Reading On Grade Level (Mid-Year 2011)

Districts administered a reading test in first through third grade and then reported 1) whether students were reading on grade level and 2) whether the students received reading interventions. The percentage of students reading on grade level in first grade was 74%, second grade was 75%, and third grade was 77%.

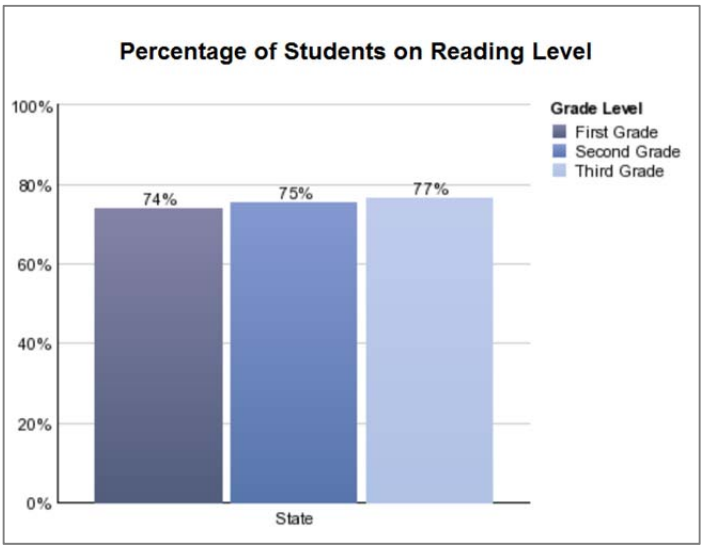

Figure 1: Percentage of Students Reading on Grade Level by Grade

Of all the students tested, 31% received reading interventions (see Figure 2). Of the students who were not reading on grade level, 86% received interventions. In addition, of the students who were reading on grade level, 13% received interventions. Finally, 14% of all students who were not reading on grade level received no intervention.

Interventions

	Number	Percent
Percent of All Students Receiving Intervention	42,807	31%
Percent of Students Not on Level Receiving Intervention	29,159	86%
Percent of Students Not on Level and Receiving No Intervention	4,732	14%
Percent of Student On Level and Received Intervention	13,648	13%

Figure 2: Number and Percentage of Students Receiving Interventions

Mid-Year Reading Analyses

Figure 3 shows the percentage of students reading on grade level by ethnicity for grades 1 through 3. Although the three grades are separate cohorts (this is not a longitudinal analysis), it is notable to see the progress of some racial/ethnic subgroups the longer students stay in school. For example, although fewer Pacific Islander students were reading on grade level than the majority subgroup (White) in first grade, by third grade, the percentage of PI students reading on grade level surpassed that of White students. In addition, the percentage of Hispanic students reading on grade level rose significantly from grade 1 to grade 3.

Note: While the decrease in percentage for the entire American Indian subgroup was not statistically significant, the decrease for the American Indian female subgroup was significant at $p < 0.05$.

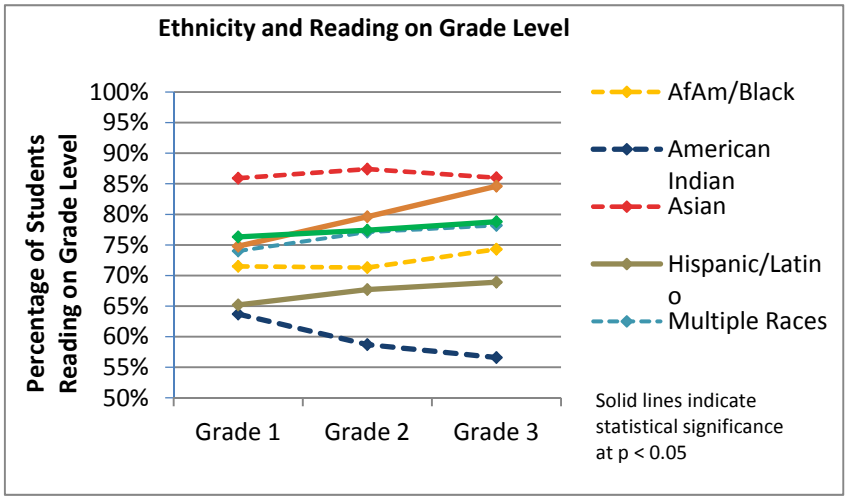

Figure 3: Percentage of Students Reading on Grade Level by Ethnicity and Grade Level

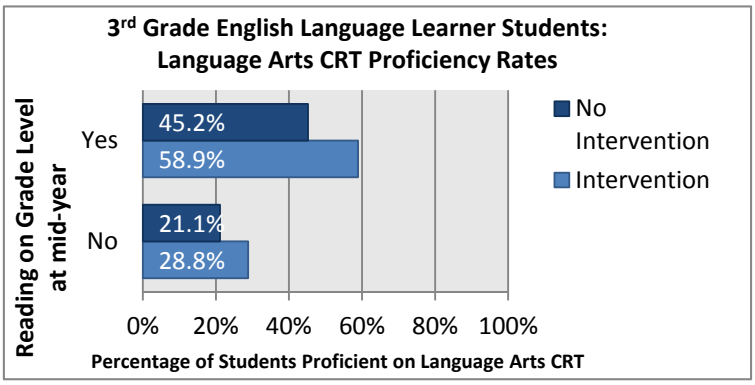

Figure 4: LA CRT Proficiency Rates for 3rd Grade English Language Learner Students

Because students take the Language Arts Criterion-Referenced Test (LA CRT) for the first time in third grade, analyses were performed to determine whether reading intervention had a relationship with proficiency on the LA CRT. Figure 4 shows the difference in proficiency rates for Language Arts CRT exams between 3rd grade ELL students who received reading intervention and those who did not. The percentage of students who scored proficiently improved significantly ($p < 0.05$) with reading intervention both for students who were reading on grade level at mid-year and for those who were not.

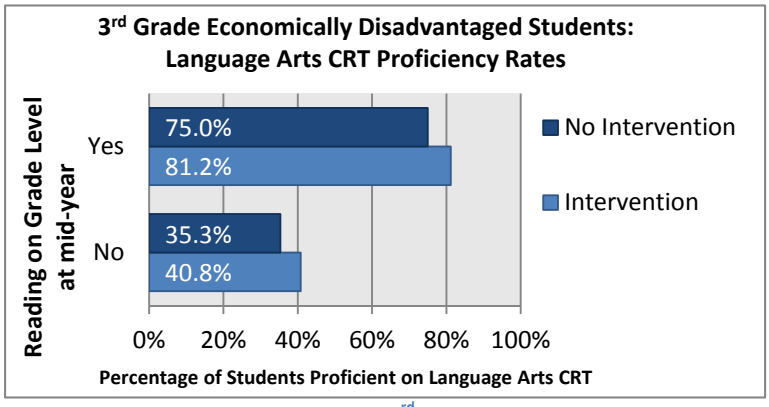

Figure 5: LA CRT Proficiency Rates for 3rd Grade Economically Disadvantaged Students

In addition, Figure 5 shows the difference in proficiency rates for LA CRT exams between 3rd grade economically disadvantaged students who received reading intervention and those who did not. The percentage of students who scored proficiently improved significantly ($p < 0.01$) with reading intervention both for students who were reading on grade level at mid-year and for those who were not.

In conclusion, the student groups for whom reading intervention appears to make the greatest difference are those which have historically been "at-risk." In other words, some of Utah's minority students, ELL students, and low income students show some promising results when schools emphasize reading on grade level.