



2021-2022 Early Literacy Report

Contents

2021-2022 Early Literacy Report.....	1
Background	1
Key Findings	1
Early Literacy Program	2
Reading Benchmarks by Grade Level.....	2
Reading Benchmarks over Time.....	2
Pathways of Progress.....	5
Reading Benchmark by LEA.....	6
Appendix A: Students Included in the Data Set	10

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 (formerly 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.
- End of year assessments were not completed in the end of the 2019-2020 school year (SY 2020), due to the COVID-19 Pandemic soft school closures. As such, many of the charts in this report omit SY 2020 data. (The SY 2020 Early Literacy report looks at beginning of year to middle of year data, and thus, is not comparable with data in this report, which primarily looks at beginning of year to end of year data.)

Key Findings

- **Reading benchmark rates declined in SY 2022 as compared with pre-pandemic years, though it increased slightly from SY 2021** (See Exhibit 2).
- **First graders had the most improvement throughout the year.** At the beginning of the 2021-2022 school year (SY 2022), the percentages of first graders who met grade-level based reading benchmarks were 55% at the beginning of year and 60% at the end of year (See Exhibit 1).
- **Nearly all demographic groups saw a slightly increase of 1 to 4 percentage points compared with SY 2021** (See Exhibit 4).

Early Literacy Program

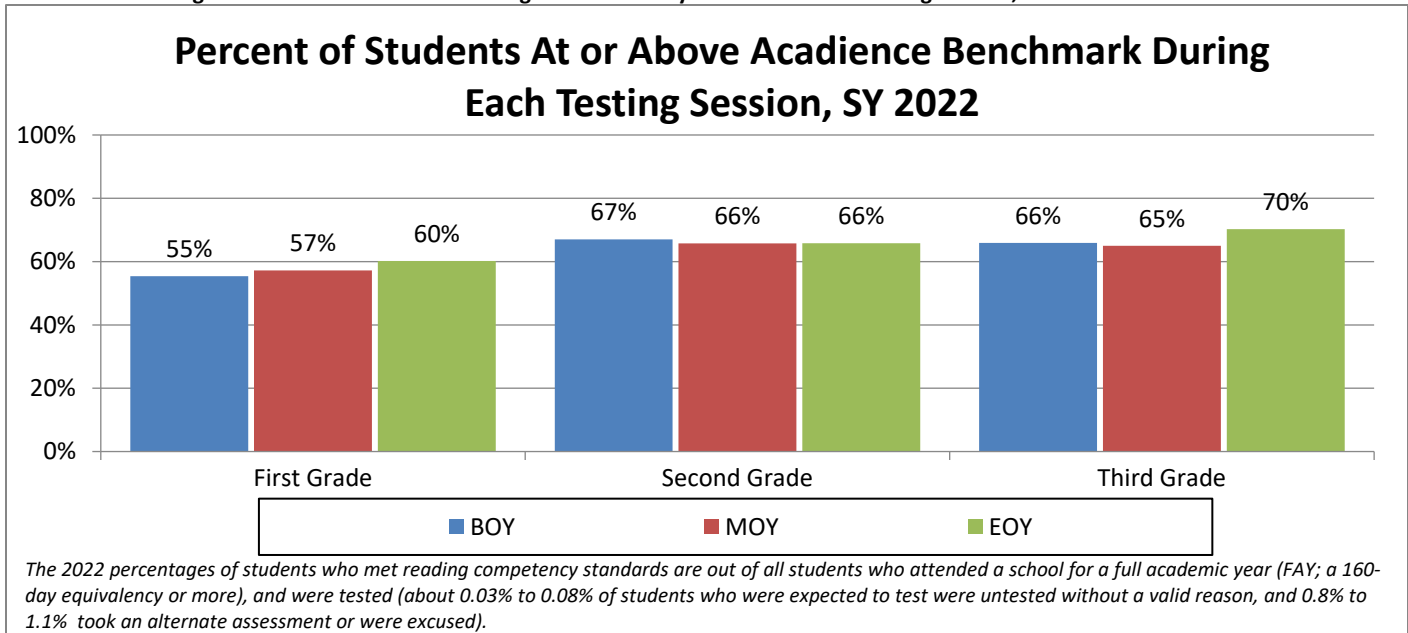
The Early Literacy Program focuses on the development of early literacy skills in all students, with additional emphasis placed on intervention for “at-risk” students. Resources available to aid these students include interventions and supports for students in grades kindergarten through third grade, standards and assessments for testing and monitoring reading benchmark status three times per year in grades 1-3, 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 (Lexiles), 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.

Reading Benchmarks by Grade Level

Exhibit 1 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 55% among first graders, 67% 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 five percentage points among first graders (to 60%), and by four percentage points among third graders (to 70%). The percentage decreased by one percentage point among second graders (to 66%).

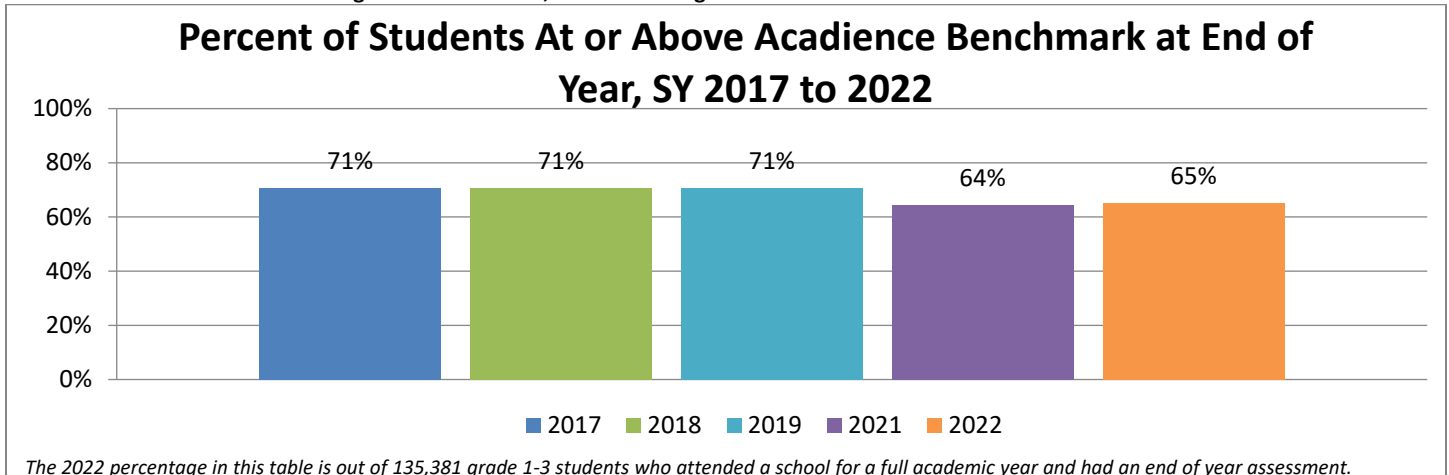
Exhibit 1. Percentages of Students Who Met Reading Benchmarks by Grade Level and Testing Session, School Year 2022.



Reading Benchmarks over Time

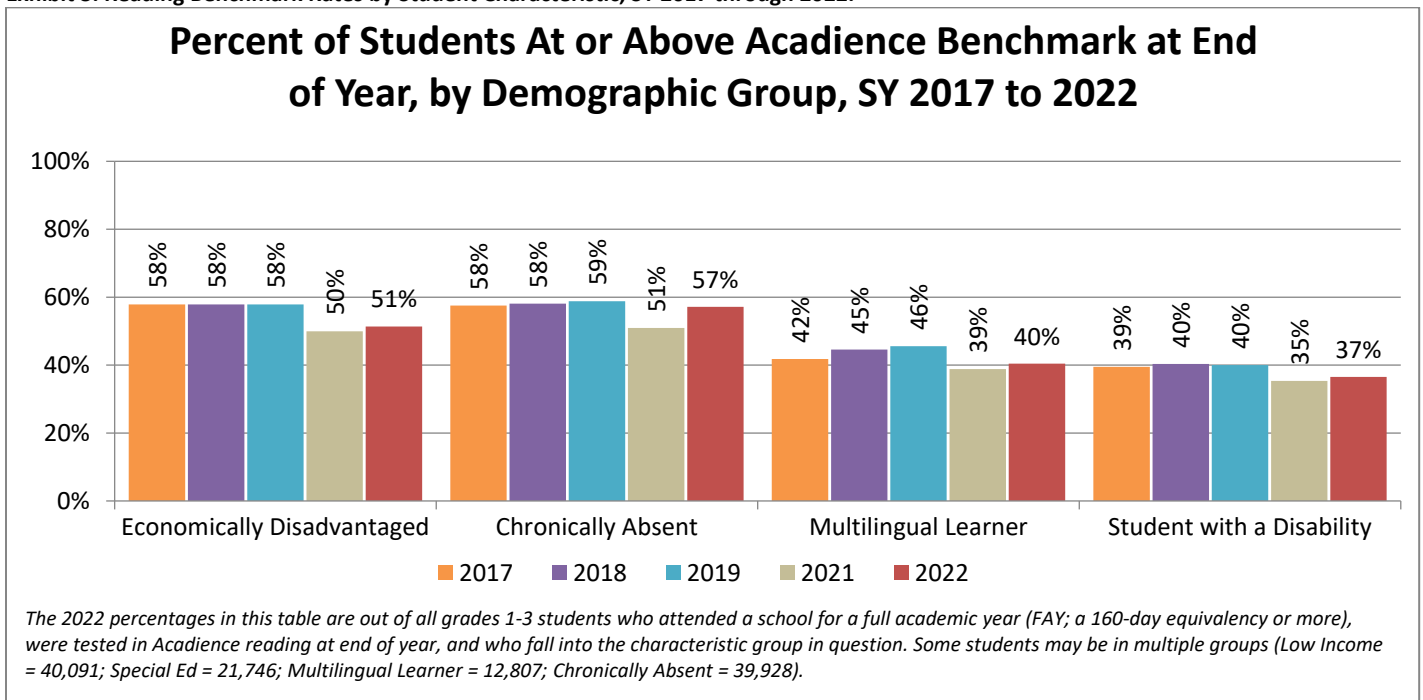
Exhibits 2, 3, and 4 show year-end reading benchmark percentages for all first through third grade students and by student group. Among all first through third graders the percent meeting benchmark has fluctuated between 64% and 71% between SY 2017 and SY 2022. The percentage stayed at 65% in SY 2022.

Exhibit 2. Overall Grade 1-3 Reading Benchmark Rates, SY 2017 through 2022.



Compared with the grades 1-3 student population as a whole, lower percentages of students with risk factors (economically disadvantaged, Students with Disabilities (SWD), Multilingual Learners, and chronically absent students) met reading benchmarks. In SY 2022, the largest gap was with SWD (only 37% of students with a disability met reading benchmarks, as compared with 65% of students overall). However, all student groups saw a slightly increase in the percent that met benchmark in SY 2022 as compared with SY 2021. The chronically absent student group had the biggest increase of 6 percentage points.

Exhibit 3. Reading Benchmark Rates by Student Characteristic, SY 2017 through 2022.



Compared with the grades 1-3 student population as a whole, lower percentages of students who identify as American Indian (41%), Hispanic/Latino (49%), Black or African American (52%), and Pacific Islander (57%) met reading benchmarks. All racial/ethnic student groups saw a slightly increase in the percent that met benchmark in SY 2022 as compared with SY 2021. The Asian student group had the smallest increase of 1 percentage point.

Exhibit 4. Reading Benchmark Rates by Student Racial/Ethnic Student Group, SY 2017 through 2022

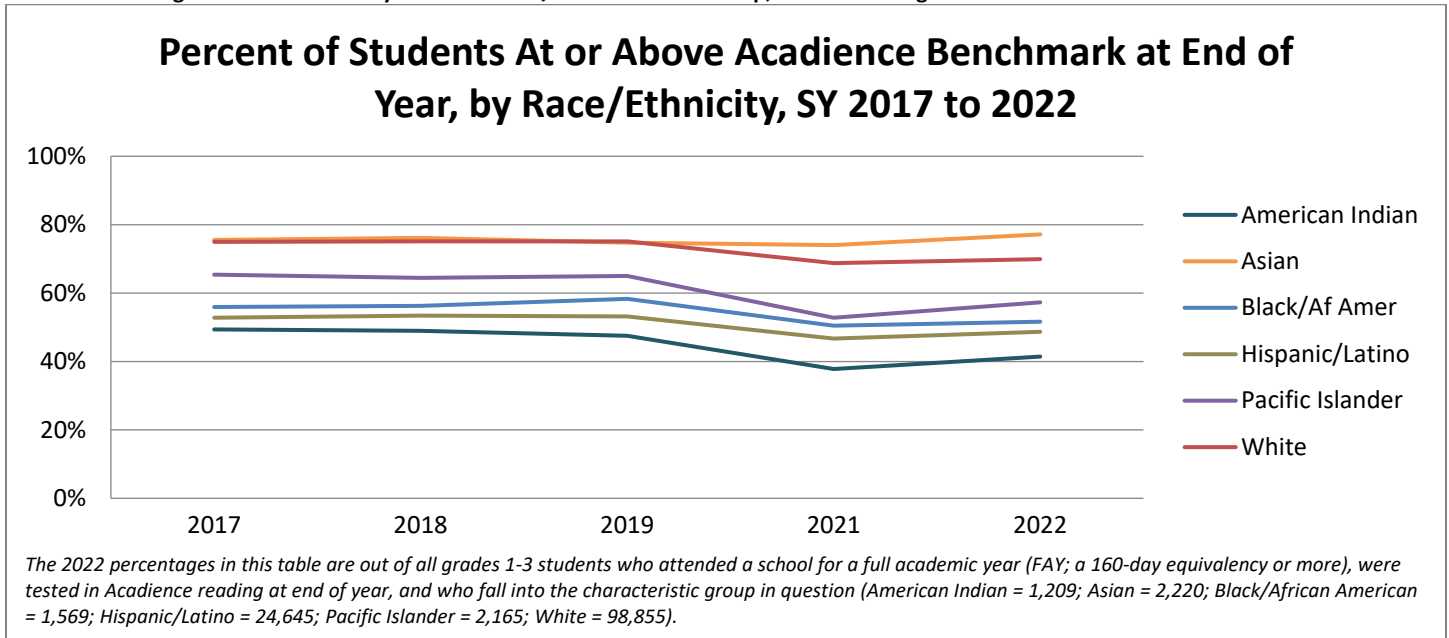


Exhibit 5 shows benchmark percentages for all first through third grade students who were tested in the beginning and end of SY 2022, grouped by whether the student was provided with a reading intervention during the year. Reading interventions are targeted at “at-risk” students, including students who 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, 88% met the beginning of year benchmarks and 90% met the end of year benchmarks. Among students who received a reading intervention, 40% met the beginning of year benchmarks and 43% 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.

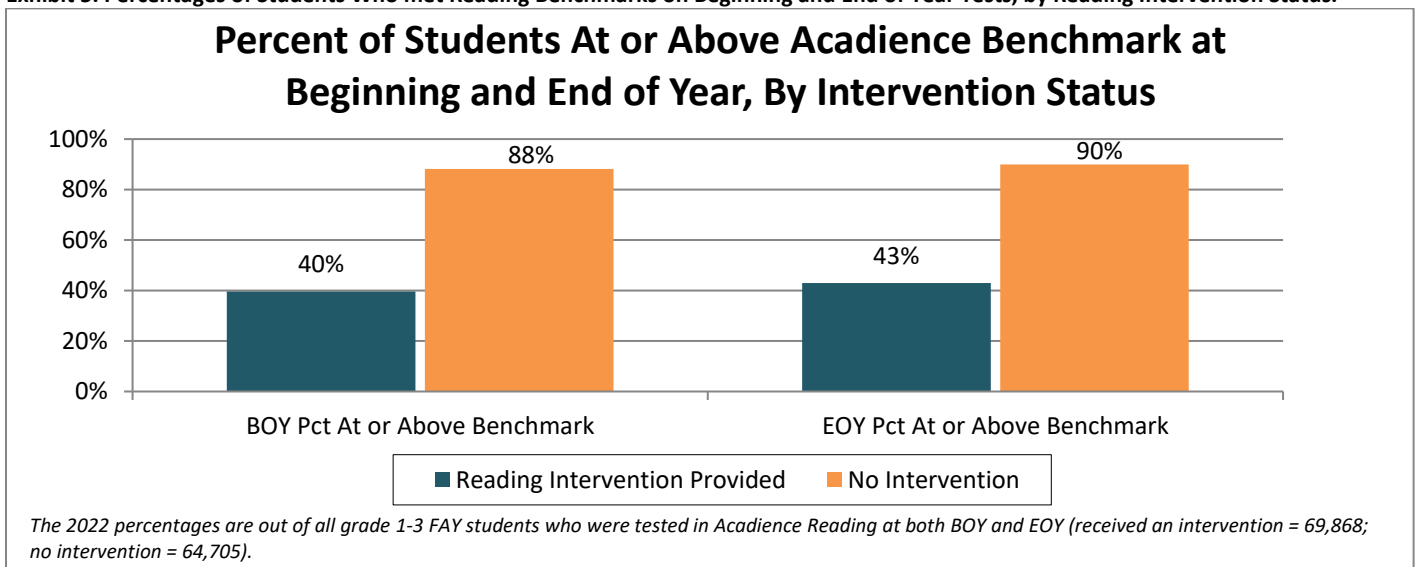


Exhibit 6 shows the changes in students’ reading benchmark status from the beginning to the end of SY 2022. Fifty-six percent (56%) of first through third graders maintained above benchmark status throughout the year. Other students were below or well below benchmark at both the beginning and end of year (28%), started the year below benchmark

and attained benchmark by year end (9%), or started the year above benchmark and slipped below benchmark by year end (7%). Among the 11% of students who attained benchmark, 53% had received an intervention during SY 2022.

Exhibit 6. Changes in Reading Benchmarks, From Beginning to End of Year, by the Type of Change, SY 2022.

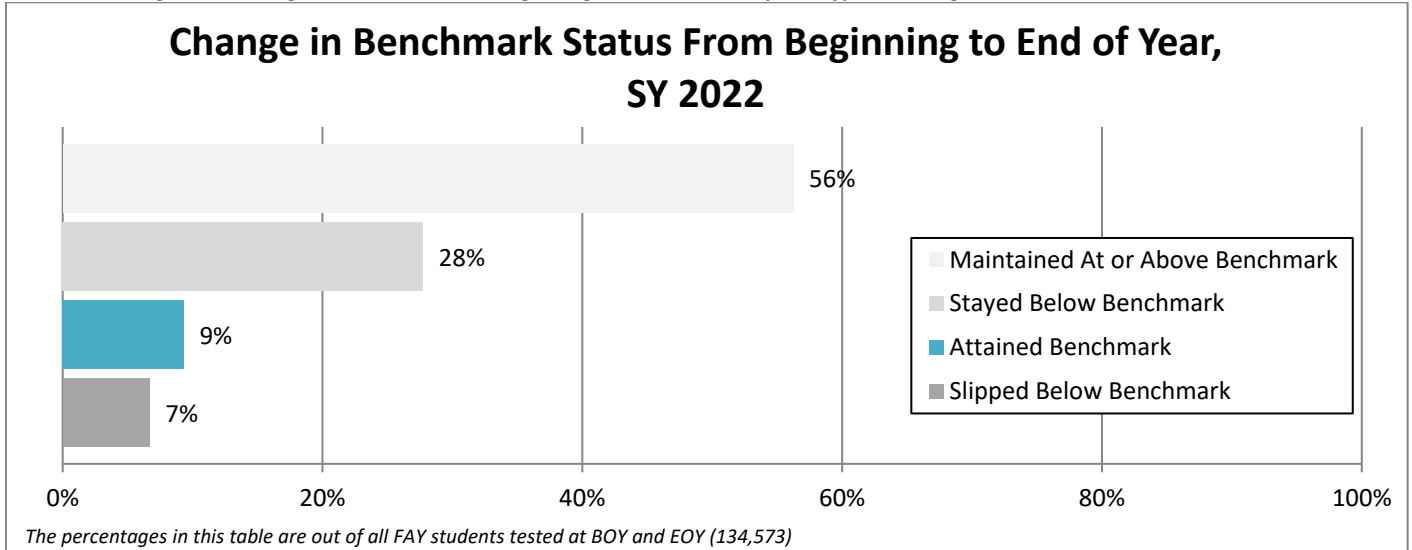
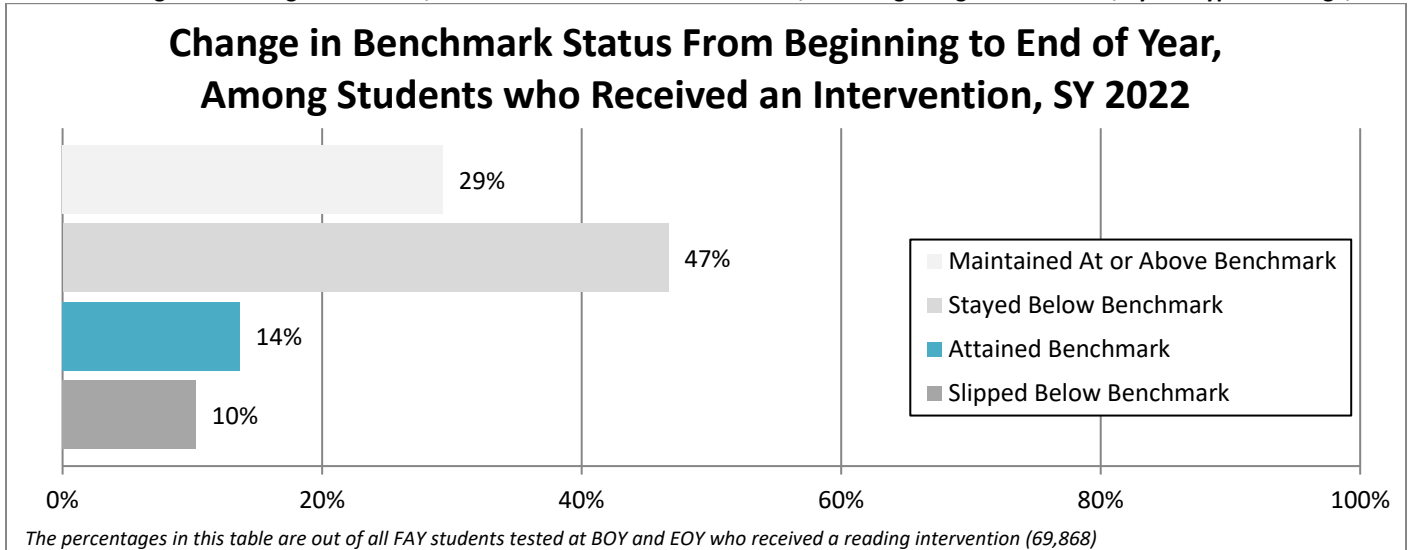


Exhibit 7 shows the changes in students' reading benchmark status from the beginning to the end of SY 2022 among students who received a reading intervention. As compared with all students a larger percentage of students who received an intervention moved from below or well below to at or above benchmark status (14% as compared with 9% of all students). Despite the interventions over half of these students (47%) 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 2022.

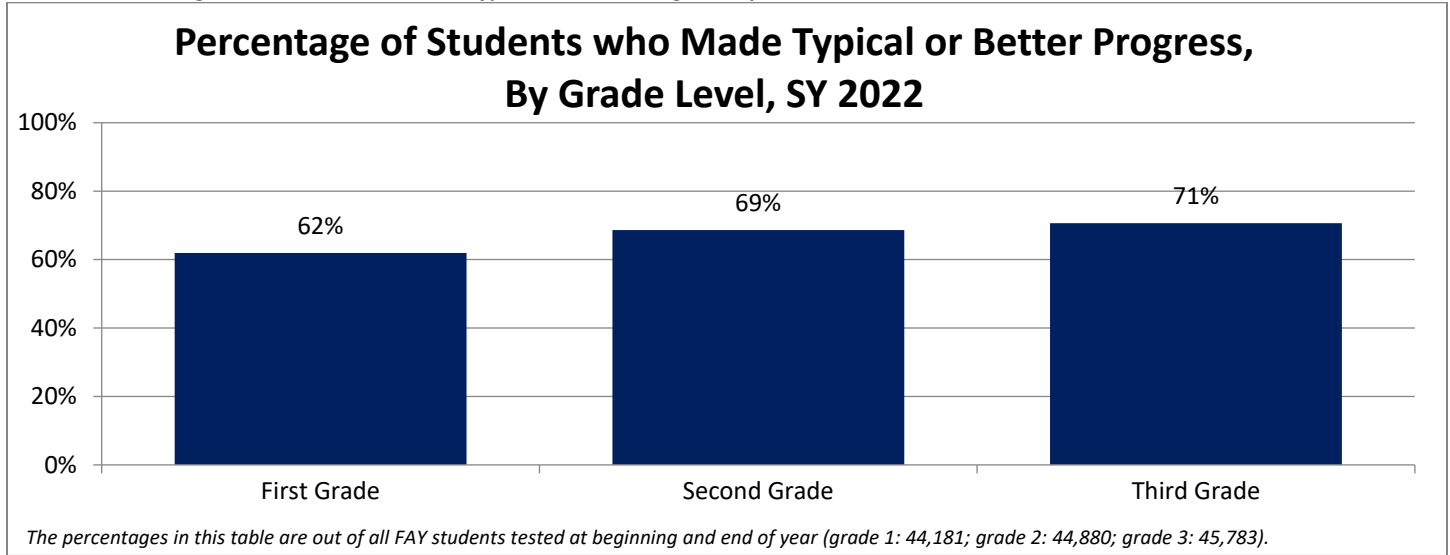


Pathways of Progress

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 2022, 62% of first graders, 66% of second graders, and 71% of third graders made typical or better progress.

Exhibit 8. Percentages of Students who Made Typical or Better Progress, by Grade Level, SY 2022.



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 2022 end-of-year test administration. Third grade 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 2022

LEA Name	Kindergarten	Grade 1	Grade 2	Grade 3
Alpine District	70.7%	66.2%	66.8%	71.3%
Beaver District	74.8%	75.7%	71.8%	86.5%
Box Elder District	81.5%	62.4%	65.9%	73.6%
Cache District	71.2%	70.8%	76.2%	80.7%
Canyons District	69.2%	61.9%	68.6%	74.3%
Carbon District	76.3%	58.2%	66.2%	60.1%
Daggett District	60-69%	50-59%	N≤10	≥80%
Davis District	67.8%	62.5%	68.8%	70.9%
Duchesne District	61.8%	59.6%	50.7%	59.7%
Emery District	72.6%	52.2%	56.1%	65.3%
Garfield District	70.2%	53.6%	58.7%	75.4%
Grand District	43.2%	44.3%	53.3%	60.4%
Granite District	66.3%	49.2%	56.3%	61.1%
Iron District	67.2%	58.7%	69.1%	74.7%
Jordan District	66.3%	60.5%	64.2%	70.3%
Juab District	66.8%	48.2%	66.1%	59.0%
Kane District	57.9%	52.2%	64.6%	78.1%
Logan City District	75.4%	56.5%	63.9%	69.0%
Millard District	70.5%	61.4%	75.1%	66.8%
Morgan District	79.1%	80.4%	79.2%	77.3%
Murray District	68.4%	58.1%	67.9%	72.8%
Nebo District	60.7%	56.0%	66.5%	72.6%
North Sanpete District	81.3%	76.1%	61.6%	66.1%
North Summit District	89.1%	69.6%	75.8%	78.8%
Ogden City District	67.4%	44.2%	49.2%	51.4%
Park City District	89.6%	70.8%	76.1%	82.4%
Piute District	40-49%	40-49%	40-49%	60-69%
Provo District	74.2%	67.5%	69.5%	76.4%
Rich District	≥90%	60-69%	83.3%	80-89%
Salt Lake District	68.2%	53.9%	63.2%	67.1%
San Juan District	70.3%	49.7%	54.1%	54.1%
Sevier District	78.6%	70.0%	76.5%	75.6%
South Sanpete District	71.6%	52.0%	73.5%	72.1%
South Summit District	78.6%	43.3%	71.6%	60.5%
Tintic District	≥80%	70-79%	≥80%	60-69%
Tooele District	54.2%	50.8%	57.2%	61.8%
Uintah District	69.4%	56.6%	62.4%	58.1%
Wasatch District	79.9%	56.3%	67.2%	73.3%
Washington District	86.4%	68.1%	71.6%	74.4%
Wayne District	70-79%	50.0%	77.5%	80-89%
Weber District	67.1%	56.9%	60.3%	68.3%
Districts Total	69.5%	60.2%	65.4%	69.8%

Exhibit 10. Charter Year End Acadience Reading Benchmark Percentages, by Grade Level, SY 2022

LEA Name	Kindergarten	Grade 1	Grade 2	Grade 3
Advantage Arts Academy	53.3%	40.0%	52.0%	76.9%
American Leadership Academy	59.4%	56.5%	60.2%	63.3%
American Preparatory Academy	NULL	69.3%	72.8%	75.2%
Ascent Academies of Utah	54.8%	46.9%	63.5%	64.7%
Athenian eAcademy	40-49%	45.5%	40-49%	40.0%
Athlos Academy of Utah	50.0%	64.2%	58.7%	74.1%
Bear River Charter School	70-79%	70-79%	80-89%	≥80%
Bonneville Academy	34.6%	62.8%	55.8%	65.6%
Bridge Elementary School	82.4%	50.0%	45.3%	64.0%
C.S. Lewis Academy	62.5%	44.4%	43.9%	40-49%
Canyon Grove Academy	71.4%	68.9%	62.2%	75.3%
Canyon Rim Academy	72.4%	82.9%	85.5%	87.8%
Channing Hall	64.8%	82.3%	84.1%	83.1%
Davinci Academy	52.9%	50.5%	60.2%	76.7%
Dual Immersion Academy	28.6%	38.8%	44.0%	60-69%
Early Light Academy at Daybreak	55.1%	62.4%	71.7%	89.1%
Edith Bowen Laboratory School	45.8%	83.0%	79.6%	84.6%
Endeavor Hall	90.2%	50-59%	37.8%	55.8%
Entheos Academy	46.7%	61.3%	59.3%	63.3%
Esperanza School	70.4%	45.5%	46.3%	55.7%
Excelsior Academy	81.3%	59.2%	64.6%	67.7%
Franklin Discovery Academy	NULL	35.4%	51.8%	61.9%
Freedom Preparatory Academy	78.4%	63.5%	77.0%	78.5%
Gateway Preparatory Academy	60.3%	66.7%	60.7%	56.9%
George Washington Academy	72.4%	60.5%	83.9%	82.4%
Good Foundations Academy	82.5%	45.5%	65.0%	60.9%
Greenwood Charter School	82.2%	20-29%	53.5%	50-59%
Guadalupe School	31.7%	23.3%	31.7%	40-49%
Hawthorn Academy	NULL	69.3%	66.7%	77.6%
Highmark Charter School	92.9%	65.9%	64.7%	60.0%
Ignite Entrepreneurship Academy	75.9%	42.7%	55.9%	76.4%
Jefferson Academy	76.2%	72.9%	76.8%	77.9%
John Hancock Charter School	80-89%	60-69%	70-79%	60-69%
Lakeview Academy	79.8%	56.6%	65.7%	83.5%
Leadership Learning Academy	62.9%	36.7%	63.2%	52.7%
Legacy Preparatory Academy	≥95%	83.3%	78.2%	82.6%
Lincoln Academy	67.4%	70.4%	81.7%	86.7%
Lumen Scholar Institute	40-49%	50-59%	60-69%	70-79%
Mana Academy Charter School	70-79%	70-79%	40-49%	70-79%
Maria Montessori Academy	34.2%	41.9%	50.0%	50-59%
Moab Charter School	60-69%	60-69%	70-79%	60-69%

Monticello Academy	88.9%	67.4%	67.0%	78.6%
Mountain Sunrise Academy	NULL	25.9%	39.4%	46.3%
Mountain View Montessori	77.1%	58.5%	50-59%	≥90%
Mountain West Montessori Academy	73.8%	55.3%	68.8%	79.6%
Mountainville Academy	86.6%	77.4%	94.0%	80.8%
Navigator Pointe Academy	61.1%	62.0%	71.4%	72.3%
Noah Webster Academy	73.9%	55.2%	67.5%	65.6%
North Davis Preparatory Academy	64.5%	60.0%	58.3%	57.1%
North Star Academy	93.9%	68.1%	91.8%	≥95%
Odyssey Charter School	80.7%	67.3%	78.9%	72.9%
Ogden Preparatory Academy	60.0%	70.5%	36.8%	44.2%
Open Classroom	20-29%	70-79%	50-59%	70-79%
Pacific Heritage Academy	40-49%	30-39%	40-49%	40-49%
Pinnacle Canyon Academy	60-69%	50-59%	50-59%	50-59%
Promontory School of Expeditionary Learning	NULL	42.9%	56.0%	66.0%
Providence Hall	64.0%	60.2%	79.3%	75.0%
Quest Academy	81.0%	46.9%	50.5%	63.6%
Ranches Academy	84.3%	60.0%	75.5%	72.6%
Reagan Academy	69.9%	76.0%	79.7%	75.7%
Renaissance Academy	53.5%	60.6%	70.7%	78.6%
Scholar Academy	60.6%	50.7%	54.1%	74.3%
Soldier Hollow Charter School	≥90%	50-59%	70-79%	80-89%
Spectrum Academy	57.1%	48.2%	41.3%	44.6%
Summit Academy	76.5%	57.3%	68.0%	77.2%
Syracuse Arts Academy	74.5%	65.0%	79.2%	72.7%
Terra Academy	63.8%	51.1%	71.4%	75.0%
The Center for Creativity Innovation and Discovery	NULL	43.8%	69.8%	71.1%
Thomas Edison	65.4%	74.2%	77.7%	80.5%
Timpanogos Academy	58.6%	61.3%	82.4%	80.3%
Treeside Charter School	87.2%	55.2%	71.9%	68.8%
Utah Connections Academy	NULL	52.1%	62.8%	78.1%
Utah Virtual Academy	23.5%	52.6%	48.4%	56.0%
Valley Academy	74.0%	54.1%	83.3%	75.0%
Venture Academy	≥90%	65.1%	56.5%	63.4%
Vista School	82.1%	72.7%	76.0%	77.9%
Voyage Academy	76.4%	77.5%	75.3%	75.3%
Walden School of Liberal Arts	40-49%	50-59%	60-69%	80-89%
Wallace Stegner Academy	88.0%	59.7%	63.4%	58.4%
Wasatch Peak Academy	93.6%	61.2%	84.5%	80.3%
Wasatch Waldorf Charter School	NULL	18.8%	52.5%	75.9%
Weber State University Charter Academy	40-49%	NULL	NULL	NULL
Weilenmann School of Discovery	64.2%	39.1%	59.1%	82.4%
Charters Total	68.5%	59.0%	66.1%	71.2%

Appendix A: Students Included in the Data Set

The data for this report includes Acadience Reading test data for 136,724 students who were enrolled in a school for the full SY 2022 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 data set were nearly evenly split among first, second, and third graders. Exhibit 11 shows demographic characteristics of the students included in the dataset. Overall, 30% of first through third graders were from a low-income household, 27% identified as a minority race or ethnicity, 16% received special education services (SWD), 29% were chronically absent (missed more than 10% of the days they were enrolled), and 9% were Multilingual Learners.

Exhibit 11. Characteristics of the Grade 1-3 Student Body Included in the Report Data Set, School Year 2022

