



2014-15 Reading Competency Report

Contents

2014-15 Reading Competency Report.....	1
Background	1
Key Findings	1
K-3 Reading Improvement Program	2
The Effect of Reading Interventions	2
Third Grade Final Reading Competency Status (and Uniform Growth Goal)	3
Overall Reading Competency.....	4
Appendix A: Students Included in the Data Set.....	10

Background

- The K-3 Reading Improvement Program focuses on the early development of literacy skills, with additional emphasis on early intervention for students at risk of not meeting grade-based reading competency standards.
- Districts and charter schools (LEAs) assess, and report to the state, students’ reading competency 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 (USB E) 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 competency standards on his/her first reading test and received a reading intervention is more than 5.5 times as likely to meet reading competency standards on his/her last reading test than if the student had not received a reading intervention.
- **Interventions reached their intended target audience.** Students in “at-risk” subgroups, including students with a disability (SWD), English learners, students from a low-income household, and students who identify as a race other than Caucasian, or identify as Hispanic/Latino ethnicity (collectively referred to as “minority” students), were more likely to receive an intervention.
- **Reading competency rates improved throughout the school year.** At the beginning of the 2015 school year (SY 2015), the overall percentages of students who met grade-level based reading competency standards were 61% of first graders, 71% of second graders, and 70% of third graders. By the end of SY 2015, the overall percentages of students who met grade-level based reading competency standards were 73% of first graders, 76% of second graders, and 78% of third graders.

K-3 Reading Improvement Program

The K-3 Reading Improvement Program focuses on the early development of literacy skills in all students, with additional emphasis placed on early intervention for “at-risk” students. Resources available to aid these students include early intervention kindergarten support, optional extended-day kindergarten, standards and assessments for testing and monitoring reading competency three times per year in grades 1-3, ongoing professional development, and the use of data to inform instruction.

Testing and Monitoring

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. 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.

The Effect of Reading Interventions

Interventions provided to students who are not reading competent are critical in getting them to reading competency. Without these interventions, the students who are not competent in reading at the beginning of year are unlikely to reach the reading competency benchmark by the end of the school year. With targeted reading interventions, the odds of these students reaching reading competency are more than 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 competency according to whether a student received an intervention.

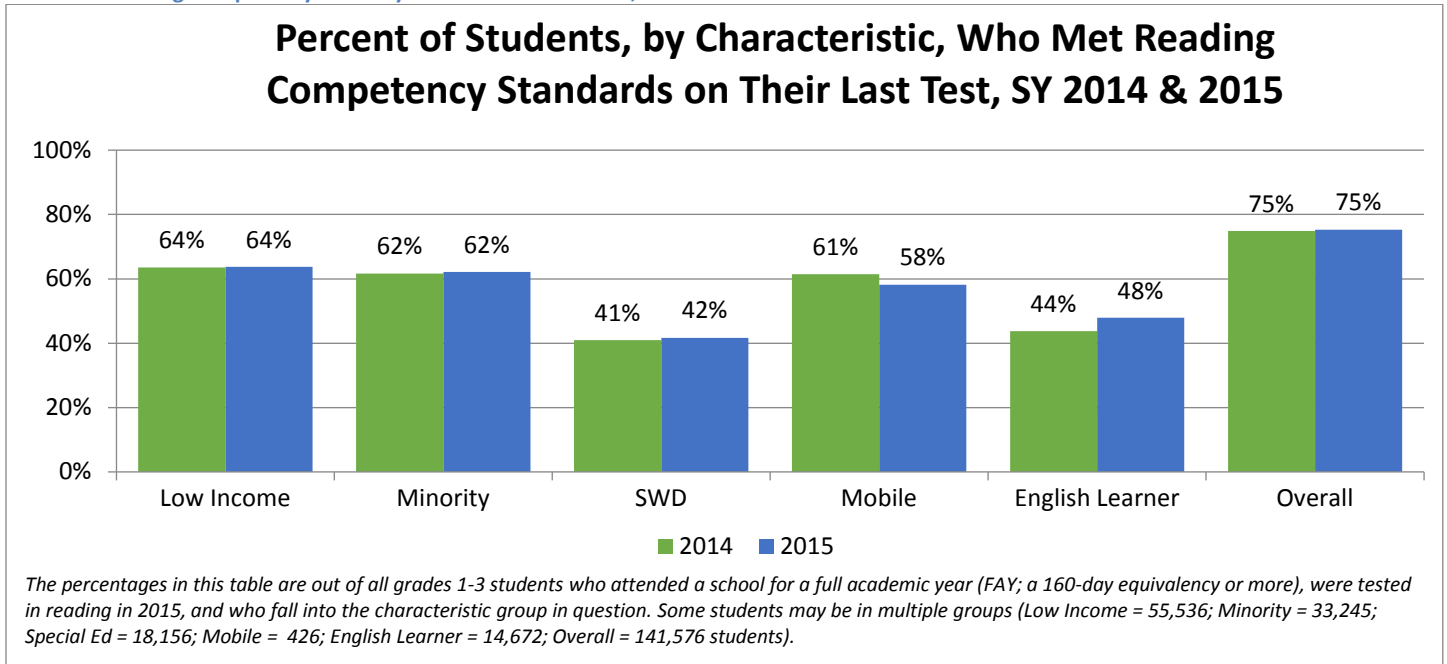
Exhibit 1. Logistic Regression Results: Statistically Significant Factors for Predicting the Odds That a Student Will Meet Reading Standards.

Factor	Likelihood	Predicted Outcome
A Student Who: Did Not Meet Reading Competency Standards at the Time of His/Her First Test Taken	Is: About one-tenth (1/10) as likely	To Be Reading Competent at Year-End as a Student Who: Met Reading Competency Standards at the Time of His/Her First Test Taken
A Student Who: Did Not Meet Reading Competency Standards at the Time of His/Her First Test, and Received a Reading Intervention	Is: About five and a half (5.5) times as likely	To Be Reading Competent at Year-End as a Student Who: Did Not Meet Reading Competency Standards at the Time of His/Her First Test, and Did Not Receive a Reading Intervention

Other key “at-risk” factors were confirmed in the analysis to reduce the odds of meeting reading competency standards. They include being a SWD, English learner, a student from a low income household, or a student who identifies as a minority race or ethnicity. The good news is that students with these “at-risk” factors also had higher odds of receiving an intervention than students without the same risk factors. Thus, interventions are reaching their appropriate targets.

Exhibit 2 shows the differences in reading competency rates between different student subgroups. Compared with the grades 1-3 student population as a whole, lower percentages of students with risk factors (low income, SWD, mobile, English learners, and minority students) met reading competency standards. The largest gap was with SWD (only 42% of students with a disability met reading competency standards, as compared with 75% of students overall). SWD and English Learners saw increases in the percentages of students who met reading competency standards in SY 2015 as compared with SY 2014. The Mobile subgroup dropped in reading competency from 61% in 2014, to 58% in 2015. See Appendix A for more information on the data set.

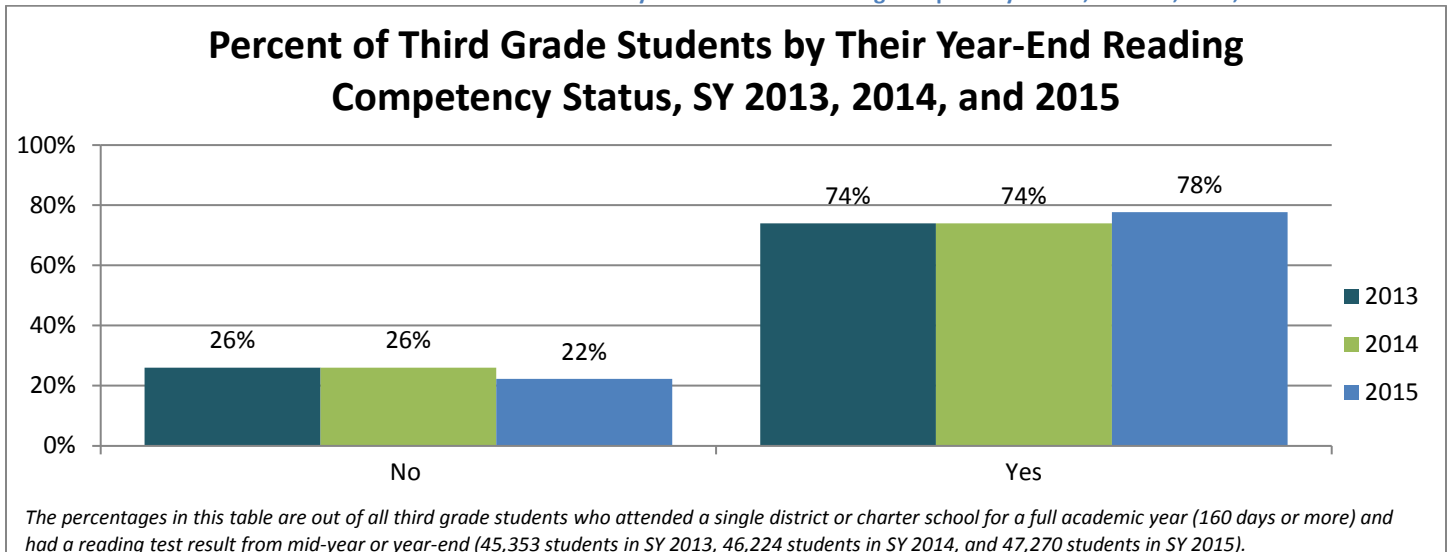
Exhibit 2. Reading Competency Rates by Student Characteristic, SY 2014 and 2015.



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

LEAs that receive funds as part of the K-3 reading improvement program must meet a Uniform Growth Goal (UGG) each year. The goal is a targeted incremental increase that the LEA needs to meet in working toward attaining 90% reading competency among third graders by the year 2020. Exhibit 3 shows state-wide reading competency rates using the UGG calculation. The majority of third graders included in the calculation, 78%, met reading competency standards at the time of their last reading test (this is a four percentage point improvement over the 2014 rate). See Appendix A for additional information.

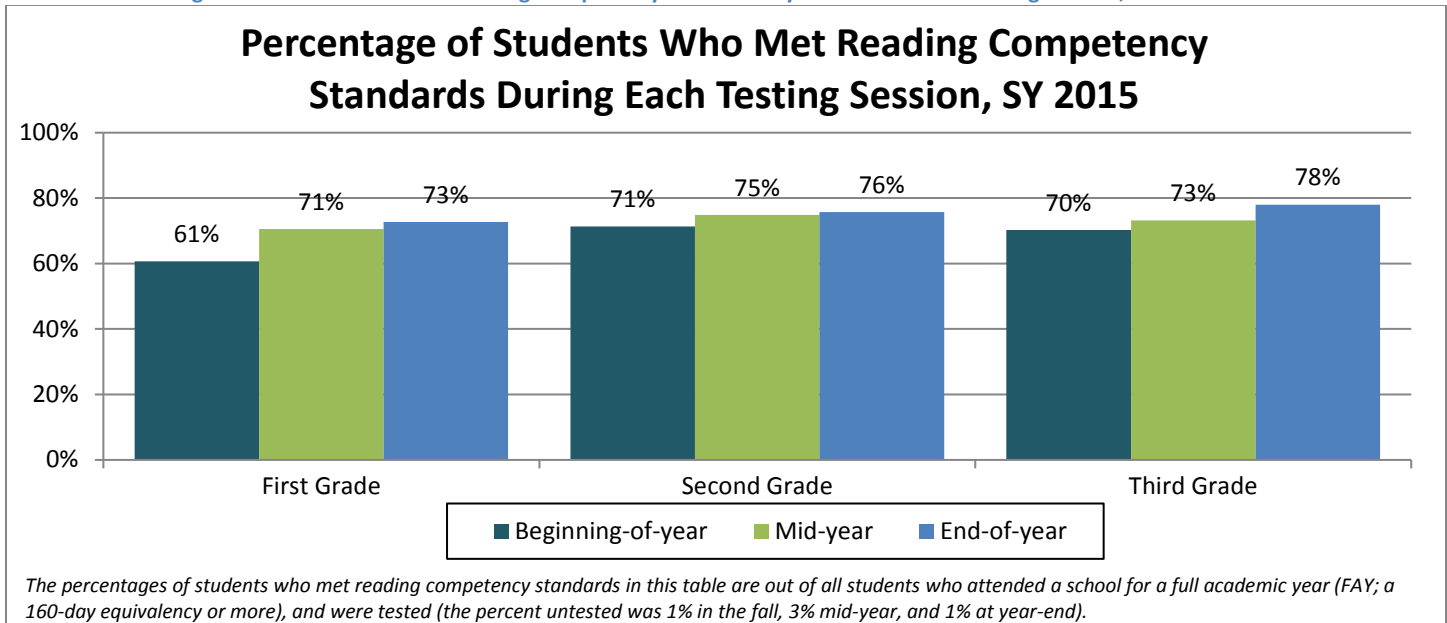
Exhibit 3. Uniform Growth Goal: The Percent of Third Graders by Their Year-End Reading Competency Status, SY 2013, 2014, and 2015.



Overall Reading Competency

Exhibit 4 shows reading competency results by grade level for each of the three testing sessions throughout the year. The percentages of students who met reading competency standards increased with each subsequent testing session for all grades, though not all grades increased equally. The percentage of students who met reading competency standards for their grade level during the beginning-of-year testing session was 61% among first graders, 71% among second graders, and 70% among third graders. The percentage of students who met reading competency standards for their grade level during the end-of-year testing session increased by 12% among first graders (to 73%), by 5% among second graders (to 76%), and by 8% among third graders (to 78%).

Exhibit 4. Percentages of Students Who Met Reading Competency Standards by Grade Level and Testing Session, School Year 2015.

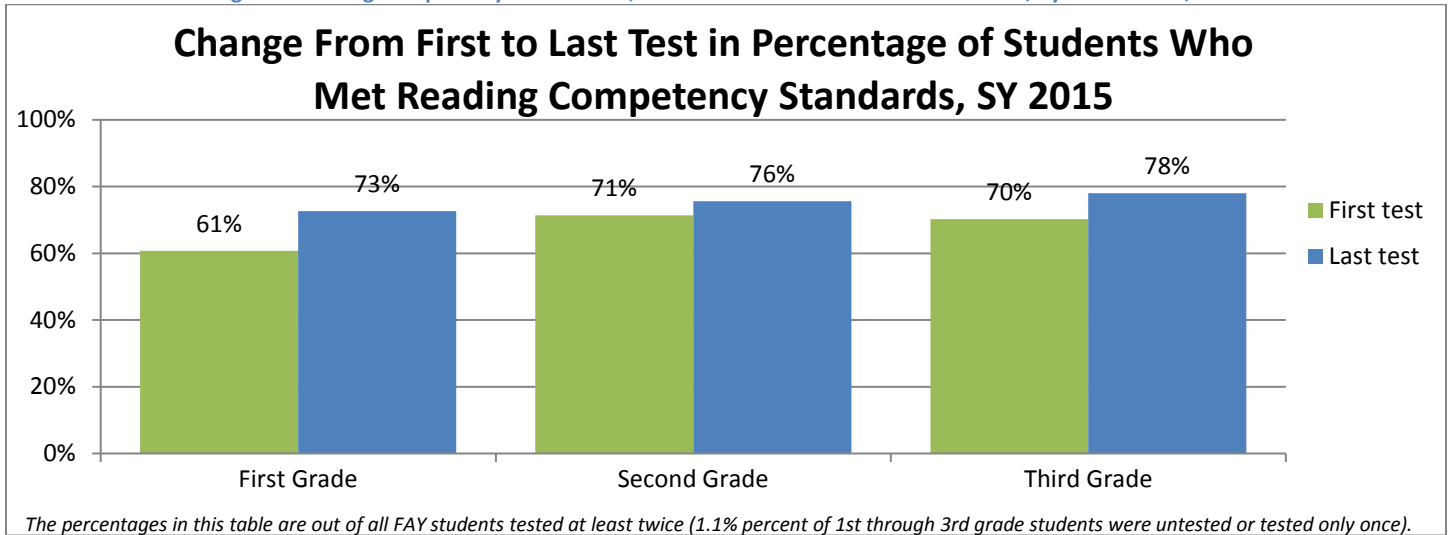


Change in Competency From the First to the Last Test

The 2013 school year was the first year the DIBELS test was given three times. Thus, with SY 2015 data available, we now have three years of data on changes in reading competency from the beginning to the end of the school year. In SY 2015 most students in grades 1-3 were tested three times (96%). Some students were tested only twice (3%), so their first test could have been in the fall or at mid-year, and their last test could have been at mid-year or in the spring. The first test result and the last test result were identified for each of these students, regardless of when it was administered.

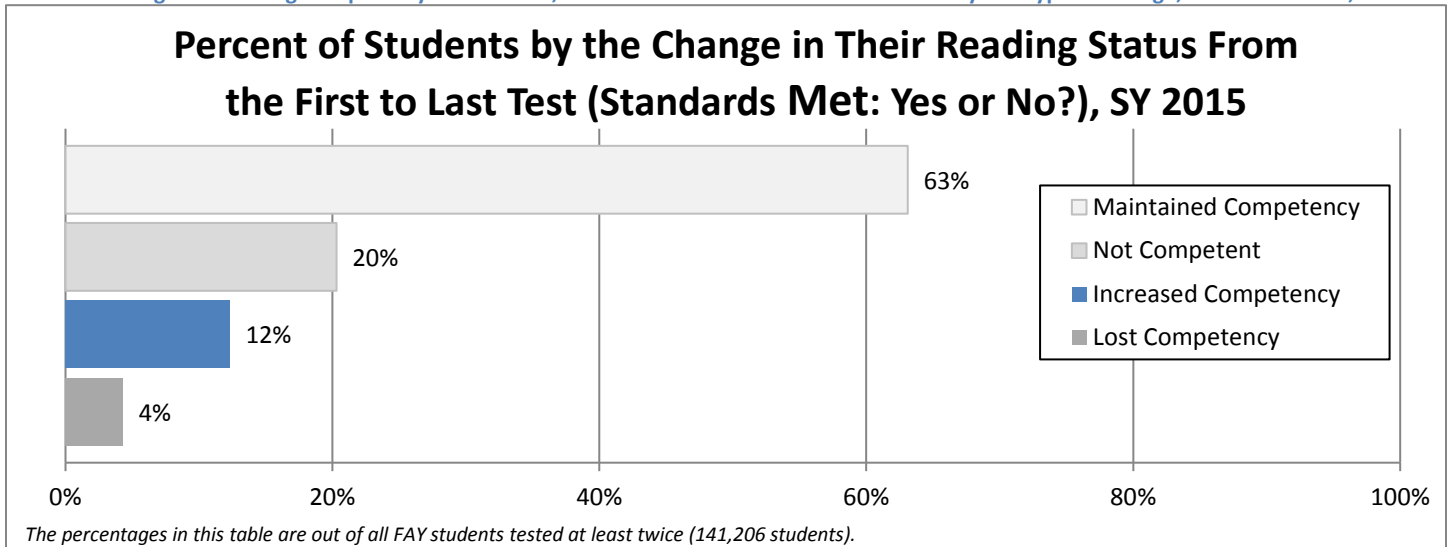
The overall percentage of students who met reading competency standards rose from 67% at the time of the first test taken to 75% at the time of the last test taken. The biggest gain was seen among first graders, with 12% more students (from 61% to 73%) meeting standards at the time of their last test than their first test. Third graders followed with an eight percentage point gain (from 70% to 78%), and second graders had a five percentage point gain (from 71% to 76%) in the percentage of students who met reading competency standards. (See Exhibit 5.) These results closely mirror the results for SY 2013 and SY 2014.

Exhibit 5. Overall Changes in Reading Competency Test Results, From Students' First to Last Test Taken, by Grade Level, SY 2015.



Not all students whose test results changed from the first to the last reading test made an improvement. Exhibit 6 shows the changes in students' reading competency test results throughout SY 2015. The percentage of students who never met reading competency standards for their grade level was 20% (this is two percentage points lower than in SY 2014). Other students maintained competency throughout the year (63%), increased their competency (12%), or lost competency (4%). Among the students who increased their competency, 67% received an intervention during SY 2015.

Exhibit 6. Changes in Reading Competency Test Results, From Students' First to Last Test Taken by the Type of Change, and Grade Level, SY 2015.



Reading Interventions

Among students who received a reading intervention and were tested in reading at least twice during SY 2015, there was a 13 percentage point increase overall (from 32% to 45%), from the students’ first to last test, in the percentage of students who met reading competency standards. (See Exhibit 7.) In SY 2014 the increase was 14 percentage points.

Exhibit 7. Percentages of Students Who Received an Intervention by Reading Competency Status on Their First and Last Test Taken.

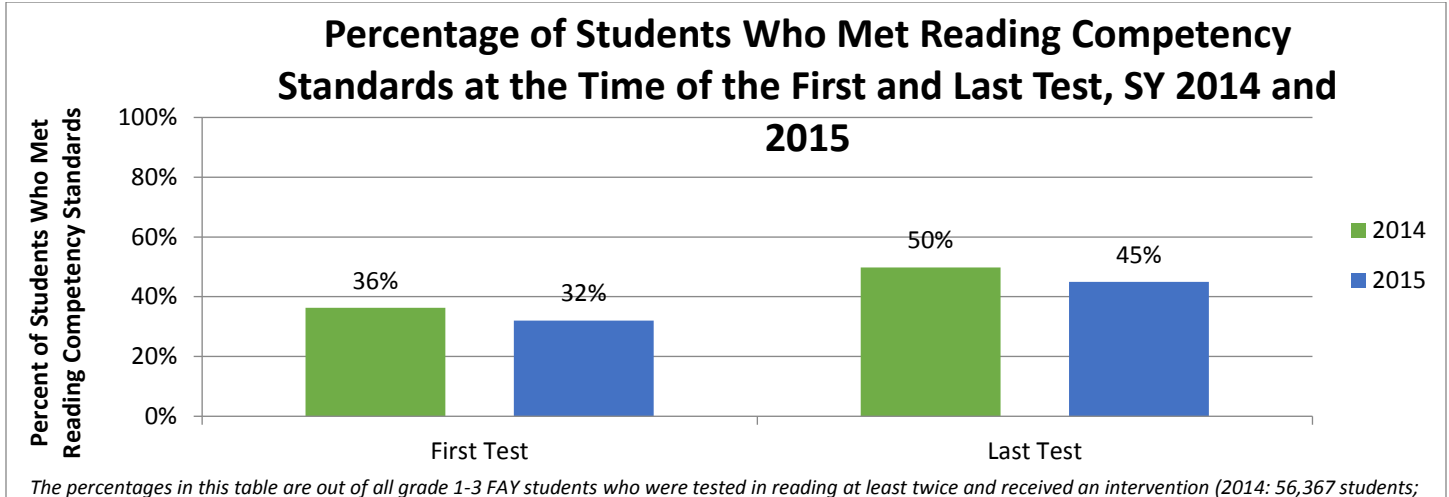
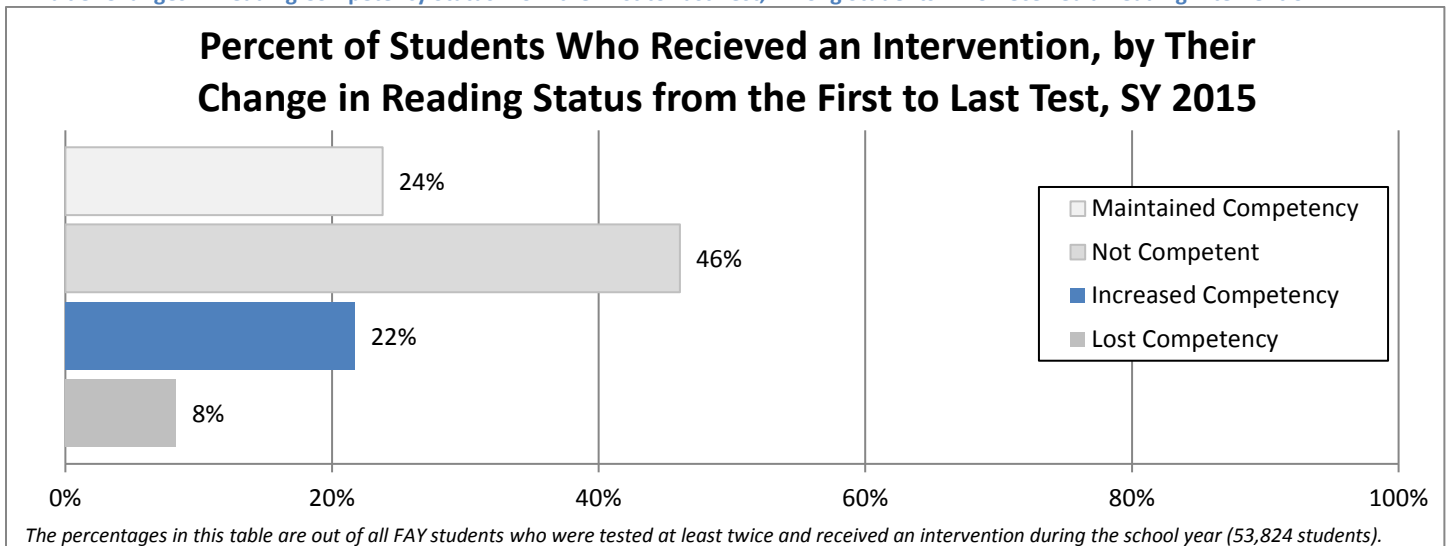


Exhibit 8 shows the change in reading competency status among all students who received a reading intervention and were tested in reading at least twice. A plurality of the students who received a reading intervention did not meet reading competency standards at the time of both their first or last tests (46%). Just over a fifth (22%) of the students who were provided with a reading intervention showed gains in reading competency from the time of their first test to the time of their last test (i.e., changed their reading competency status from “no” to “yes”).

Exhibit 8. Changes in Reading Competency Status From the First to Last Test, Among Students Who Received a Reading Intervention.



Exhibits 9 and 10 show the percentages of FAY students in each LEA, overall and by grade, who met reading competency standards during the SY 2015 end-of-year test administration. Exhibit 9 shows results for districts, and Exhibit 10 shows results for charters. Untested students were excluded from the reading competency percentage calculations.

Exhibit 9. Percentage of FAY Students Who Were Tested at Year-End and Met Reading Competency Standards by District and Grade, SY 2015.

LEA Name	Grades 1-3 Untested*	Grades 1-3 Overall	Grade 1	Grade 2	Grade 3
Alpine District	1%	82%	82%	78%	85%
Beaver District	N<10	89%	83%	90-100%	90-100%
Box Elder District	≤1%	76%	73%	75%	79%
Cache District	N<10	86%	84%	87%	87%
Canyons District	1%	75%	76%	77%	71%
Carbon District	2%	79%	85%	73%	81%
Daggett District	N<10	80-89%	80-100%	60-69%	80-100%
Davis District	4%	75%	69%	76%	79%
Duchesne District	N<10	77%	71%	79%	80%
Emery District	N<10	65%	67%	61%	66%
Garfield District	N<10	89%	80-89%	80-89%	90-100%
Grand District	N<10	80%	78%	79%	85%
Granite District	1%	64%	59%	64%	70%
Iron District	1%	78%	76%	77%	83%
Jordan District	1%	79%	76%	80%	82%
Juab District	N<10	84%	77%	88%	88%
Kane District	N<10	83%	72%	88%	88%
Logan City District	2%	77%	79%	76%	78%
Millard District	N<10	83%	78%	86%	84%
Morgan District	N<10	88%	86%	89%	88%
Murray District	1%	76%	74%	73%	81%
Nebo District	1%	77%	74%	79%	79%
North Sanpete District	N<10	69%	67%	71%	70%
North Summit District	N<10	79%	81%	86%	71%
Ogden City District	2%	62%	60%	60%	65%
Park City District	N<10	79%	78%	77%	81%
Piute District	N<10	77%	70-79%	70-79%	80-100%
Provo District	8%	74%	72%	75%	75%
Rich District	N<10	86%	80-89%	80-89%	80-89%
Salt Lake District	1%	73%	74%	73%	73%
San Juan District	N<10	57%	65%	54%	53%
Sevier District	N<10	83%	86%	83%	82%
South Sanpete District	N<10	74%	72%	75%	76%
South Summit District	N<10	83%	77%	85%	89%
Tintic District	N<10	70-79%	80-100%	80-100%	60-69%
Tooele District	1%	72%	69%	74%	74%
Uintah District	1%	78%	77%	82%	76%
Wasatch District	1%	68%	65%	67%	72%
Washington District	2%	70%	66%	70%	73%
Wayne District	N<10	69%	60-69%	70-79%	70-79%
Weber District	1%	82%	78%	83%	85%
Districts Overall	1.6%	75.4%	72.7%	75.5%	78.0%

Exhibit 10. Percentage of FAY Students Who Were Tested at Year-End and Met Reading Competency Standards, by Charter and Grade, SY 2015.

LEA Name	Grades 1-3 Untested*	Grades 1-3 Overall	Grade 1	Grade 2	Grade 3
Alianza Academy	N<10	63%	47%	71%	60-69%
American International School of Utah	N<10	62%	60-69%	60-69%	56%
American Leadership Academy	N<10	74%	75%	75%	73%
American Preparatory Academy	N<10	75%	73%	76%	77%
American Preparatory Academy—Salem	N<10	85%	82%	80-89%	80-89%
Aristotle Academy	N<10	80-89%	80-89%	80-100%	N<10
Ascent Academies of Utah	N<10	77%	75%	70%	86%
Bear River Charter School	N<10	90-100%	90-100%	90-100%	90-100%
Canyon Grove Academy	8%	75%	71%	80-89%	73%
Canyon Rim Academy	N<10	90%	81%	90-100%	90-100%
Channing Hall	N<10	91%	80-89%	90-100%	90-100%
CS Lewis Academy	N<10	60%	50-59%	50-59%	68%
DaVinci Academy	5%	60%	43%	70%	66%
Dixie Montessori Academy	9%	47%	44%	49%	49%
Dual Immersion Academy	N<10	55%	49%	67%	53%
Early Light Academy at Daybreak	N<10	83%	84%	76%	80-89%
Edith Bowen Laboratory School	N<10	77%	68%	80-89%	80%
Endeavor Hall	N<10	67%	61%	74%	67%
Entheos Academy	N<10	58%	54%	62%	58%
Esperanza School	N<10	34%	N<10	41%	49%
Excelsior Academy	N<10	65%	65%	78%	52%
Freedom Preparatory Academy	N<10	78%	79%	77%	79%
Gateway Preparatory Academy	N<10	57%	50%	54%	65%
George Washington Academy	N<10	92%	87%	90-100%	90-100%
Good Foundations Academy	N<10	76%	62%	75%	80-89%
Guadalupe School	N<10	52%	70-79%	48%	30-39%
Hawthorn Academy	N<10	81%	77%	82%	83%
Highmark Charter School	N<10	91%	90-100%	90-100%	80-89%
Jefferson Academy	N<10	95%	90-100%	90-100%	90-100%
John Hancock Charter School	N<10	90-100%	80-100%	90-100%	90-100%
Lakeview Academy	N<10	75%	64%	76%	85%
Leadership Learning Academy	N<10	82%	81%	80-89%	77%
Legacy Preparatory Academy	N<10	92%	91%	90-100%	91%
Lincoln Academy	N<10	91%	90-100%	90-100%	85%
Mana Academy Charter School	N<10	58%	50-59%	50-59%	70-79%
Maria Montessori Academy	N<10	64%	61%	67%	65%
Moab Charter School	N<10	71%	70-79%	60-69%	70-79%
Monticello Academy	N<10	88%	86%	86%	90-100%
Mountain West Montessori Academy	N<10	62%	44%	65%	80-89%
Mountainville Academy	N<10	94%	80-89%	90-100%	90-100%
Navigator Pointe Academy	N<10	85%	79%	80-89%	90-100%
Noah Webster Academy	N<10	77%	70%	78%	82%
North Davis Preparatory Academy	N<10	68%	76%	53%	76%

LEA Name	Grades 1-3 Untested*	Grades 1-3 Overall	Grade 1	Grade 2	Grade 3
North Star Academy	N<10	89%	77%	90-100%	90-100%
Odyssey Charter School	N<10	76%	77%	81%	70%
Ogden Preparatory Academy	N<10	68%	70%	56%	78%
Open Classroom	N<10	68%	55%	66%	80-89%
Pacific Heritage Academy	N<10	55%	50-59%	50-59%	50-59%
Pinnacle Canyon Academy	N<10	57%	40-49%	70-79%	50-59%
Promontory School of Expeditionary Learning	N<10	68%	69%	62%	74%
Providence Hall	N<10	78%	92%	74%	69%
Quest Academy	N<10	77%	76%	83%	71%
Ranches Academy	N<10	84%	90-100%	80%	80%
Reagan Academy	N<10	91%	86%	90-100%	90-100%
Renaissance Academy	N<10	79%	84%	72%	81%
Scholar Academy	N<10	87%	80-89%	90-100%	80%
Soldier Hollow Charter School	N<10	79%	70-79%	80-89%	70-79%
Spectrum Academy	19%	49%	43%	47%	57%
Summit Academy	N<10	87%	89%	84%	88%
Syracuse Arts Academy	N<10	86%	88%	83%	86%
Thomas Edison	N<10	74%	71%	70%	82%
Timpanogos Academy	N<10	79%	66%	80-89%	83%
Utah Connections Academy	N<10	66%	40-49%	90-100%	70-79%
Utah Virtual Academy	N<10	67%	67%	64%	71%
Valley Academy	N<10	54%	47%	70%	40-49%
Venture Academy	N<10	65%	56%	73%	65%
Vista at Entrada School of Performing Arts and Technology	N<10	74%	63%	79%	79%
Voyage Academy	N<10	84%	86%	87%	78%
Walden School of Liberal Arts	N<10	60%	40-49%	60-69%	70-79%
Wasatch Peak Academy	N<10	83%	83%	86%	81%
Weilenmann School of Discovery	N<10	88%	80-89%	80-89%	80-89%
Charters Overall	0.9%	76.0%	73.0%	77.0%	78.1%

*Untested students were excluded from the reading competency percentage calculations.

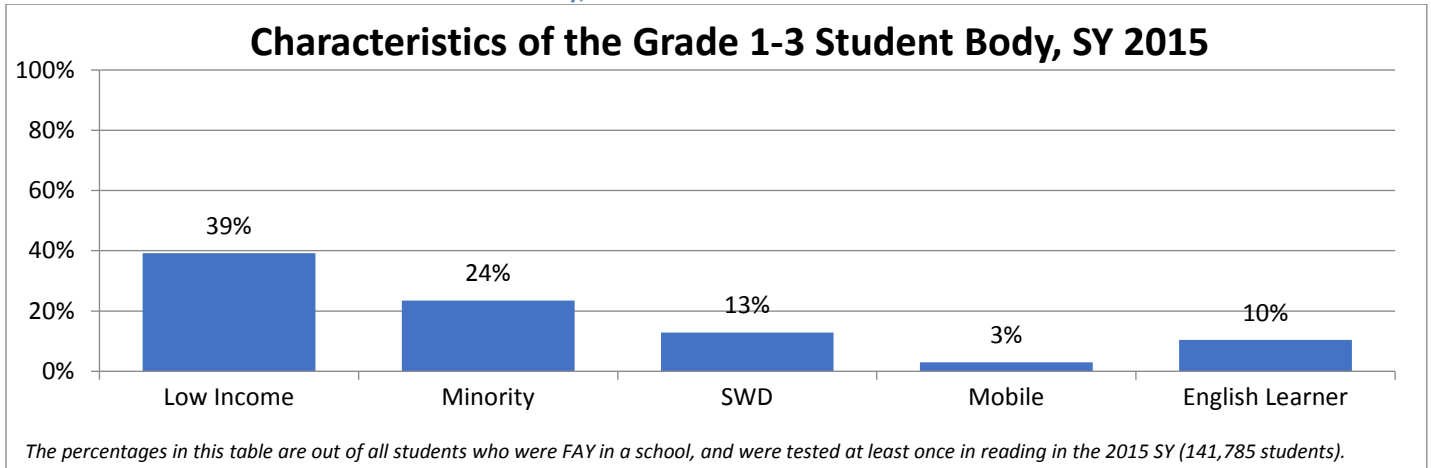
Appendix A: Students Included in the Data Set

Grades 1-3 Overall Data Set

The data for this report includes reading competency test data for 142,771 students who were enrolled in a school for the full academic year (FAY; the equivalent of 160 days or more). Among these students, 141,785 had at least one reading competency test result. Students who were untested (either throughout the year or during the specific test administration) are excluded from the reading competency percentages. Additionally, students who were tested only once were excluded from percentages showing changes in reading competency from a student’s first to his/her last test. 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, 39% of first through third graders in SY 2015 were from a low-income household, 24% identified as a minority race or ethnicity, 13% received special education services (students with disabilities), 3% were mobile, and 10% were English language learners.

Exhibit 11. Characteristics of the Grades 1-3 Student Body, School Year 2015.



UGG Data Set

The calculation for UGG includes only third grade students who were enrolled for the full academic year (160-day equivalent or greater) in any one district. The student’s year-end reading competency test result is used, if there is one. Otherwise, a mid-year test result may be used, but the beginning-of-year test result may not be used. A student whose only reading competency test for the school year was 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 UGG also has a participation requirement (95% participation), for which the untested students are included in the calculation. The data set for the final reading competency status (UGG) calculation includes 47,270 third graders (only 246 qualified students went untested during the whole school year).