



2025-2026 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.

Key Findings

- **End-of-year benchmark rates improved most in kindergarten and remained steady in grades 1–3.** Kindergarten students increased from 54% meeting benchmark at the beginning of the year to 79% at the end of the year, while grades 1–3 ended the year between 66% and 71% meeting benchmark (See Exhibit 1).
- **Third-grade benchmark performance has remained relatively stable over time.** Among third graders, the percent meeting benchmark stayed between 70% and 71% from SY 2022 through SY 2026, with 71% meeting benchmark in SY 2026 (See Exhibit 2).
- **Student groups with risk factors continued to meet reading benchmarks at lower rates than students overall.** In SY 2026, Multilingual Learners had the largest gap, with 35% meeting benchmark compared with 71% of students overall (See Exhibit 3).

Early Literacy Program

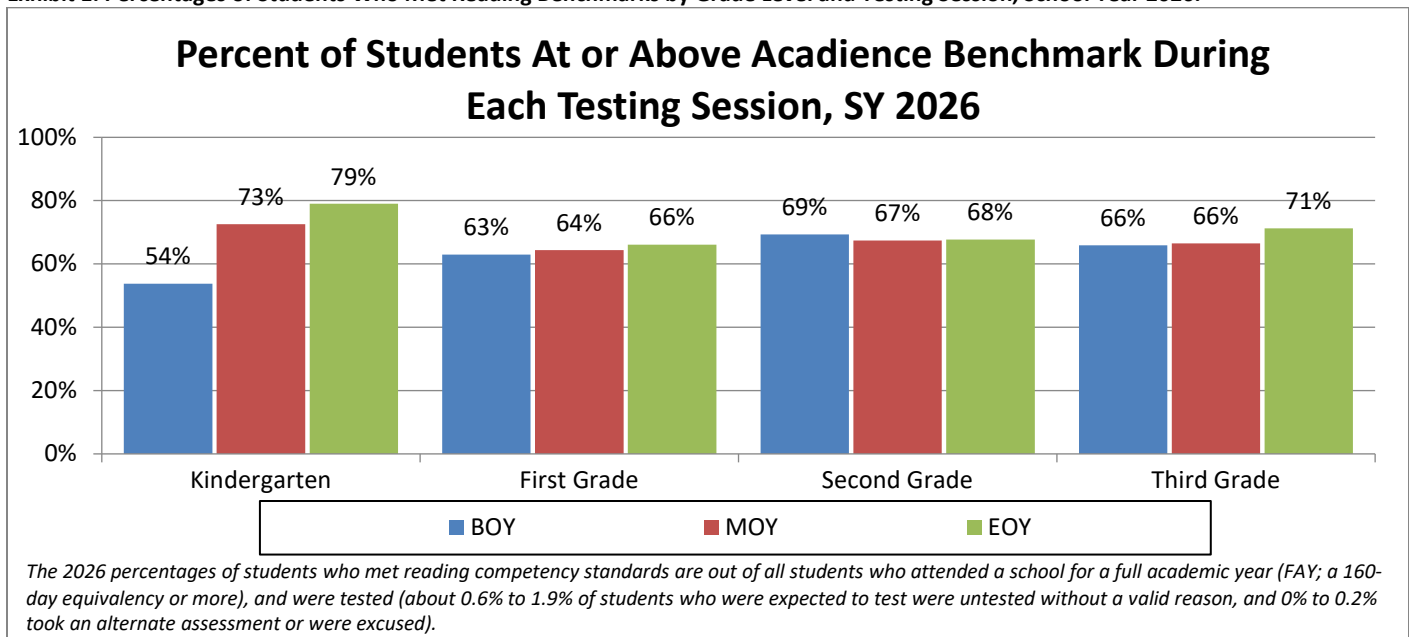
The Early Literacy Program focuses on the development of early literacy skills in all students, with additional emphasis placed on intervention for “at-risk” students. Resources available to aid these students include interventions and supports for students in grades kindergarten through third grade, the use of diagnostic assessments to identify specific learning needs, standards and assessments for testing and monitoring reading benchmark status three times per year in grades K-3, progress monitoring to track student growth and achievement between benchmark periods, 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 1 shows reading benchmark results by grade level (grades K-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 54% among kindergarteners, 63% among first graders, 69% 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 25 percentage points among kindergarteners (to 79%), 3 percentage points among first graders (to 66%), and 5 percentage points among third graders (to 71%), while the percentage decreased by 1 percentage point among second graders (to 68%).

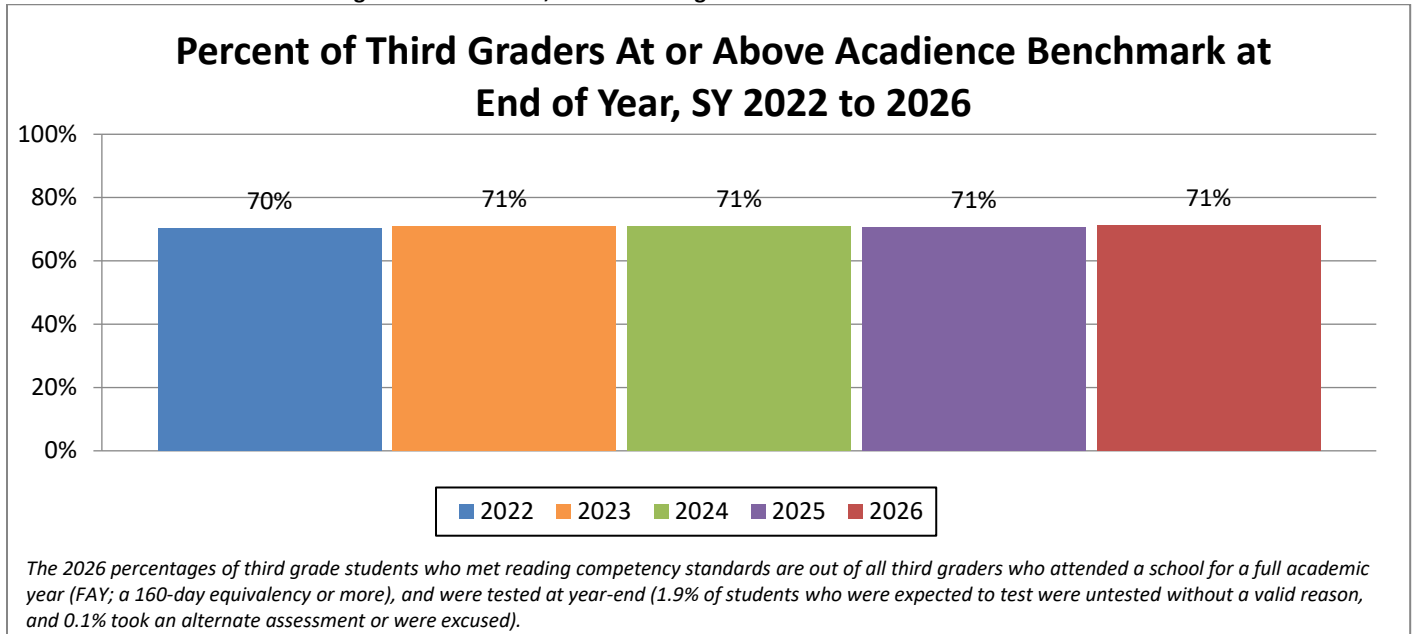
Exhibit 1. Percentages of Students Who Met Reading Benchmarks by Grade Level and Testing Session, School Year 2026.



Reading Benchmarks over Time

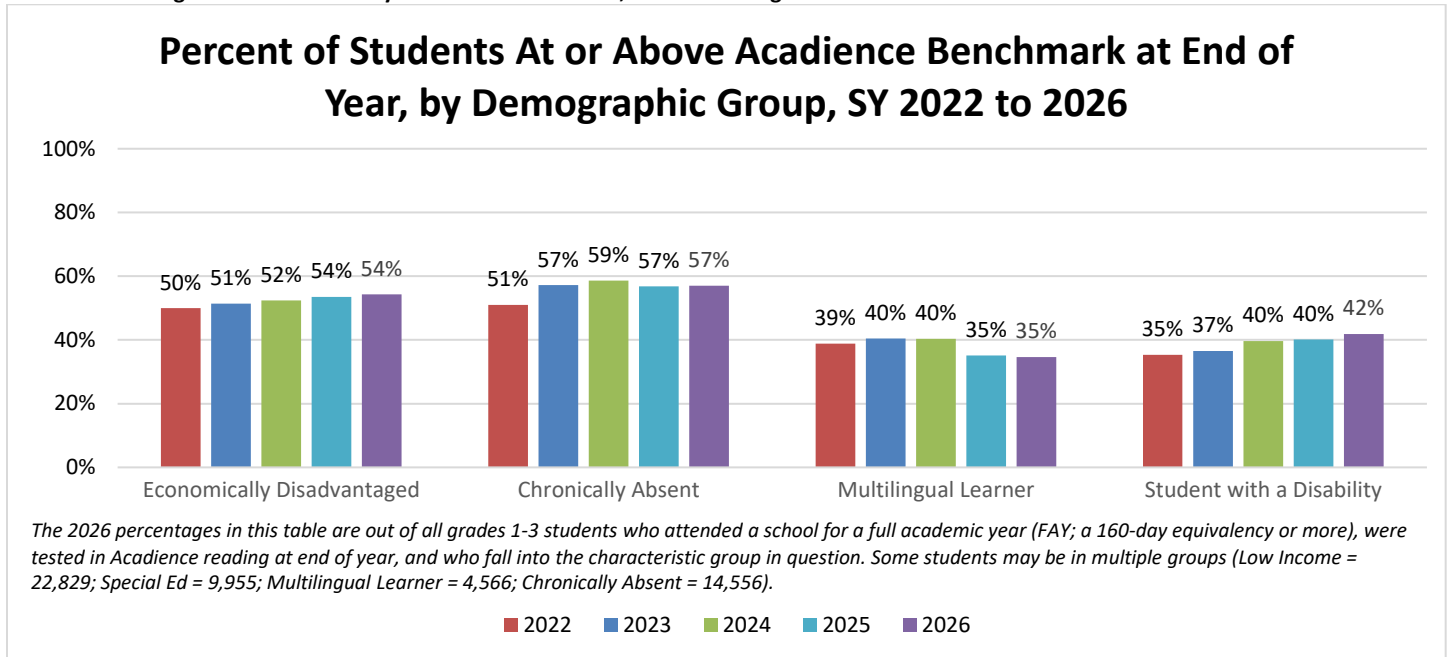
Exhibits 2, 3, and 4 show year-end reading benchmark percentages for third grade students and by student group. Among third graders, the percent meeting benchmark remained relatively stable between 70% and 71% from SY 2022 through SY 2026. The percentage was 71% in SY 2026.

Exhibit 2. Overall Grade 1-3 Reading Benchmark Rates, SY 2022 through 2026.



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 2026, the largest gap was with Multilingual Learners (only 35% of multilingual students met reading benchmarks, as compared with 71% of students overall). The economically disadvantaged student group remained the same in SY 2026 as compared with SY 2025, while the SWD student group increased by 2 percentage points. The Chronically Absent and Multilingual Learner student groups also remained the same.

Exhibit 3. Reading Benchmark Rates by Student Characteristic, SY 2022 through 2026.



Compared with the grades 1-3 student population as a whole, lower percentages of students who identify as American Indian (50%), Hispanic/Latino (52%), Black or African American (57%), and Pacific Islander (62%) met reading benchmarks. All racial/ethnic student groups maintained or saw a slight increase in the percent that met benchmark in SY 2026 as compared with SY 2025. The Asian student group had the largest increase of 2 percentage points.

Exhibit 4. Reading Benchmark Rates by Student Racial/Ethnic Student Group, SY 2022 through 2026.

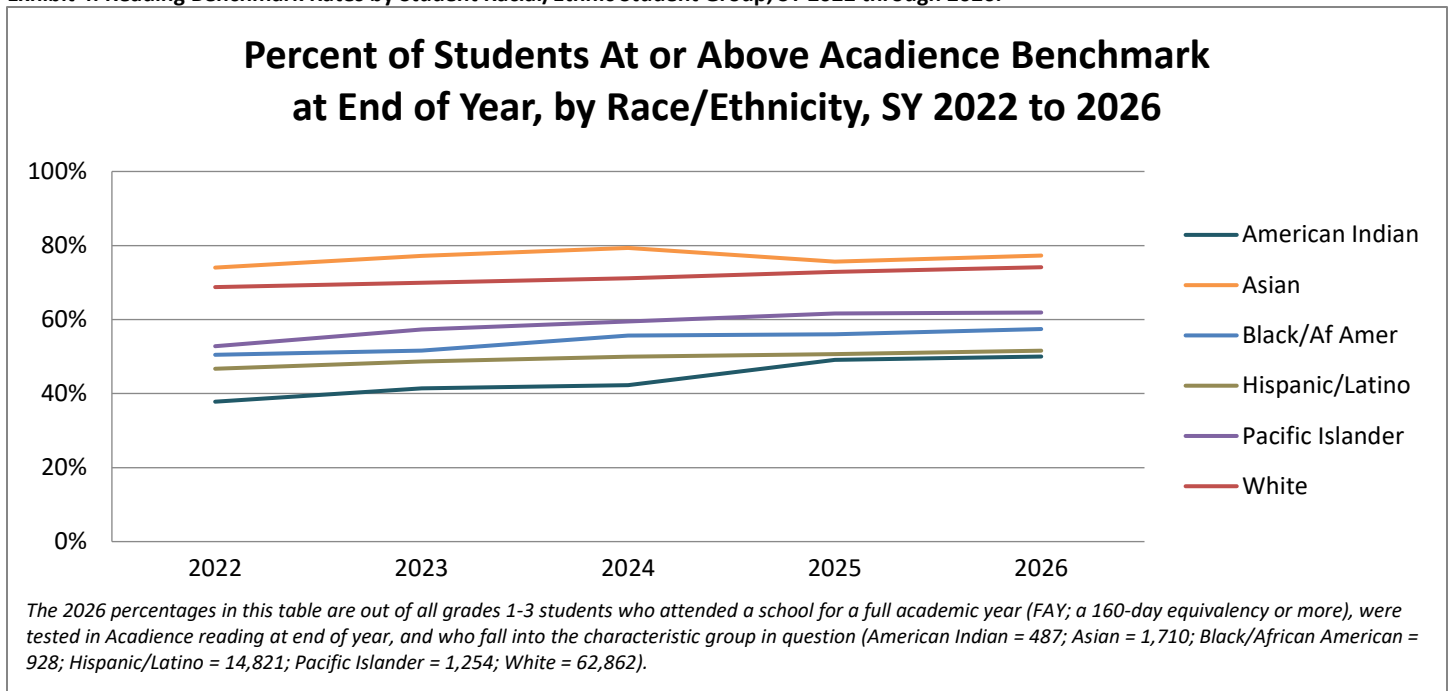


Exhibit 5 shows benchmark percentages for all first through third grade students who were tested in the beginning and end of SY 2026, grouped by whether the student was provided with a reading intervention during the year. Reading interventions are targeted to “at-risk” students, including students who 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, 83% met the beginning of year benchmarks and 85% met the end of year benchmarks. Among students who received a reading intervention, 54% met the beginning of year benchmarks and 57% 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.

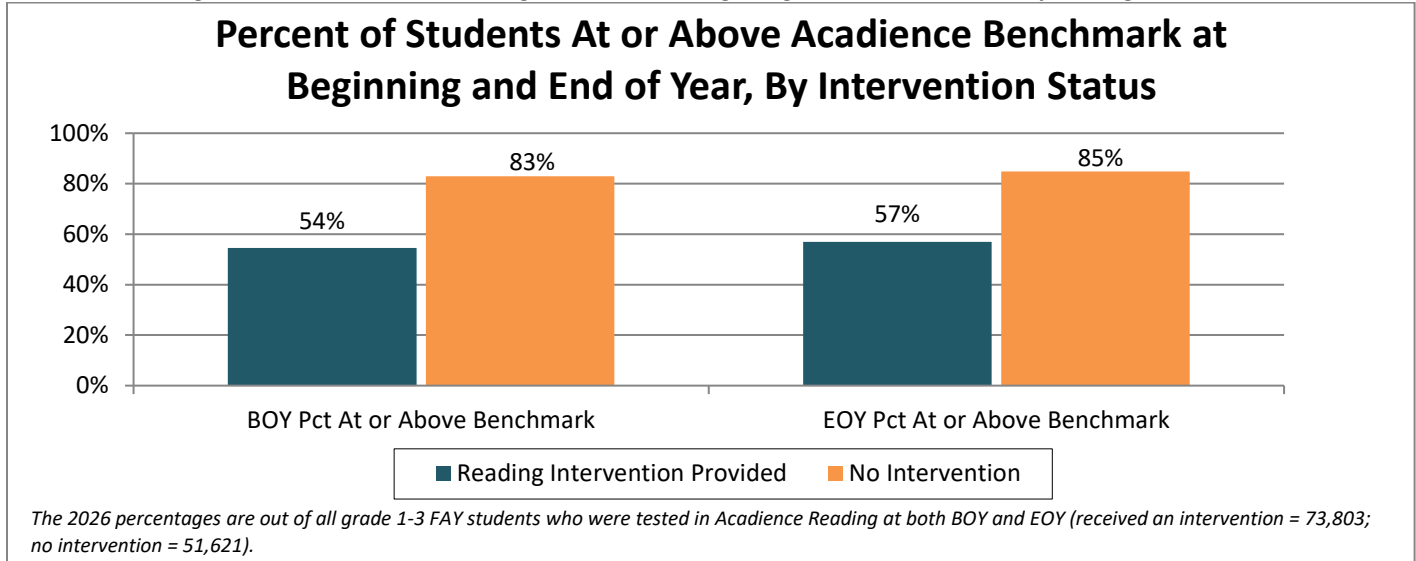


Exhibit 6 shows the changes in students' reading benchmark status from the beginning to the end of SY 2026. Sixty percent (60%) of first through third graders maintained at or above benchmark status throughout the year. Other students were below or well below benchmark at both the beginning and end of year (25%), started the year below benchmark and attained benchmark by year end (9%), or started the year at or above benchmark and slipped below benchmark by year end (6%).

Exhibit 6. Changes in Reading Benchmarks, From Beginning to End of Year, by the Type of Change, SY 2026.

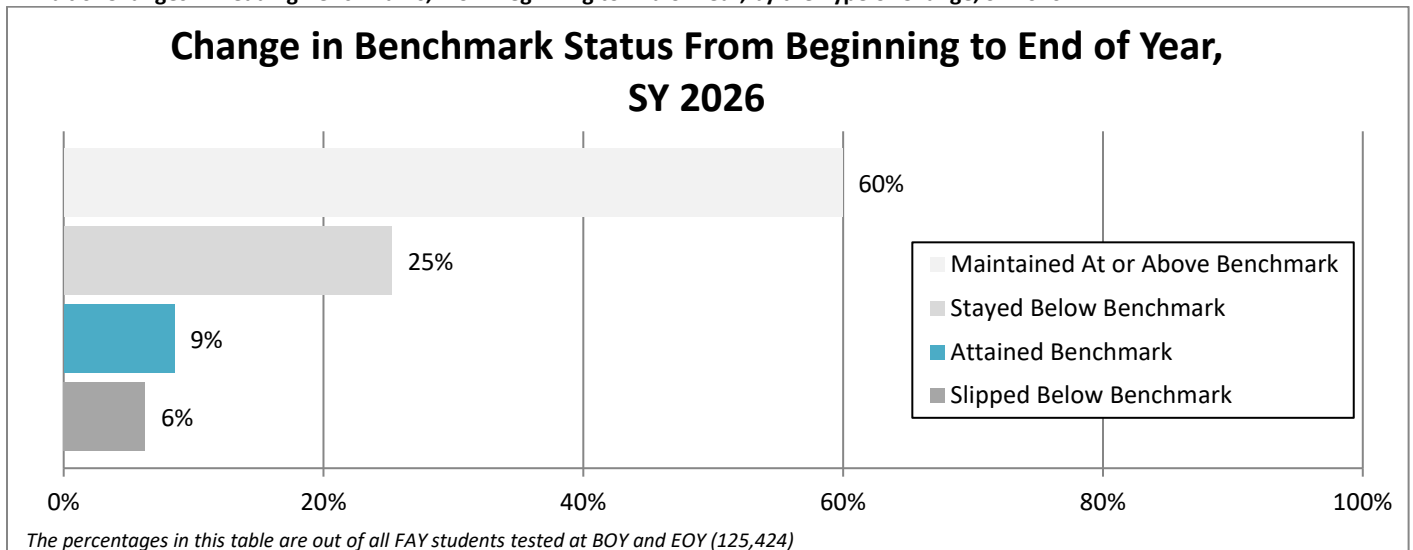
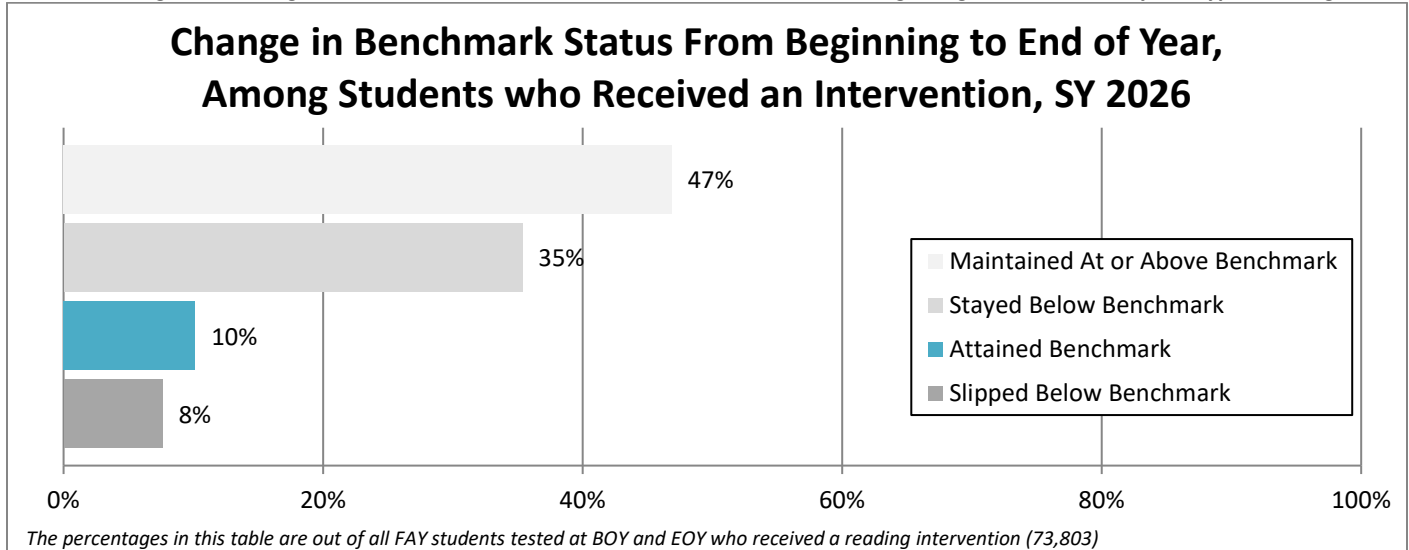


Exhibit 7 shows the changes in students' reading benchmark status from the beginning to the end of SY 2026 among students who received a reading intervention. As compared with all students, a larger percentage of students who received an intervention stayed below benchmark status (35% as compared with 25% of all students). At the same time,

a lower percentage of students who received an intervention maintained at or above benchmark status (47% as compared with 60% of all students).

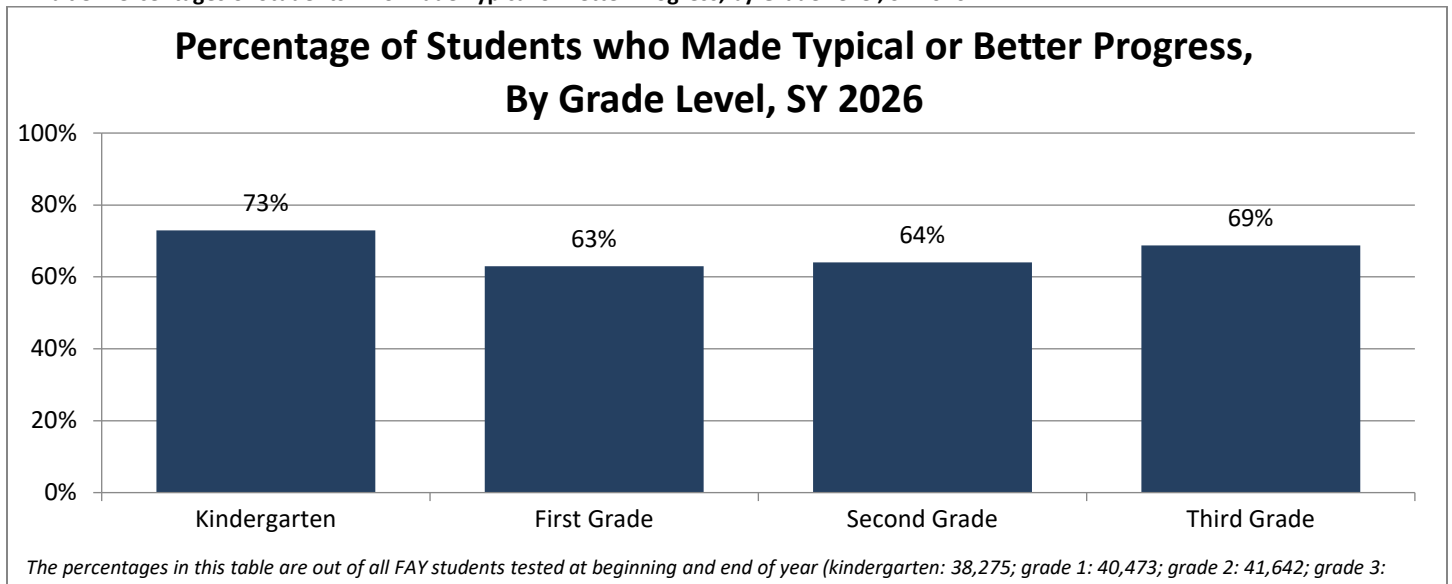
Exhibit 7. Changes in Reading Benchmarks, Students who Received Intervention, From Beginning to End of Year, by the Type of Change, SY 2026.



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 2026, 73% of kindergarteners, 63% 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 2026.



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 2026 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 9. District Year End Acadience Reading Benchmark Percentages, by Grade Level, SY 2026

LEAName	Kindergarten	Grade 1	Grade 2	Grade 3
Alpine District	80.7%	72.1%	71.8%	74.3%
Beaver District	92.8%	83.0%	71.3%	73.5%
Box Elder District	92.0%	79.1%	74.0%	81.1%
Cache District	82.3%	77.2%	76.9%	79.8%
Canyons District	76.8%	61.3%	68.3%	72.8%
Carbon District	79.6%	66.5%	56.4%	71.3%
Daggett District	N≤10	N≤10	N≤10	N≤10
Davis District	82.4%	68.8%	70.1%	75.0%
Duchesne District	78.2%	57.3%	59.5%	61.8%
Emery District	81.2%	59.1%	58.5%	67.9%
Garfield District	58.4%	60.7%	63.0%	58.3%
Grand District	76.6%	50.0%	51.2%	55.2%
Granite District	70.7%	51.5%	53.7%	54.8%
Iron District	78.8%	68.8%	69.7%	68.9%
Jordan District	80.7%	63.9%	63.3%	70.3%
Juab District	92.7%	64.6%	63.1%	72.0%
Kane District	74.7%	60.0%	65.6%	70.5%
Logan City District	93.2%	65.7%	67.3%	74.5%
Millard District	82.3%	60.1%	65.0%	62.2%
Morgan District	85.6%	83.2%	79.8%	85.5%
Murray District	78.2%	63.3%	71.3%	70.0%
Nebo District	77.2%	66.9%	64.7%	72.9%
North Sanpete District	80.5%	69.6%	65.7%	64.0%
North Summit District	90.4%	48.9%	76.4%	76.6%
Ogden City District	74.2%	54.8%	51.0%	57.3%
Park City District	78.1%	72.0%	73.4%	82.1%
Piute District	≥80%	70-79%	60-69%	50-59%
Provo District	84.3%	67.1%	75.8%	77.1%
Rich District	≥90%	80-89%	80-89%	82.9%
Salt Lake District	63.5%	61.7%	62.3%	66.6%
San Juan District	80.5%	62.2%	63.8%	68.9%
Sevier District	90.0%	70.4%	82.2%	72.0%
South Sanpete District	82.9%	61.5%	69.7%	72.7%
South Summit District	78.0%	64.2%	75.8%	72.8%
Tintic District	N≤10	70-79%	60-69%	70-79%
Tooele District	73.5%	63.5%	62.9%	64.8%
Uintah District	86.3%	73.9%	66.3%	73.5%
Wasatch District	81.5%	66.1%	71.3%	66.5%
Washington District	89.3%	76.8%	74.5%	75.2%

Wayne District	70-79%	50-59%	80-89%	80-89%
Weber District	84.6%	64.1%	68.2%	69.6%
District Total	80.0%	66.3%	67.3%	70.7%

Exhibit 10. Charter Year End Acadience Reading Benchmark Percentages, by Grade Level, SY 2026

LEAName	Kindergarten	Grade 1	Grade 2	Grade 3
Advantage Arts Academy	67.2%	35.4%	42.0%	61.7%
American Leadership Academy	78.9%	75.7%	62.3%	82.1%
American Preparatory Academy	73.5%	69.0%	79.7%	84.6%
Ascent Academies of Utah	78.0%	58.8%	64.3%	68.2%
Athenian eAcademy	55.4%	40.5%	48.4%	59.3%
Bear River Charter School	80.5%	60-69%	60-69%	80-89%
Beehive Science & Technology Academy	81.3%	79.7%	74.3%	79.1%
Bonneville Academy	40-49%	40-49%	30-39%	50-59%
Bridge Elementary School	73.4%	52.7%	62.5%	72.5%
C.S. Lewis Academy	70-79%	60-69%	70-79%	60-69%
Canyon Grove Academy	66.2%	58.3%	62.0%	62.0%
Canyon Rim Academy	79.5%	72.9%	89.7%	78.9%
Channing Hall	82.1%	80.0%	83.3%	76.8%
Davinci Academy	63.1%	60.4%	60.2%	78.0%
Dual Immersion Academy	40-49%	31.9%	34.5%	50.0%
Early Light Academy at Daybreak	73.5%	64.4%	70.6%	95.0%
Edith Bowen Laboratory School	89.1%	87.5%	89.4%	86.3%
Elevated Charter School	30-39%	60-69%	40-49%	40-49%
Endeavor Hall	80-89%	11-19%	30-39%	60-69%
Entheos Academy	76.7%	57.3%	63.2%	55.0%
Esperanza School	76.5%	68.3%	52.4%	66.7%
Excelsior Academy	88.2%	75.6%	70.9%	72.5%
Franklin Discovery Academy	48.4%	62.5%	47.1%	63.8%
Freedom Preparatory Academy	79.8%	62.9%	68.5%	77.8%
Gateway Preparatory Academy	41.6%	56.0%	59.5%	76.4%
George Washington Academy	74.8%	67.2%	84.4%	78.5%
Good Foundations Academy	87.3%	56.5%	67.6%	75.0%
Greenwood Charter School	76.1%	45.0%	55.0%	60-69%
Guadalupe School	70.7%	60-69%	40.0%	60-69%
Hawthorn Academy	63.2%	65.7%	62.0%	70.8%
Highmark Charter School	63.8%	72.1%	79.5%	84.8%
Ignite Entrepreneurship Academy	69.9%	58.7%	60.4%	60.7%
Jefferson Academy	92.6%	76.8%	85.1%	88.9%
John Hancock Charter School	72.7%	64.7%	63.9%	79.3%
Lakeview Academy	80.9%	66.9%	68.6%	81.4%
Leadership Learning Academy	64.0%	47.7%	60.2%	53.5%

Legacy Preparatory Academy	≥95%	72.9%	77.8%	72.2%
Lincoln Academy	≥95%	78.1%	83.8%	79.2%
Lumen Scholar Institute	40-49%	21-29%	50-59%	30-39%
Mana Academy Charter School	70-79%	50-59%	80-89%	80-89%
Maria Montessori Academy	44.8%	29.5%	55.9%	42.6%
Monticello Academy	70.9%	77.8%	66.7%	73.7%
Mountain Sunrise Academy	48.4%	40.8%	50.6%	67.6%
Mountain View Montessori	77.5%	60-69%	60-69%	60-69%
Mountain West Montessori Academy	80.4%	85.1%	76.0%	84.0%
Mountainville Academy	76.4%	78.9%	88.3%	87.9%
Navigator Pointe Academy	60.0%	60-69%	70-79%	75.0%
Noah Webster Academy	87.3%	76.7%	53.0%	78.7%
North Davis Preparatory Academy	72.2%	53.2%	55.9%	61.6%
North Star Academy	71.4%	85.4%	87.0%	78.7%
Odyssey Charter School	86.0%	85.2%	79.7%	81.6%
Ogden Preparatory Academy	71.6%	53.1%	50.0%	47.0%
Open Classroom	50-59%	50-59%	50-59%	70-79%
Pacific Heritage Academy	80-89%	50-59%	50-59%	50-59%
Pinnacle Canyon Academy	60-69%	50-59%	60-69%	60-69%
Promontory School of Expeditionary Learning	50-59%	37.8%	65.2%	67.4%
Providence Hall	90.8%	68.4%	72.3%	74.8%
Quest Academy	93.3%	80.6%	84.1%	76.4%
Ranches Academy	91.7%	51.9%	78.4%	84.9%
Reagan Academy	77.6%	86.1%	80.3%	75.9%
Renaissance Academy	77.0%	72.4%	79.2%	80.9%
Salt Lake Academy High School	80-89%	46.2%	54.2%	63.0%
Scholar Academy	56.7%	45.8%	58.8%	37.3%
Soldier Hollow Charter School	80-89%	50-59%	60-69%	≥90%
Spectrum Academy	34.7%	45.8%	48.6%	51.5%
Summit Academy	80.0%	63.4%	80.5%	82.4%
Syracuse Arts Academy	74.2%	65.9%	71.4%	67.1%
Terra Academy	64.6%	54.5%	61.2%	58.3%
The Center for Creativity Innovation and Discovery	60-69%	60-69%	70-79%	≥80%
Thomas Edison	94.3%	80.0%	90.1%	88.8%
Timpanogos Academy	79.7%	83.3%	85.1%	87.9%
Treeside Charter School	88.7%	60-69%	71.2%	76.2%
Utah Connections Academy	11-19%	51.2%	70-79%	40-49%
Utah Virtual Academy	48.3%	60.3%	52.8%	47.8%
Valley Academy	70.9%	71.2%	70.5%	74.4%
Venture Academy	74.4%	59.5%	65.9%	65.1%
Vista School	77.8%	64.3%	63.6%	86.3%
Voyage Academy	84.9%	68.9%	69.2%	69.4%
Walden School of Liberal Arts	50-59%	50-59%	70-79%	70-79%

Wallace Stegner Academy	73.6%	67.6%	69.3%	61.5%
Wasatch Peak Academy	72.3%	78.9%	75.7%	85.7%
Wasatch Waldorf Charter School	8.7%	21.4%	26.0%	48.4%
Weber State University Charter Academy	≥80%	NULL	NULL	NULL
Weilenmann School of Discovery	≥90%	30-39%	80-89%	62.8%
Charter Total	73.3%	63.8%	68.3%	72.4%

Appendix A: Students Included in the Data Set

The data for this report includes Acadience Reading test data for 166,874 students who were enrolled in a school for the full SY 2026 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 included kindergarten through third graders. Exhibit 11 shows demographic characteristics of the students included in the dataset. Overall, 33% of kindergarten through third graders were from a low-income household, 32% identified as a minority race or ethnicity, 18% received special education services (SWD), 21% were chronically absent (missed more than 10% of the days they were enrolled), and 10% were English Learners.

Exhibit 11. Characteristics of the Grade k-3 Student Body Included in the Report Data Set, School Year 2026

