Utah State Board of Education

2016-17 Reading Competency Report

Contents

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 (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 competency standards on his/her first reading test and received a reading intervention is more than seven 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" 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 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 2016-2017 school year (SY 2017), the percentages of students who met grade-level based reading competency standards were 63% of first graders, 73% of second graders, and 71% of third graders. By the end of SY 2017, the overall percentages of students who met grade-level based reading competency standards were 68% of first graders, 72% of second graders, and 73% 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) composite scores and benchmark status for each 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 seven 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.
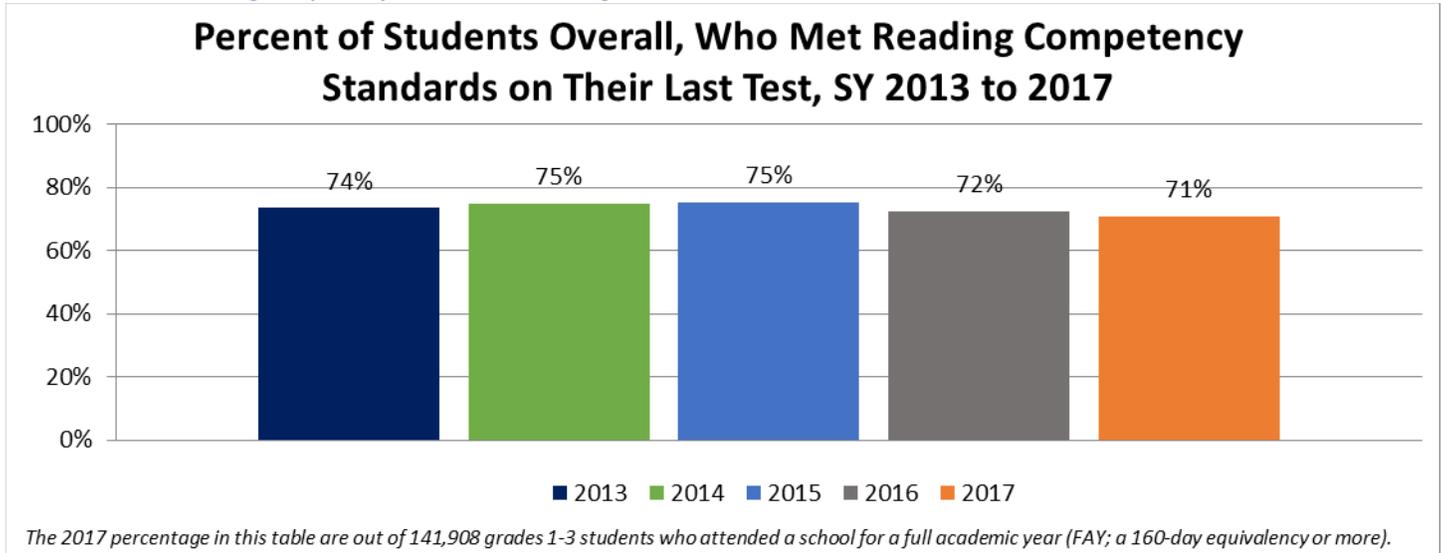
Factor	Likelihood	Predicted Outcome
A Student Who: Did Not Meet Reading Competency Standards at the Time of His/Her First Test Taken	Is: About one-tenth (1/10) as likely	To Be Reading Competent at Year-End as a Student Who: Met Reading Competency Standards at the Time of His/Her First Test Taken
A Student Who: Did Not Meet Reading Competency Standards at the Time of His/Her First Test, and Received a Reading Intervention	Is: About seven (7.2) 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.
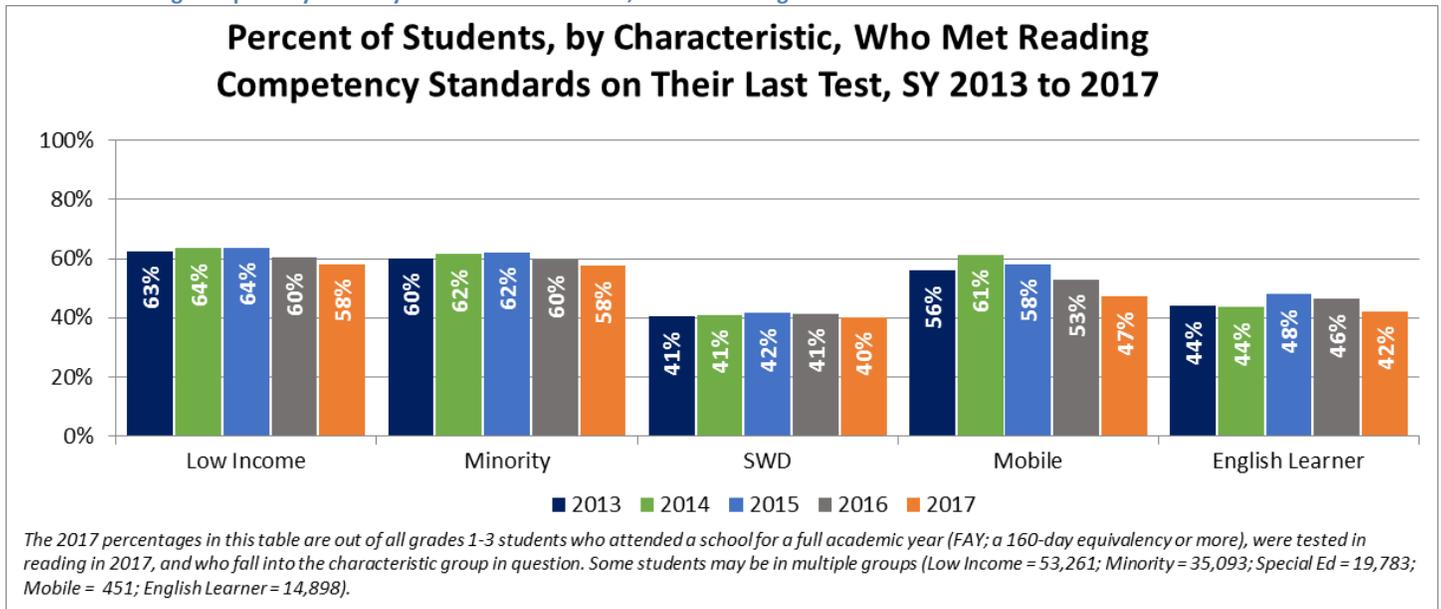
Reading Competency over Time

Exhibits 2 and 3 show year-end reading competency results all students and by student group for SY 2013 to SY 2017.

Exhibit 2. Overall Reading Competency Rates, SY 2013 through 2017.

Percent of Students Overall, Who Met Reading Competency Standards on Their Last Test, SY 2013 to 2017

74%   75%   75%   72%   71%

■ 2013 ■ 2014 ■ 2015 ■ 2016 ■ 2017

The 2017 percentage in this table are out of 141,908 grades 1-3 students who attended a school for a full academic year (FAY; a 160-day equivalency or more).

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. In SY 2017 the largest gap was with SWD (only 40% of students with a disability met reading competency standards, as compared with 71% of students overall). All of the student groups saw decreases in the percentages of students who met reading competency standards in SY 2017 as compared with SY 2015 and SY 2016.

Exhibit 3. Reading Competency Rates by Student Characteristic, SY 2013 through 2017.

Percent of Students, by Characteristic, Who Met Reading Competency Standards on Their Last Test, SY 2013 to 2017

	Low Income	Minority	SWD	Mobile	English Learner
2013	63%	60%	41%	56%	44%
2014	64%	62%	41%	61%	44%
2015	64%	62%	42%	58%	48%
2016	60%	60%	41%	53%	46%
2017	58%	58%	40%	47%	42%

■ 2013 ■ 2014 ■ 2015 ■ 2016 ■ 2017

The 2017 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), were tested in reading in 2017, and who fall into the characteristic group in question. Some students may be in multiple groups (Low Income = 53,261; Minority = 35,093; Special Ed = 19,783; Mobile = 451; English Learner = 14,898).

Reading Competency through the School Year

Exhibit 4 shows reading competency results by grade level for each of the three testing sessions throughout the year. Among first and third graders the percentages of students who met reading competency standards increased through the year. The percentages of second graders who met reading competency standards was lower at year end than the beginning of year. The percentage of students who met reading competency standards for their grade level during the beginning-of-year testing session was 63% among first graders, 73% among second graders, and 71% 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 5% among first graders (to 68%), and by 2% among third graders (to 73%). The percentage of second graders who met reading competency decreased by 1% (to 72%) at end-of-year.

Exhibit 4. Percentages of Students Who Met Reading Competency Standards by Grade Level and Testing Session, School Year 2017.

The 2017 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 (the percent untested at the time of each of the test sessions was 1% in the fall, 1% midyear, and 1% at year-end).
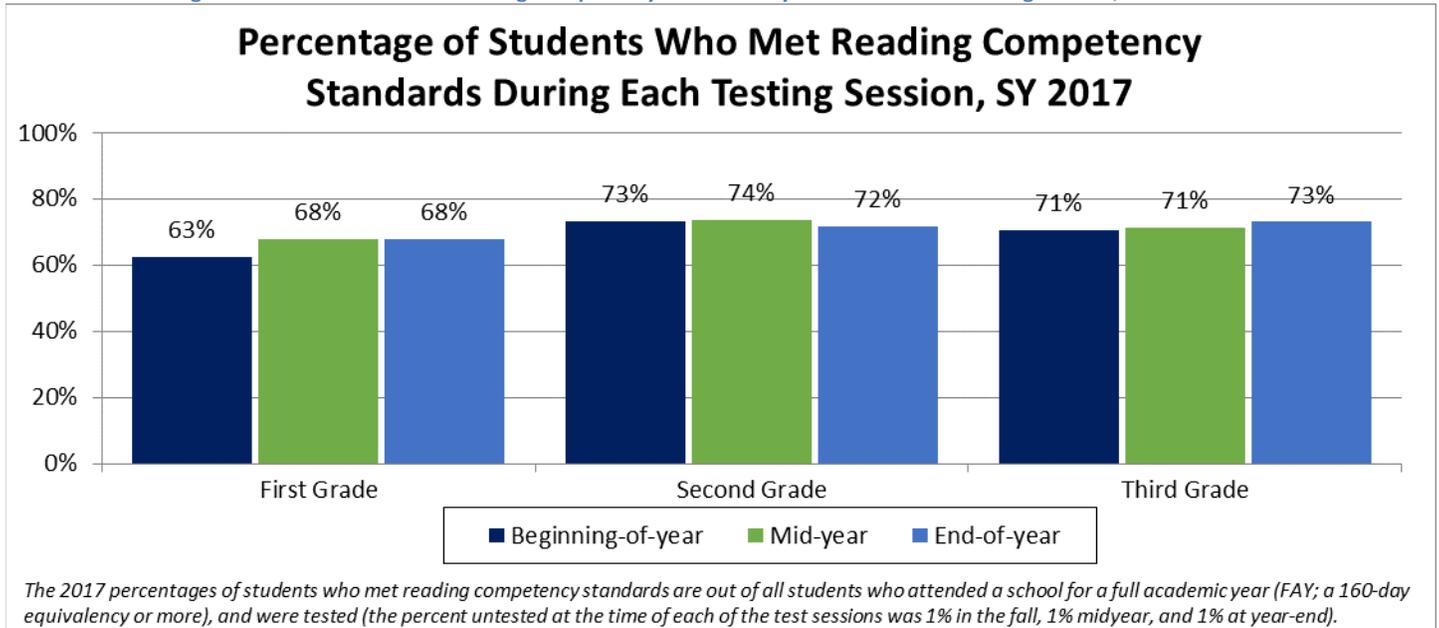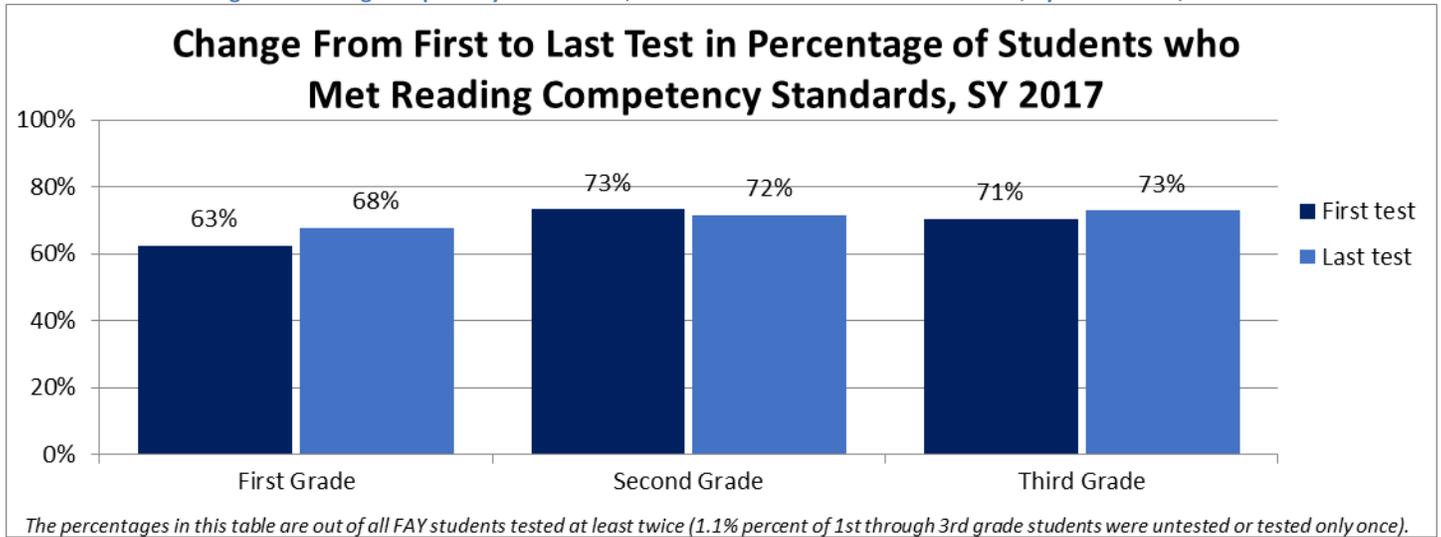
Change in Competency from the First to the Last Test

In SY 2017 most students in grades 1-3 were tested three times (99%). Some students were tested only twice (1%), 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 69% at the time of the first test taken to 71% at the time of the last test taken. The biggest gain was seen among first graders, with a five-percentage-point gain in the percentage of students meeting standards at the time of their last test than their first test (from 63% to 68%). Third graders followed with a two-percentage-point gain (from 71% to 73%). Second graders had a one-percentage-point drop (from 73% to 72%) in the percentage of students who met reading competency standards (see Exhibit 5).

Exhibit 5. Overall Changes in Reading Competency Test Results, From Students' First to Last Test Taken, by Grade Level, SY 2017.

Change From First to Last Test in Percentage of Students who Met Reading Competency Standards, SY 2017

The percentages in this table are out of all FAY students tested at least twice (1.1% percent of 1st through 3rd grade students were untested or tested only once).

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 2017. The percentage of students who never met reading competency standards for their grade level was 22% (this is one percentage point higher than in SY 2016). Other students maintained competency throughout the year (62%), increased their competency (9%), or lost competency (7%). Among the students who increased their competency, 80% received an intervention during SY 2017.

Exhibit 6. Changes in Reading Competency Test Results, From Students' First to Last Test Taken by the Type of Change, and Grade Level, SY 2017.

Percent of Students by the Change in Their Reading Status From the First to Last Test (Standards Met: Yes or No?), SY 2017

The percentages in this table are out of all FAY students tested at least twice (141,761)
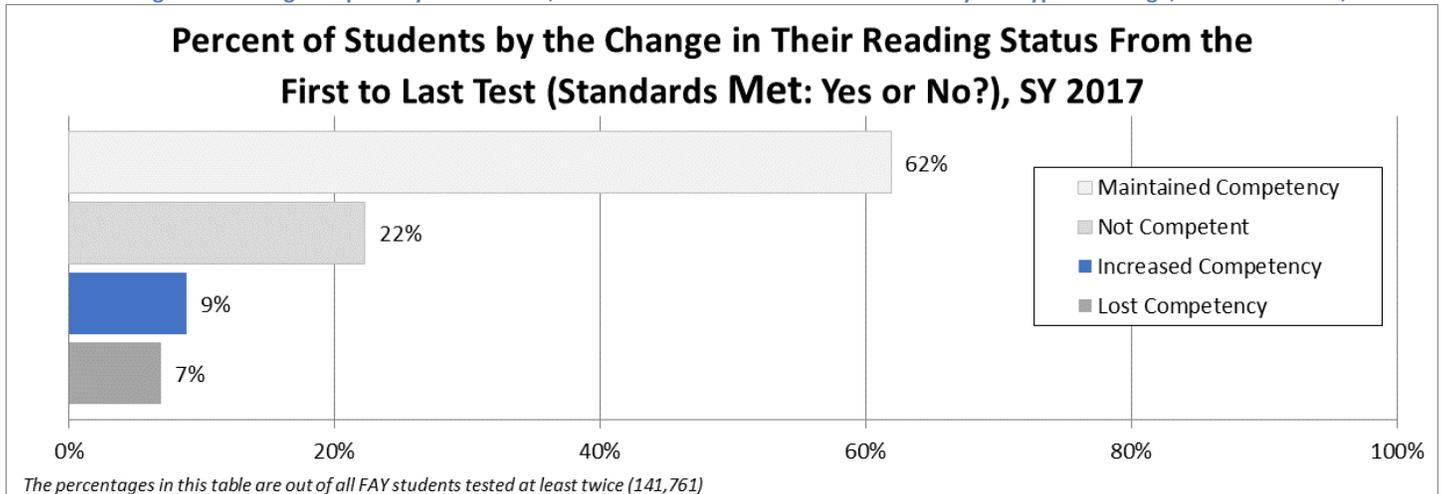
Reading Interventions

Among students who received a reading intervention and were tested in reading at least twice during SY 2017, there was a five percentage point increase overall (from 35% to 40%), from the students' first to last test, in the percentage of students who met reading competency standards (see Exhibit 7).

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

Percentage of Students Who Met Reading Competency Standards at the Time of the First and Last Test, SY 2013 to 2017

The 2017 percentages are out of all grade 1-3 FAY students who were tested in reading at least twice and received an intervention (2017: 59,155 students)
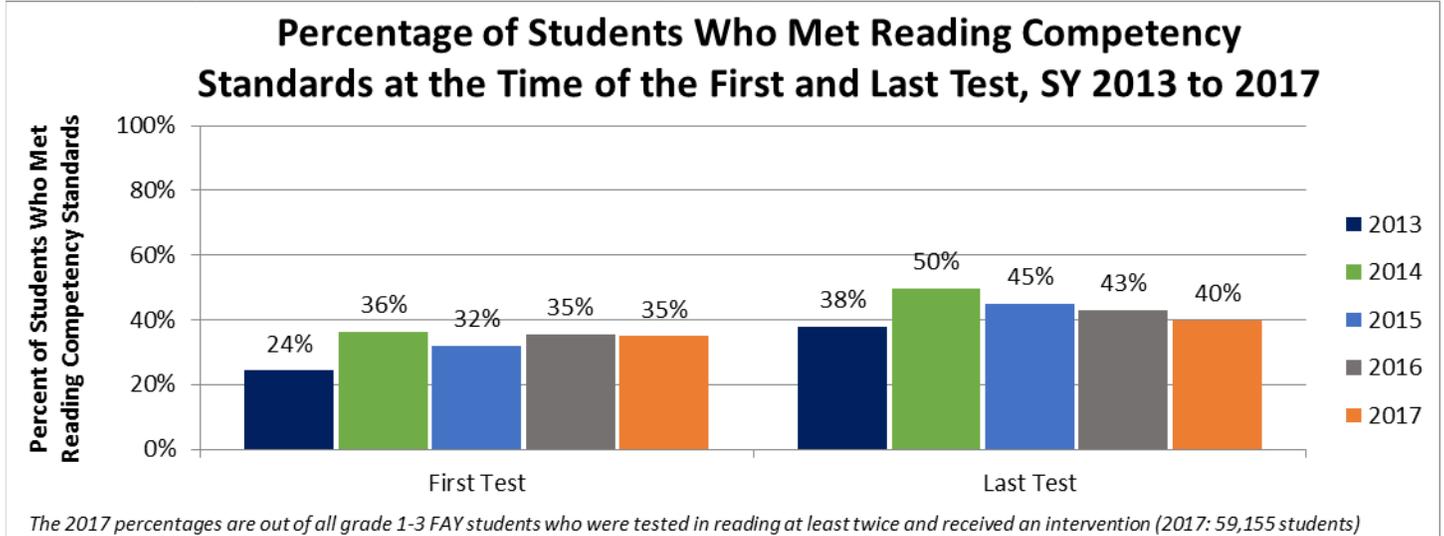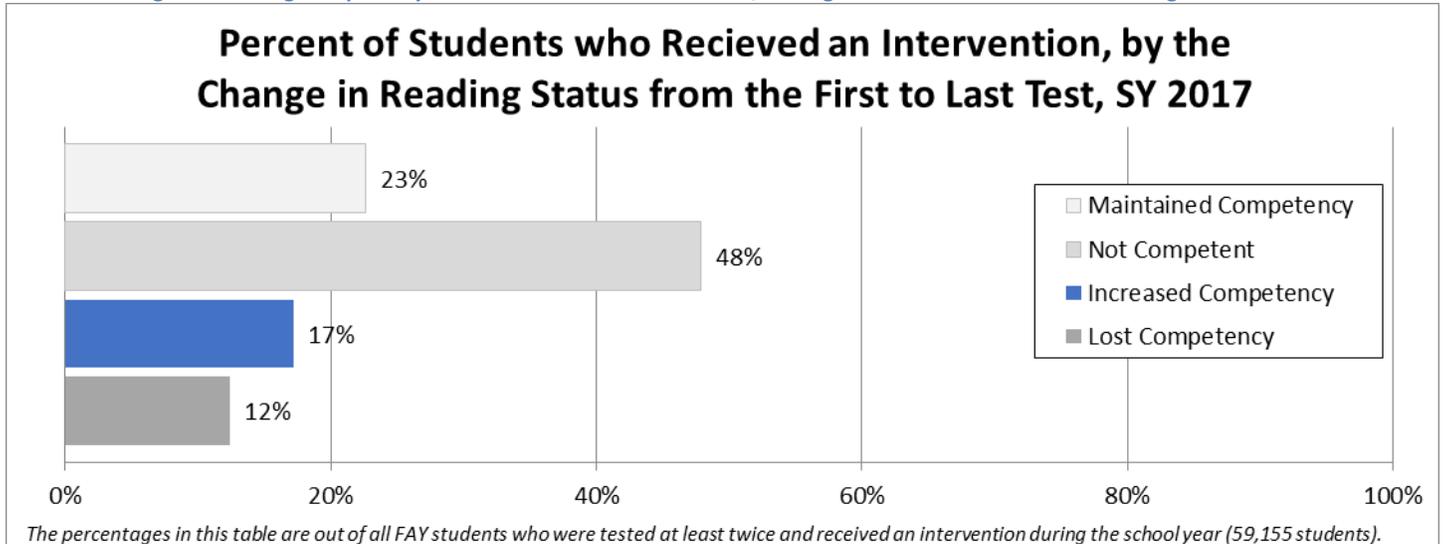
Exhibit 8 shows the change in reading competency status among all students who received a reading intervention and were tested in reading at least twice. A plurality of the students who received a reading intervention did not meet reading competency standards at the time of both their first or last tests (48%). Seventeen percent (17%) 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.

Percent of Students who Recieved an Intervention, by the Change in Reading Status from the First to Last Test, SY 2017

- Maintained Competency — 23%
- Not Competent — 48%
- Increased Competency — 17%
- Lost Competency — 12%

The percentages in this table are out of all FAY students who were tested at least twice and received an intervention during the school year (59,155 students).

Reading Competency by LEA

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 2017 end-of-year test administration. Overall, students in Charter schools performed slightly better (71.6% overall) than students in District schools (70.8% overall) in SY 2017.

Exhibit 9. Percentage of FAY Students Who Were Tested at Year-End and Met Reading Competency Standards by District and Grade, SY 2017

LEA Name	Grades 1-3 Untested	Grades 1-3 Overall	Grade 1	Grade 2	Grade 3
Alpine District	≤1%	75.1%	70.9%	77.1%	77.2%
Beaver District	≤1%	75.0%	70.9%	72.0%	81.5%
Box Elder District	≤1%	72.7%	68.7%	74.0%	75.4%
Cache District	≤1%	84.9%	83.4%	82.9%	88.4%
Canyons District	≤1%	72.8%	72.0%	70.5%	75.9%
Carbon District	≤1%	63.2%	61.5%	65.9%	62.2%
Daggett District	≤10%	80-89%	70-79%	N≤10	≥80%
Davis District	≤1%	75.1%	71.9%	76.0%	77.4%
Duchesne District	≤1%	71.3%	71.0%	73.8%	69.2%
Emery District	≤1%	65.5%	57.1%	69.8%	68.8%
Garfield District	≤2%	79.6%	75.4%	76.7%	86.7%
Grand District	≤1%	70.7%	68.7%	68.6%	74.8%
Granite District	≤1%	58.8%	55.4%	60.5%	60.2%
Iron District	≤1%	72.9%	70.8%	74.5%	73.5%
Jordan District	≤1%	70.4%	65.8%	70.2%	74.9%
Juab District	≤1%	64.9%	60.8%	67.0%	66.0%
Kane District	≤2%	78.8%	79.3%	74.7%	82.4%
Logan City District	≤1%	69.9%	71.4%	68.1%	70.2%
Millard District	≤1%	74.2%	69.0%	80.6%	73.1%
Morgan District	≤1%	73.6%	67.6%	69.6%	84.2%
Murray District	≤1%	74.0%	71.8%	74.6%	75.8%
Nebo District	≤1%	68.6%	64.2%	70.9%	70.6%
North Sanpete District	≤1%	73.4%	76.1%	69.4%	75.0%
North Summit District	≤2%	84.9%	80.6%	86.5%	87.3%
Ogden City District	≤1%	56.0%	54.4%	55.3%	58.1%
Park City District	≤1%	73.2%	72.5%	69.6%	77.9%
Piute District	≤5%	68.8%	60-69%	60-69%	70-79%
Provo District	18.5%	70.8%	67.3%	72.1%	72.8%
Rich District	≤5%	81.6%	≥90%	80.0%	70-79%
Salt Lake District	≤1%	66.8%	69.3%	65.2%	65.9%
San Juan District	≤1%	58.3%	60.0%	58.9%	55.7%
Sevier District	≤1%	74.6%	73.5%	76.4%	73.5%
South Sanpete District	≤1%	76.5%	71.0%	80.6%	77.9%
South Summit District	≤1%	70.5%	73.1%	67.8%	70.7%
Tintic District	≤5%	77.6%	70-79%	80-89%	70-79%
Tooele District	≤1%	68.8%	63.3%	70.9%	71.5%
Uintah District	≤1%	75.9%	78.6%	76.6%	72.7%
Wasatch District	1.6%	68.2%	65.8%	69.0%	69.5%
Washington District	2.6%	72.5%	72.0%	73.6%	71.9%

LEA Name	Grades 1-3 Untested	Grades 1-3 Overall	Grade 1	Grade 2	Grade 3
Wayne District	≤5%	71.3%	60-69%	60-69%	70-79%
Weber District	≤1%	72.5%	67.2%	74.0%	76.1%
Districts Overall	**≤1%**	**70.8%**	**67.9%**	**71.5%**	**72.7%**

Exhibit 10. Percentage of FAY Students Who Were Tested at Year-End and Met Reading Competency Standards, by Charter and Grade, SY 2017

LEA Name	Grades 1-3 Untested	Grades 1-3 Overall	Grade 1	Grade 2	Grade 3
American International School of Utah	2.8%	47.4%	40.0%	44.7%	57.8%
American Leadership Academy	1.6%	71.7%	63.6%	70.0%	81.9%
American Preparatory Academy	≤1%	79.7%	76.6%	78.9%	83.5%
Aristotle Academy	≤5%	69.0%	50-59%	40-49%	≥80%
Ascent Academies of Utah	≤1%	72.9%	75.6%	67.2%	76.2%
Athenian eAcademy	17.3%	45.3%	40-49%	40-49%	40-49%
Athlos Academy of Utah		67.8%	57.3%	67.9%	77.6%
Bear River Charter School	≤5%	75.5%	60-69%	≥80%	70-79%
Canyon Grove Academy	8.2%	59.8%	49.2%	61.8%	69.2%
Canyon Rim Academy	≤2%	92.3%	92.0%	91.7%	93.2%
Channing Hall	≤2%	84.2%	84.7%	81.9%	85.9%
CS Lewis Academy	≤2%	55.3%	48.8%	60-69%	50-59%
DaVinci Academy	7.3%	56.2%	48.8%	60.7%	59.7%
Dixie Montessori Academy	7.1%	53.8%	55.8%	56.4%	50.0%
Dual Immersion Academy	≤2%	60.9%	57.1%	73.3%	50.9%
Early Light Academy at Daybreak	≤2%	77.5%	64.9%	78.8%	88.0%
Edith Bowen Laboratory School	≤2%	84.7%	80.9%	88.7%	84.0%
Endeavor Hall	≤2%	58.2%	52.6%	54.4%	67.8%
Entheos Academy	≤1%	60.3%	65.0%	51.6%	62.9%
Esperanza School	≤2%	49.4%	57.0%	48.1%	41.2%
Excelsior Academy	≤2%	64.8%	64.1%	67.1%	63.3%
Franklin Discovery Academy	≤2%	67.0%	64.6%	67.2%	70.4%
Freedom Preparatory Academy	≤1%	75.1%	68.8%	80.6%	76.3%
Gateway Preparatory Academy	24.6%	54.5%	43.1%	58.0%	64.6%
George Washington Academy	≤1%	87.4%	88.8%	95.3%	77.5%
Good Foundations Academy	≤2%	68.9%	73.0%	75.0%	57.8%
Greenwood Charter School	≤2%	55.8%	63.6%	51.0%	51.2%
Guadalupe School	≤2%	60.8%	50.0%	65.3%	60-69%
Hawthorn Academy	≤1%	75.3%	75.6%	77.8%	72.5%
Highmark Charter School	≤2%	84.8%	82.2%	86.0%	86.0%
Jefferson Academy	≤2%	90.2%	89.5%	88.4%	92.5%
John Hancock Charter School	≤5%	88.9%	≥90%	80-89%	≥90%
Lakeview Academy	≤1%	79.3%	78.8%	76.0%	83.2%
Leadership Learning Academy	≤2%	60.5%	50.6%	59.4%	72.0%
Legacy Preparatory Academy	≤1%	80.7%	71.2%	84.9%	86.2%
Lincoln Academy	≤2%	90.8%	87.9%	91.8%	92.1%
Lumen Scholar Institute	≤5%	47.4%	30-39%	50-59%	50-59%

LEA Name	Grades 1-3 Untested	Grades 1-3 Overall	Grade 1	Grade 2	Grade 3
Mana Academy Charter School	3.3%	53.4%	41.9%	60-69%	50-59%
Maria Montessori Academy	≤2%	64.5%	56.3%	68.7%	70.0%
Moab Charter School	≤5%	40.5%	N≤10	≤20%	50-59%
Monticello Academy	≤2%	79.5%	70.3%	81.1%	86.8%
Mountain West Montessori Academy	2.7%	67.1%	53.5%	62.0%	83.0%
Mountainville Academy	≤2%	91.7%	90.0%	≥95%	90.3%
Navigator Pointe Academy	≤2%	79.3%	75.9%	76.8%	85.2%
Noah Webster Academy	≤2%	61.5%	52.3%	59.5%	74.0%
North Davis Preparatory Academy	≤1%	73.9%	73.5%	76.9%	71.2%
North Star Academy	≤2%	91.3%	94.0%	93.9%	86.0%
Odyssey Charter School	≤2%	71.9%	68.4%	74.3%	74.2%
Ogden Preparatory Academy	≤1%	75.4%	70.8%	75.5%	80.2%
Open Classroom	≤2%	64.8%	60-69%	69.0%	64.0%
Pacific Heritage Academy	2.9%	47.4%	57.4%	46.0%	30-39%
Pinnacle Canyon Academy	≤5%	58.7%	50-59%	70-79%	50-59%
Promontory School of Expeditionary Learning	≤2%	76.4%	69.6%	76.9%	82.6%
Providence Hall	1.9%	68.8%	62.6%	69.7%	73.9%
Quest Academy	≤1%	65.7%	70.2%	61.3%	66.1%
Ranches Academy	≤2%	78.8%	81.8%	62.3%	93.9%
Reagan Academy	≤2%	93.4%	87.5%	≥95%	≥95%
Renaissance Academy	≤2%	77.8%	67.7%	80.2%	86.7%
Scholar Academy	≤2%	78.0%	75.3%	77.7%	81.1%
Soldier Hollow Charter School	≤2%	72.3%	80-89%	60-69%	60-69%
Spectrum Academy	≤2%	47.6%	48.4%	48.7%	45.6%
Summit Academy	≤1%	74.0%	71.1%	71.4%	79.8%
Syracuse Arts Academy	≤1%	82.5%	79.0%	88.3%	80.1%
Terra Academy	≤2%	67.1%	45.7%	72.9%	82.6%
Thomas Edison	≤1%	71.8%	79.0%	67.9%	68.6%
Timpanogos Academy	≤2%	72.7%	68.8%	80.0%	70.0%
Utah Connections Academy	5.9%	53.1%	50-59%	50-59%	50-59%
Utah Virtual Academy	4.2%	60.1%	57.6%	63.2%	59.7%
Valley Academy	≤2%	66.7%	60-69%	52.3%	80-89%
Venture Academy	≤2%	82.0%	57.1%	≥95%	≥95%
Vista at Entrada School of Performing Arts and Technology	≤2%	59.1%	48.8%	73.8%	55.3%
Voyage Academy	≤2%	74.9%	69.4%	77.1%	77.9%
Walden School of Liberal Arts	≤5%	63.3%	50-59%	60-69%	60-69%
Wallace Stegner Academy	5.4%	52.9%	46.2%	53.8%	58.5%
Wasatch Peak Academy	≤2%	73.5%	63.8%	64.6%	85.3%
Wasatch Waldorf Charter School	4.9%	49.5%	28.4%	51.4%	67.1%
Weilenmann School of Discovery	≤2%	74.6%	59.3%	73.6%	89.4%
Charters Overall	**≤1%**	**71.6%**	**67.7%**	**72.1%**	**74.8%**

Appendix A: Students Included in the Data Set

The data for this report includes reading competency test data for 143,286 students who were enrolled in a school for the full academic year (FAY; the equivalent of 160 days or more). Among these students, 141,978 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, 38% of first through third graders in SY 2017 were from a low-income household, 25% identified as a minority race or ethnicity, 14% received special education services (students with disabilities), less than one percent were mobile, and 11% were English language learners.

Exhibit 11. Characteristics of the Grades 1-3 Student Body, School Year 2017

The percentages in this table are out of all students who were FAY in a school, and were tested at least once in reading in the 2017 SY (141,978 students).