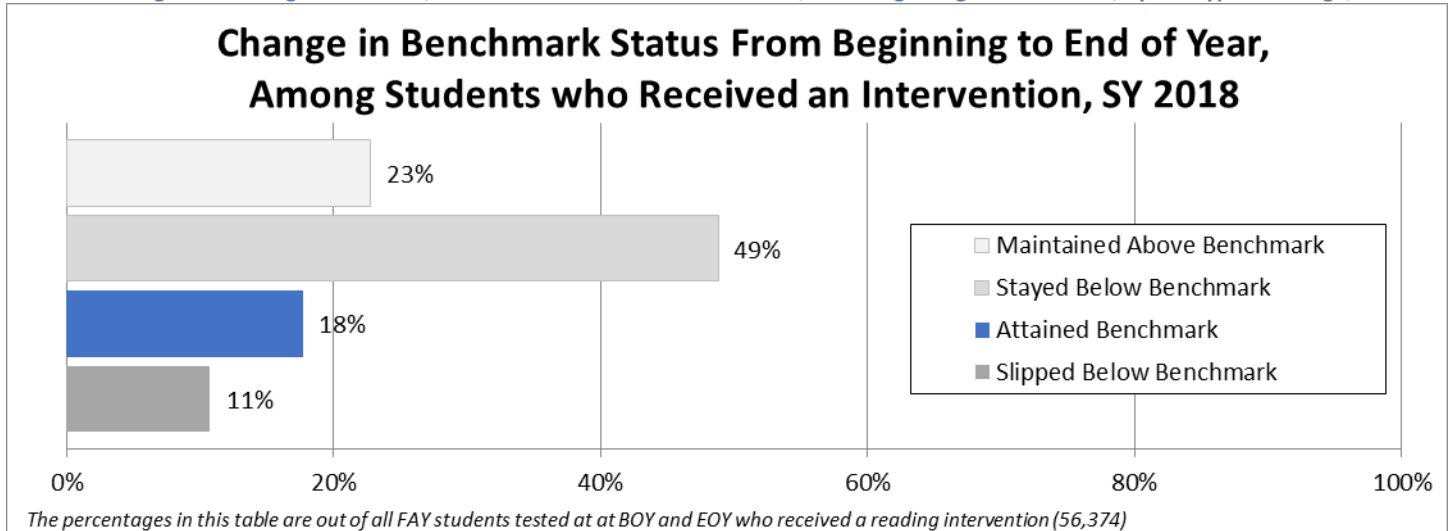

Change in Benchmark Status From Beginning to End of Year, SY 2018

- Maintained Above Benchmark — 61%
- Stayed Below Benchmark — 23%
- Attained Benchmark — 9%
- Slipped Below Benchmark — 6%

The percentages in this table are out of all FAY students tested at at BOY and EOY (136,217)

Exhibit 7 shows the changes in students' reading benchmark status from the beginning to the end of SY 2018 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 nearly half of these students (49%) 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 2018.

Change in Benchmark Status From Beginning to End of Year, Among Students who Received an Intervention, SY 2018

- Maintained Above Benchmark — 23%
- Stayed Below Benchmark — 49%
- Attained Benchmark — 18%
- Slipped Below Benchmark — 11%

The percentages in this table are out of all FAY students tested at at BOY and EOY who received a reading intervention (56,374)

Pathways of Progress

The DIBELS 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 2018 66% of first graders, 68% of second graders, and 72% of third graders made typical or better progress. Overall, 68.5% of first through third graders made typical or better progress in SY 2018.

Exhibit 8. Percentages of Students who Made Typical of Better Progress, by Grade Level, SY 2018.

The percentages in this table are out of all FAY students tested at beginning and end of year (grade 1: 44,735; grade 2: 45,307; grade 3: 46,362).
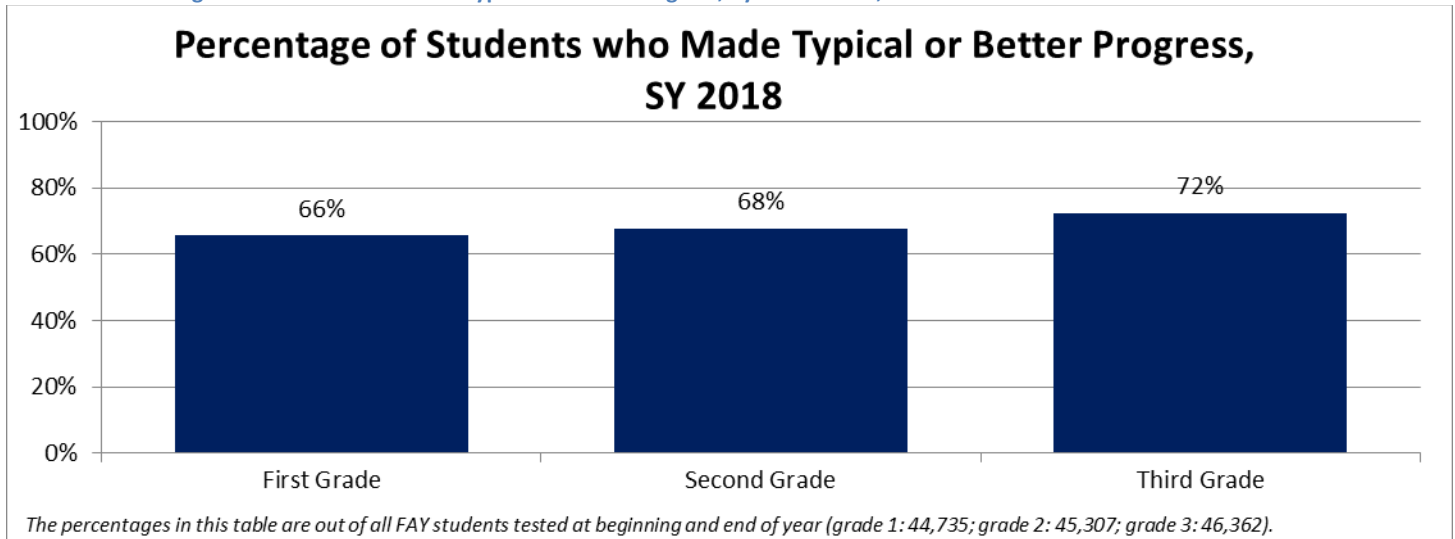
Reading Benchmark and Pathway Percentages by LEA

Exhibits 9 and 10 show the percentages of FAY students in each LEA, overall and by grade, who met reading benchmarks during the SY 2018 end-of-year test administration. Among first through third grade students who were expected to have a DIBELS test there was over a 99% participation rate overall in both district and charter schools. A slightly higher percentage of first through third grade students in district schools (71.1%) were at or above benchmark at year end than students in charter schools (69.1%) in SY 2018. Additionally, a higher percentage of first through third grade students in district schools (68.9%) made typical or better progress compared with students in charter schools (65.7%) in SY 2018.

Exhibit 9. Year End Reading Benchmark and Pathways of Progress Results by District, Grades 1-3 Overall, SY 2018

LEA Name	Grades	Untested	At or Above Benchmark	Typical or Better Progress
Alpine District	1 to 3	≤1%	76.6%	70.8%
Beaver District	1 to 3	≤1%	75.7%	80.1%
Box Elder District	1 to 3	≤1%	74.6%	72.8%
Cache District	1 to 3	≤1%	83.1%	77.5%
Canyons District	1 to 3	≤1%	73.2%	65.4%
Carbon District	1 to 3	≤1%	61.3%	62.3%
Daggett District	1 to 3	≤1%	70-79%	70-79%
Davis District	1 to 3	≤1%	75.1%	71.9%
Duchesne District	1 to 3	≤1%	72.6%	74.2%
Emery District	1 to 3	≤1%	64.4%	78.4%

LEA Name	Grades	Untested	At or Above Benchmark	Typical or Better Progress
Garfield District	1 to 3	1.1%	77.5%	86.3%
Grand District	1 to 3	≤1%	67.4%	66.5%
Granite District	1 to 3	≤1%	59.0%	64.7%
Iron District	1 to 3	≤1%	71.7%	71.1%
Jordan District	1 to 3	≤1%	71.7%	67.3%
Juab District	1 to 3	≤1%	63.8%	66.2%
Kane District	1 to 3	≤1%	80.0%	74.5%
Logan City District	1 to 3	≤1%	70.6%	71.4%
Millard District	1 to 3	≤1%	71.3%	75.5%
Morgan District	1 to 3	1.4%	75.7%	71.4%
Murray District	1 to 3	≤1%	74.6%	70.3%
Nebo District	1 to 3	≤1%	69.1%	69.0%
North Sanpete District	1 to 3	≤1%	71.9%	78.4%
North Summit District	1 to 3	≤1%	72.8%	63.1%
Ogden City District	1 to 3	2.4%	53.8%	52.2%
Park City District	1 to 3	2.0%	68.7%	64.8%
Piute District	1 to 3	≤1%	65.0%	75.0%
Provo District	1 to 3	≤1%	73.2%	73.2%
Rich District	1 to 3	≤1%	81.0%	91.4%
Salt Lake District	1 to 3	≤1%	67.0%	57.4%
San Juan District	1 to 3	≤1%	59.0%	67.5%
Sevier District	1 to 3	≤1%	76.0%	79.3%
South Sanpete District	1 to 3	≤1%	76.7%	82.2%
South Summit District	1 to 3	≤1%	74.7%	81.6%
Tintic District	1 to 3	≤1%	81.8%	88.6%
Tooele District	1 to 3	≤1%	64.6%	71.4%
Uintah District	1 to 3	≤1%	72.5%	73.8%
Wasatch District	1 to 3	1.5%	65.5%	67.9%
Washington District	1 to 3	≤1%	73.3%	69.5%
Wayne District	1 to 3	1.2%	70.7%	63.4%
Weber District	1 to 3	≤1%	72.9%	67.9%
Districts Total	**1 to 3**	**0.5%**	**71.1%**	**68.9%**

Exhibit 10. Year End Reading Benchmark and Pathways of Progress Results by Charter Agency, Grades 1-3 Overall, SY 2018

LEA Name	Grades	Untested	At or Above Benchmark	Typical or Better Progress
American International School of Utah	1 to 3	≤1%	45.6%	40.4%
American Leadership Academy	1 to 3	1.1%	66.0%	57.0%
American Preparatory Academy	1 to 3	≤1%	76.3%	50.2%
Ascent Academies of Utah	1 to 3	≤1%	73.1%	72.5%
Athenian eAcademy	1 to 3	≤1%	38.5%	40.6%
Athlos Academy of Utah	1 to 3	≤1%	65.6%	68.3%
Bear River Charter School	1 to 3	≤1%	71.4%	79.2%
Bonneville Academy	1 to 3	≤1%	62.5%	60.0%

LEA Name	Grades	Untested	At or Above Benchmark	Typical or Better Progress
C.S. Lewis Academy	1 to 3	≤1%	51.1%	57.4%
Canyon Grove Academy	1 to 3	≤1%	61.7%	55.9%
Canyon Rim Academy	1 to 3	≤1%	92.4%	82.2%
Channing Hall	1 to 3	≤1%	80.2%	70.7%
Davinci Academy	1 to 3	≤1%	60.8%	70.7%
Dixie Montessori Academy	1 to 3	≤1%	61.4%	69.4%
Dual Immersion Academy	1 to 3	≤1%	58.8%	70.8%
Early Light Academy at Daybreak	1 to 3	≤1%	77.7%	71.5%
Edith Bowen Laboratory School	1 to 3	≤1%	71.7%	74.5%
Endeavor Hall	1 to 3	≤1%	52.8%	58.5%
Entheos Academy	1 to 3	≤1%	52.6%	56.1%
Esperanza School	1 to 3	≤1%	50.6%	50.8%
Excelsior Academy	1 to 3	1.4%	73.2%	65.1%
Franklin Discovery Academy	1 to 3	≤1%	54.2%	49.5%
Freedom Preparatory Academy	1 to 3	≤1%	74.4%	71.8%
Gateway Preparatory Academy	1 to 3	≤1%	54.8%	70.1%
George Washington Academy	1 to 3	≤1%	89.5%	80.4%
Good Foundations Academy	1 to 3	≤1%	62.0%	60.5%
Greenwood Charter School	1 to 3	≤1%	61.4%	60.6%
Guadalupe School	1 to 3	≤1%	68.6%	70.5%
Hawthorn Academy	1 to 3	≤1%	65.3%	62.4%
Highmark Charter School	1 to 3	≤1%	86.2%	72.5%
Jefferson Academy	1 to 3	≤1%	85.5%	82.0%
John Hancock Charter School	1 to 3	≤1%	83.8%	70.1%
Lakeview Academy	1 to 3	≤1%	74.0%	72.2%
Leadership Learning Academy	1 to 3	≤1%	49.9%	39.3%
Legacy Preparatory Academy	1 to 3	≤1%	78.0%	69.7%
Lincoln Academy	1 to 3	≤1%	87.4%	86.3%
Lumen Scholar Institute	1 to 3	≤1%	43.2%	49.3%
Mana Academy Charter School	1 to 3	≤1%	59.1%	62.0%
Maria Montessori Academy	1 to 3	≤1%	54.2%	55.4%
Moab Charter School	1 to 3	≤1%	51.2%	74.4%
Monticello Academy	1 to 3	≤1%	82.0%	86.2%
Mountain West Montessori Academy	1 to 3	≤1%	76.0%	64.4%
Mountainville Academy	1 to 3	≤1%	86.1%	85.6%
Navigator Pointe Academy	1 to 3	≤1%	76.4%	56.9%
Noah Webster Academy	1 to 3	≤1%	71.6%	83.0%
North Davis Preparatory Academy	1 to 3	≤1%	65.1%	56.3%
North Star Academy	1 to 3	≤1%	93.3%	81.2%
Odyssey Charter School	1 to 3	≤1%	75.0%	68.4%
Ogden Preparatory Academy	1 to 3	≤1%	65.2%	63.3%
Open Classroom	1 to 3	≤1%	56.8%	56.8%
Pacific Heritage Academy	1 to 3	≤1%	43.5%	54.0%
Pinnacle Canyon Academy	1 to 3	≤1%	55.4%	63.9%

LEA Name	Grades	Untested	At or Above Benchmark	Typical or Better Progress
Promontory School of Expeditionary Learning	1 to 3	≤1%	72.8%	79.5%
Providence Hall	1 to 3	≤1%	66.7%	70.9%
Quest Academy	1 to 3	≤1%	64.0%	66.2%
Ranches Academy	1 to 3	≤1%	78.6%	80.4%
Reagan Academy	1 to 3	≤1%	83.7%	80.2%
Renaissance Academy	1 to 3	≤1%	76.7%	69.4%
Scholar Academy	1 to 3	≤1%	71.8%	62.7%
Soldier Hollow Charter School	1 to 3	≤1%	85.2%	80.6%
Spectrum Academy	1 to 3	≤1%	53.6%	80.4%
Summit Academy	1 to 3	≤1%	68.1%	62.7%
Syracuse Arts Academy	1 to 3	≤1%	79.9%	70.6%
Terra Academy	1 to 3	≤1%	51.8%	66.0%
The Center for Creativity, Innovation and Discovery	1 to 3	≤1%	61.0%	56.1%
Thomas Edison	1 to 3	≤1%	73.4%	69.7%
Timpanogos Academy	1 to 3	≤1%	77.3%	78.8%
Treeside Charter School	1 to 3	≤1%	53.6%	47.3%
Utah Connections Academy	1 to 3	4.9%	63.8%	62.8%
Utah Virtual Academy	1 to 3	≤1%	61.5%	56.5%
Valley Academy	1 to 3	≤1%	60.0%	65.0%
Venture Academy	1 to 3	≤1%	75.0%	69.1%
Vista at Entrada School of Performing Arts and Technology	1 to 3	≤1%	68.4%	59.8%
Voyage Academy	1 to 3	≤1%	72.6%	73.1%
Walden School of Liberal Arts	1 to 3	≤1%	65.9%	64.8%
Wallace Stegner Academy	1 to 3	≤1%	60.6%	60.6%
Wasatch Peak Academy	1 to 3	≤1%	76.7%	73.3%
Wasatch Waldorf Charter School	1 to 3	≤1%	35.4%	53.6%
Weilenmann School of Discovery	1 to 3	≤1%	73.3%	74.3%
Charters Total	**1 to 3**	**0.1%**	**69.1%**	**65.7%**

Appendix A: Students Included in the Data Set

The data for this report includes DIBELS test data for 142,760 students who were enrolled in a school for the full academic year (FAY; the equivalent of 160 days or more). Among these students, 137,872 had at least one DIBELS 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, 35% of first through third graders were from a low-income household, 25% identified as a minority race or ethnicity, 15% received special education services (SWD), 12% 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 2018

Characteristics of the Grade 1-3 Student Body, SY 2018

The percentages in this table are out of all students who were FAY in a school, and were tested at least once with DIBELS in SY 2018 (142,760 students).