



2024-2025 Early Literacy Report

Contents

2024-2025 Early Literacy Report	1
Background.....	1
Key Findings.....	1
Early Literacy Program.....	2
Reading Benchmarks by Grade Level.....	2
Reading Benchmarks over Time	3
Pathways of Progress	6
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 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

- **Kindergarten Improvement:** Kindergarten students showed the most improvement during FY 2025. The percentage of kindergarten students who met grade-level reading benchmarks increased from **56%** at the beginning of the year (BOY) to **78%** at the end of the year (EOY), a 22-percentage point gain.
- **Overall Grade 1-3 Benchmark:** The overall percentage of students in grades 1–3 meeting the EOY benchmark was **68%** in SY 2025, which represents an increase from the previous four school years (SY 2021-2024), where the rate fluctuated between 64% and 67%.

Early Literacy Program

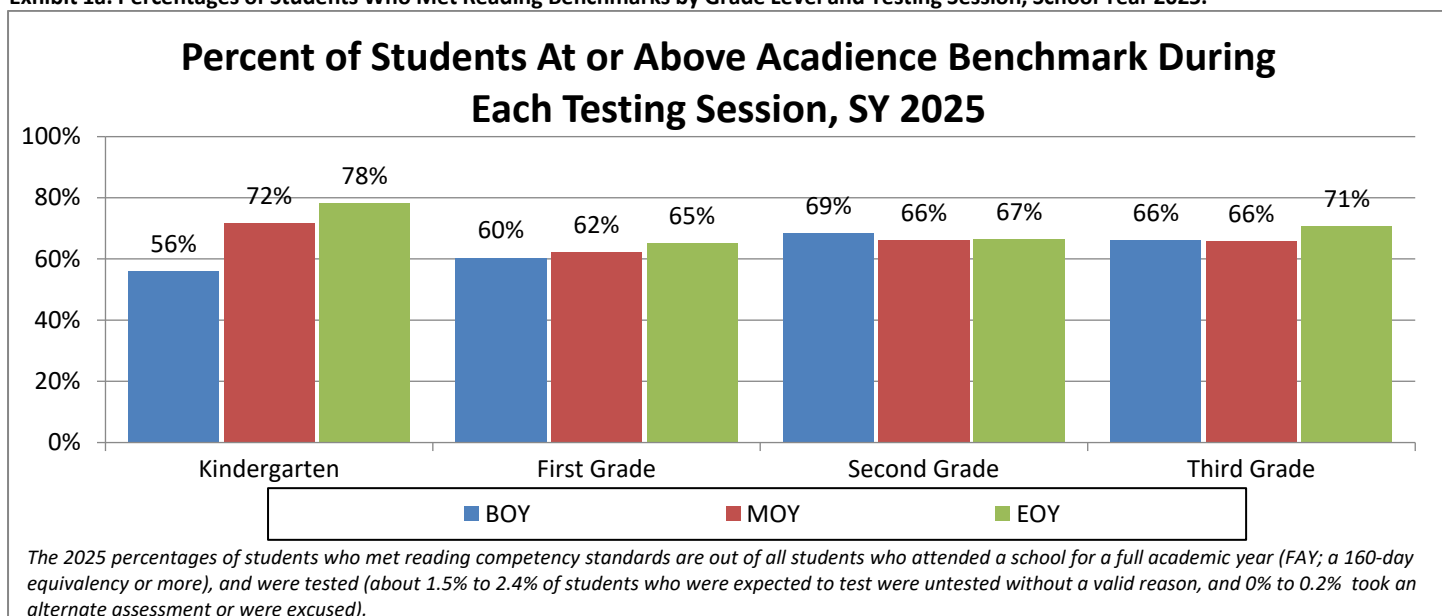
The Early Literacy Program focuses on the development of early literacy skills in all students, with additional emphasis placed on intervention for “at-risk” students. Resources available to aid these students include interventions and supports for students in grades kindergarten through third grade, 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

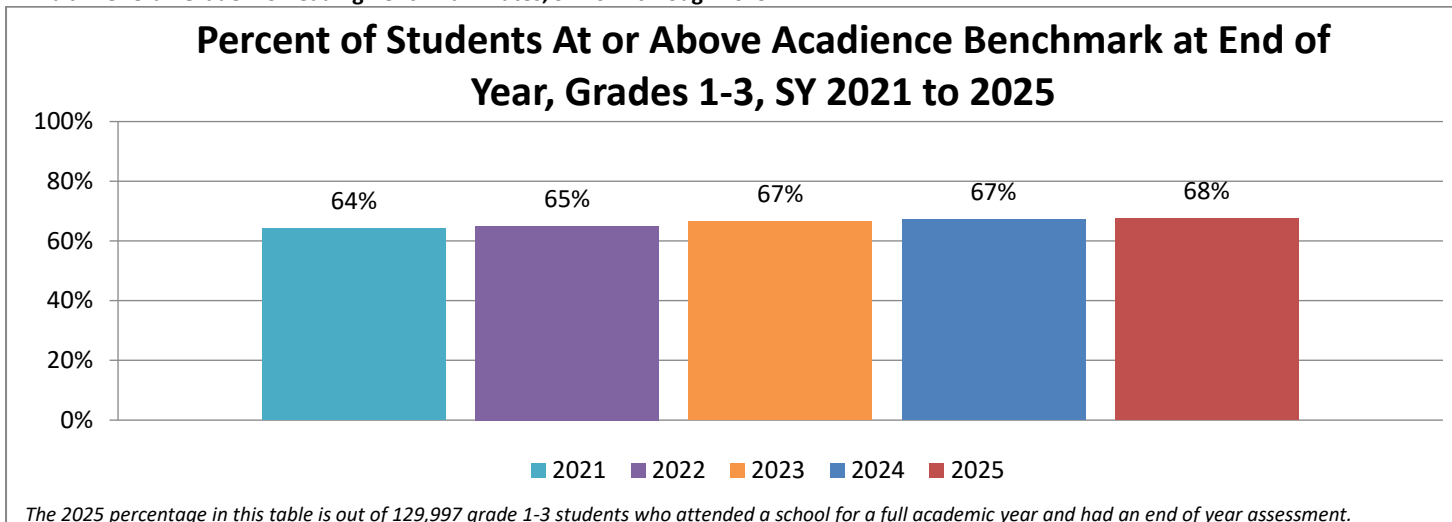
Exhibit 1a shows reading benchmark results by grade level (grades K-3) for each of the three testing sessions throughout the year. The percentage of students who met reading benchmarks for their grade level during the beginning-of-year testing session was 56% among kindergarteners, 60% among first graders, 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 22 percentage points among kindergarteners (to 78%), five percentage points among first graders (to 65%), and by five percentage points among third graders (to 71%) while the percentage decreased by two percent among second graders (to 67%).

Exhibit 1a. Percentages of Students Who Met Reading Benchmarks by Grade Level and Testing Session, School Year 2025.



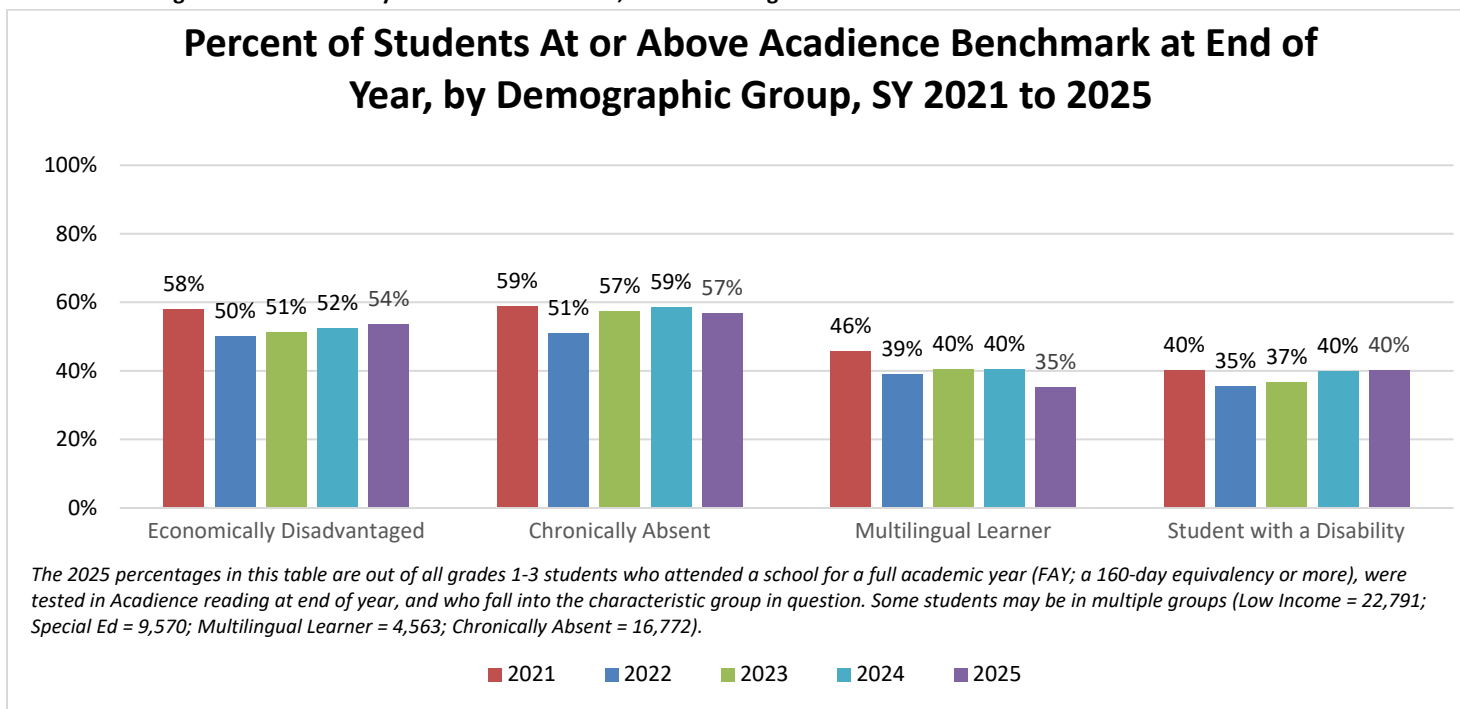
Exhibits 2, 3, and 4 show year-end reading benchmark percentages for all first through third grade students and by student group. Among all first through third graders, the percent meeting benchmark has fluctuated between 64% and 68% between SY 2021 and SY 2025. The percentage increased to 68% in SY 2025.

Exhibit 2. Overall Grade 1-3 Reading Benchmark Rates, SY 2021 through 2025.



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 2025, the largest gap was with Multilingual Learners and SWD (only 35% of multilingual students and 40% of students with disabilities met reading benchmarks, as compared with 68% of students overall). The economically disadvantaged student group was the only student group to see an increase in SY 2025.

Exhibit 3. Reading Benchmark Rates by Student Characteristic, SY 2021 through 2025.



Compared with the grades 1-3 student population as a whole, lower percentages of students who identify as American

Indian (49%), Hispanic/Latino (51%), Black or African American (56%), and Pacific Islander (62%) met reading benchmarks. All racial/ethnic student groups, except for Asian, maintained or saw a slightly increase in the percent that met benchmark in SY 2025 as compared with SY 2024. The American Indian student group had the largest increase of seven percentage points.

Exhibit 4. Reading Benchmark Rates by Student Racial/Ethnic Student Group, SY 2021 through 2025.

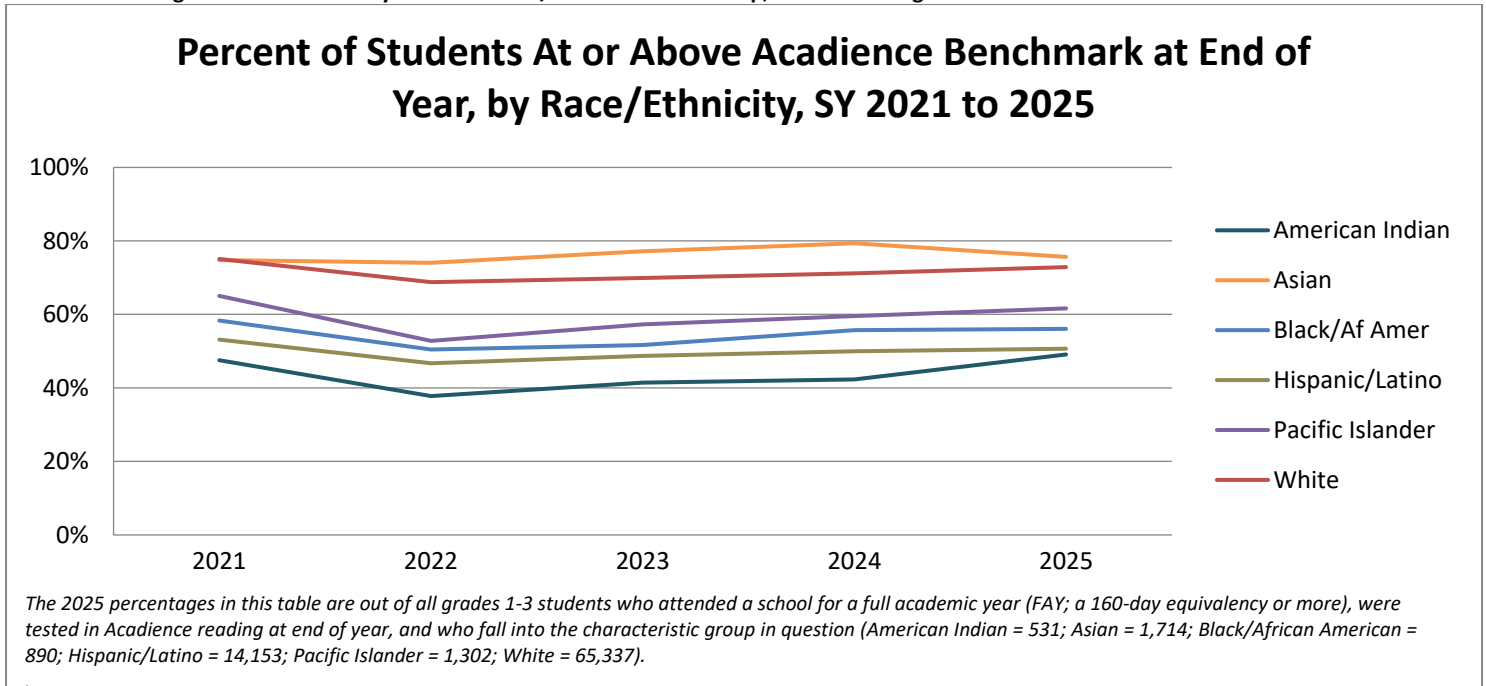


Exhibit 5 shows benchmark percentages for all first through third grade students who were tested in the beginning and end of SY 2025, grouped by whether the student was provided with a reading intervention during the year. Reading interventions are targeted to “at-risk” students, including students who 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, 86% met the beginning of year benchmarks and 86% met the end of year benchmarks. Among students who received a reading intervention, 31% met the beginning of year benchmarks and 36% 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.

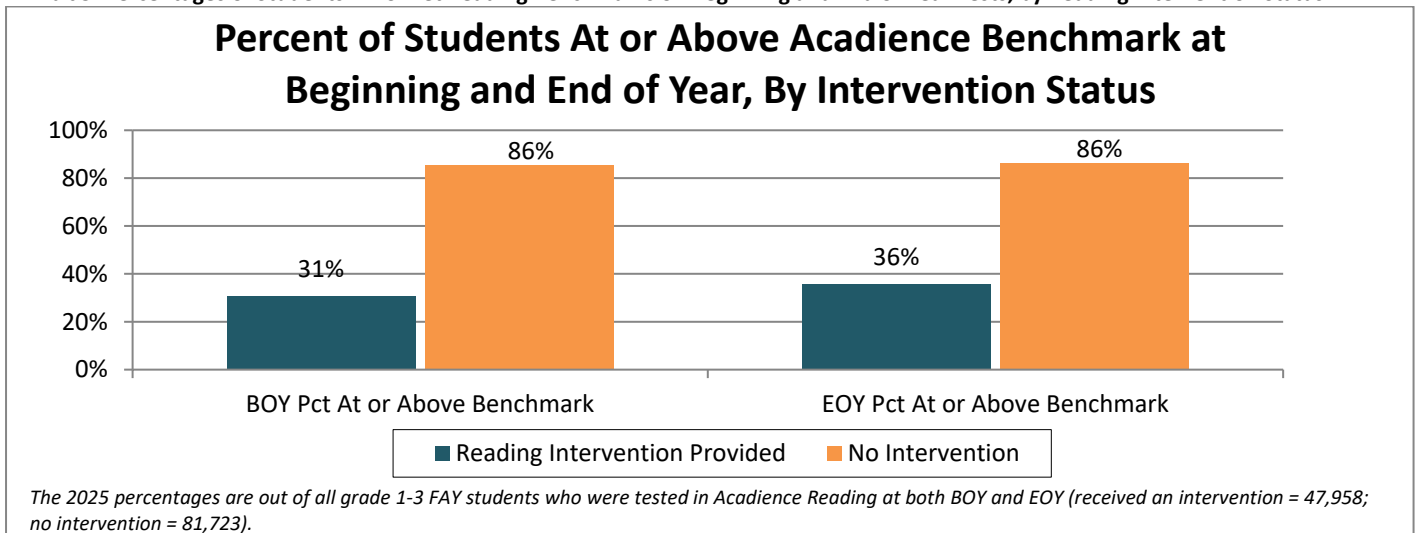


Exhibit 6 shows the changes in students' reading benchmark status from the beginning to the end of SY 2025. Fifty-nine percent (59%) of first through third graders maintained at or above benchmark status throughout the year. Other students were below or well below benchmark at both the beginning and end of year (26%), 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 (6%). Among the 9% of students who attained benchmark, 16% had received an intervention during SY 2025.

Exhibit 6. Changes in Reading Benchmarks, From Beginning to End of Year, by the Type of Change, SY 2025.

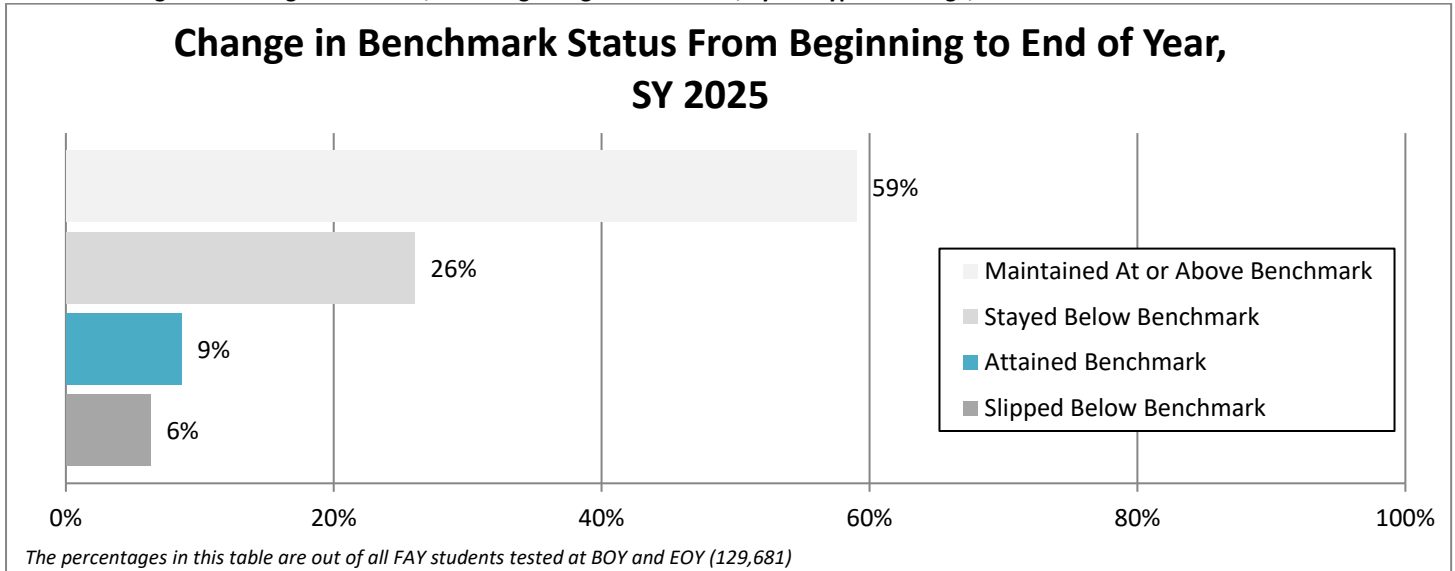
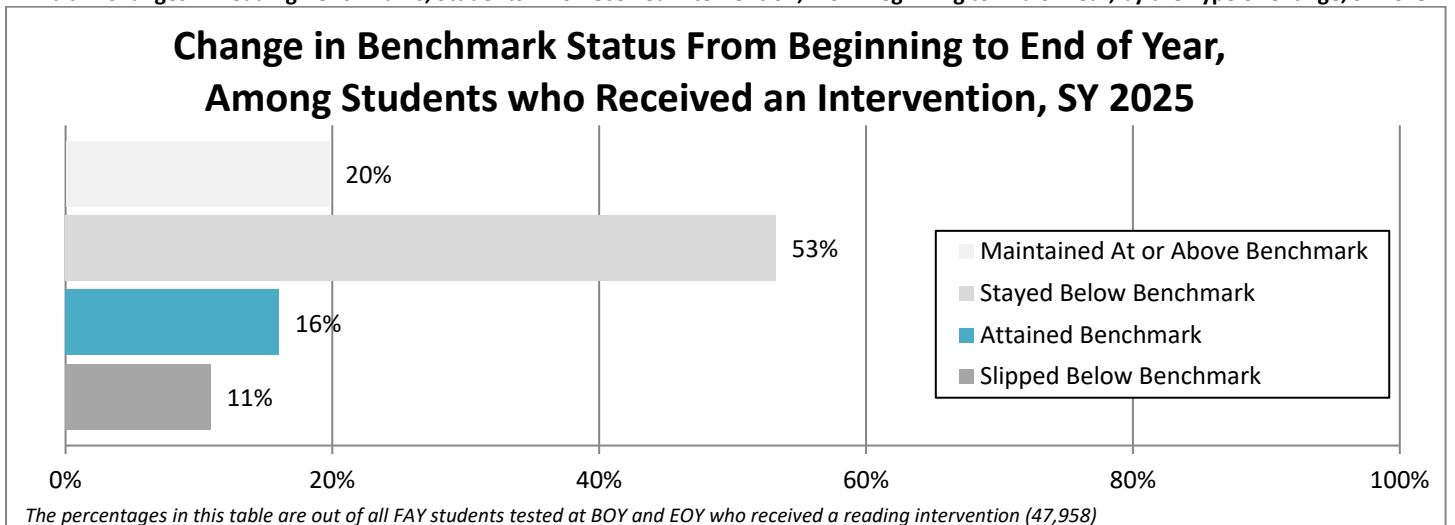


Exhibit 7 shows the changes in students' reading benchmark status from the beginning to the end of SY 2025 among students who received a reading intervention. As compared with all students, a larger percentage of students who received an intervention stayed below benchmark status (53% as compared with 26% of all students). At the same time, a lower percentage of students who received an intervention maintained at or above benchmark status (20% as compared with 59% 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 2025.

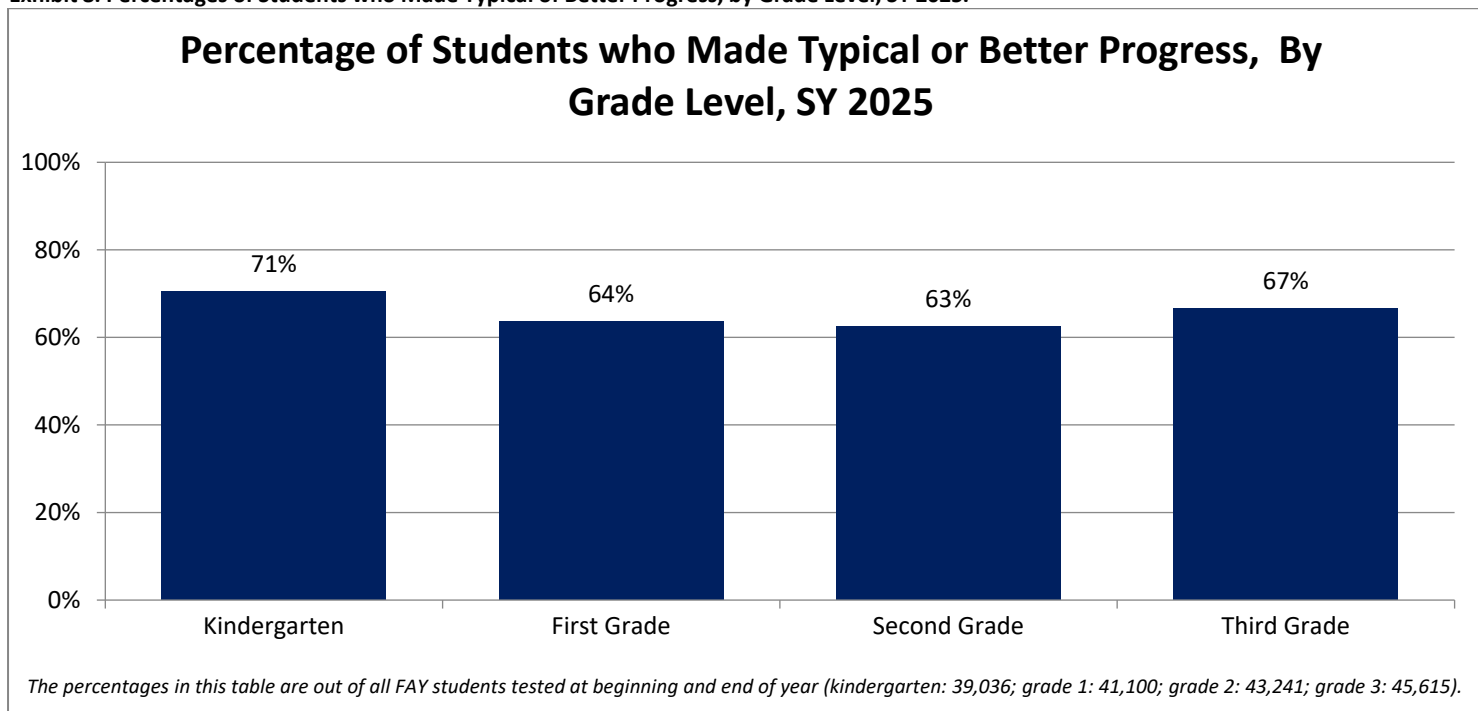


Pathways of Progress

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 2025, 71% of kindergarteners, 64% of first graders, 63% of second graders, and 67% of third graders made typical or better progress.

Exhibit 8. Percentages of Students who Made Typical or Better Progress, by Grade Level, SY 2025.



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 2025 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 Proficiency Percentages, by Grade Level, SY 2025.

LEA Name	Kindergarten	Grade 1	Grade 2	Grade 3
Alpine District	80.1%	70.8%	68.0%	72.1%
Beaver District	≥95%	66.7%	64.7%	78.8%
Box Elder District	89.3%	78.7%	78.0%	78.2%
Cache District	82.3%	76.2%	77.4%	79.2%
Canyons District	75.9%	64.0%	66.5%	71.4%
Carbon District	73.8%	62.0%	65.9%	67.2%
Daggett District	N≤10	N≤10	N≤10	≥80%
Davis District	81.5%	67.5%	69.8%	74.3%
Duchesne District	73.2%	57.2%	56.2%	63.9%
Emery District	83.0%	61.6%	58.5%	66.7%
Garfield District	55.0%	64.1%	61.5%	67.1%
Grand District	84.1%	36.1%	55.8%	59.2%
Granite District	71.9%	53.5%	52.5%	59.8%
Iron District	80.4%	69.5%	68.8%	70.8%

Jordan District	75.4%	61.0%	63.9%	70.8%
Juab District	87.1%	53.5%	64.2%	65.9%
Kane District	87.0%	69.2%	71.9%	76.3%
Logan City District	89.5%	66.3%	75.3%	73.1%
Millard District	82.8%	61.7%	63.8%	70.5%
Morgan District	93.3%	79.4%	84.0%	83.9%
Murray District	77.5%	69.6%	64.5%	68.8%
Nebo District	75.4%	60.6%	66.7%	70.5%
North Sanpete District	92.6%	73.3%	63.1%	68.3%
North Summit District	90.5%	68.4%	73.5%	75.8%
Ogden City District	72.8%	49.4%	55.2%	56.4%
Park City District	82.4%	67.7%	80.8%	87.2%
Piute District	≥80%	50-59%	40-49%	50-59%
Provo District	84.0%	70.7%	73.0%	75.3%
Rich District	≥90%	80-89%	80-89%	82.9%
Salt Lake District	65.5%	61.8%	57.6%	66.0%
San Juan District	74.1%	60.1%	66.1%	61.4%
Sevier District	84.9%	71.2%	74.8%	71.5%
South Sanpete District	82.1%	61.1%	69.4%	74.4%
South Summit District	88.9%	68.5%	66.3%	76.4%
Tintic District	N≤10	60-69%	60-69%	≥80%
Tooele District	78.0%	57.5%	62.4%	60.6%
Uintah District	91.1%	63.8%	65.1%	71.7%
Wasatch District	77.4%	65.7%	64.5%	69.4%
Washington District	90.2%	76.9%	73.1%	75.5%
Wayne District	≥80%	50-59%	50-59%	70-79%
Weber District	83.5%	65.5%	66.3%	68.6%
District Total	79.3%	65.4%	66.2%	70.5%

Exhibit 10. Charter Year End Acadience Reading Benchmark Proficiency Percentages, by Grade Level, SY 2025

LEA Name	Kindergarten	Grade 1	Grade 2	Grade 3
Advantage Arts Academy	62.3%	37.5%	54.3%	56.3%
American Leadership Academy	75.9%	54.7%	67.7%	76.0%
American Preparatory Academy	58.2%	71.6%	76.3%	85.5%
American Principles Academy	50-59%	70-79%	70-79%	60-69%
Ascent Academies of Utah	70.5%	52.3%	63.7%	58.9%
Athenian eAcademy	46.6%	41.5%	44.2%	45.2%
Athlos Academy of Utah	21.6%	72.5%	57.4%	38.3%
Bear River Charter School	60-69%	70-79%	50-59%	≥90%
Beehive Science & Technology Academy	91.9%	72.2%	64.9%	85.0%
Bonneville Academy	30-39%	30-39%	57.5%	30-39%
Bridge Elementary School	83.6%	47.5%	46.6%	56.2%
C.S. Lewis Academy	70-79%	70-79%	40-49%	50-59%
Canyon Grove Academy	61.3%	46.9%	70.0%	78.4%
Canyon Rim Academy	84.4%	80.8%	84.2%	84.6%
Channing Hall	67.2%	83.1%	72.9%	83.1%
Davinci Academy	43.8%	48.9%	71.4%	60.4%



Dual Immersion Academy	26.7%	25.0%	50.9%	67.4%
Early Light Academy at Daybreak	79.8%	60.0%	87.9%	81.4%
Edith Bowen Laboratory School	82.6%	82.2%	88.0%	84.3%
Elevated Charter School	50-59%	40-49%	50-59%	60-69%
Endeavor Hall	70-79%	40-49%	50-59%	40-49%
Entheos Academy	75.4%	56.9%	58.6%	65.3%
Esperanza School	85.9%	59.8%	53.9%	54.5%
Excelsior Academy	82.7%	65.9%	61.0%	68.3%
Franklin Discovery Academy	59.2%	46.6%	52.6%	65.2%
Freedom Preparatory Academy	74.4%	63.7%	75.5%	67.3%
Gateway Preparatory Academy	57.5%	56.4%	62.5%	73.1%
George Washington Academy	77.9%	72.6%	80.2%	79.7%
Good Foundations Academy	84.5%	60.9%	57.4%	67.2%
Greenwood Charter School	66.7%	35.6%	52.5%	50-59%
Guadalupe School	70-79%	55.8%	60-69%	53.3%
Hawthorn Academy	74.8%	56.2%	70.0%	70.7%
Highmark Charter School	70.7%	60-69%	69.8%	82.0%
Ignite Entrepreneurship Academy	66.3%	49.1%	49.3%	63.3%
Jefferson Academy	≥95%	85.2%	87.2%	92.5%
John Hancock Charter School	62.2%	64.5%	66.4%	63.4%
Lakeview Academy	77.1%	61.6%	68.8%	79.8%
Leadership Learning Academy	66.2%	53.3%	49.6%	69.9%
Legacy Preparatory Academy	≥95%	71.3%	74.3%	81.7%
Lincoln Academy	91.8%	73.6%	78.1%	81.6%
Lumen Scholar Institute	60-69%	60-69%	40-49%	50-59%
Mana Academy Charter School	70-79%	80-89%	60-69%	60-69%
Maria Montessori Academy	46.7%	34.5%	36.0%	40-49%
Moab Charter School	50-59%	N≤10	N≤10	N≤10
Monticello Academy	88.8%	71.9%	61.7%	78.2%
Mountain Sunrise Academy	29.7%	26.0%	42.7%	61.1%
Mountain View Montessori	75.0%	40-49%	50-59%	60-69%
Mountain West Montessori Academy	85.7%	69.6%	73.6%	78.3%
Mountainville Academy	≥95%	90.1%	85.5%	89.2%
Navigator Pointe Academy	60-69%	70-79%	62.3%	72.9%
Noah Webster Academy	92.8%	56.5%	72.6%	68.1%
North Davis Preparatory Academy	68.5%	52.0%	53.1%	57.3%
North Star Academy	61.7%	85.7%	85.7%	84.8%
Odyssey Charter School	81.7%	82.8%	88.7%	91.9%
Ogden Preparatory Academy	74.7%	57.8%	45.4%	41.7%
Open Classroom	50-59%	40-49%	70-79%	60-69%
Pacific Heritage Academy	60-69%	50-59%	40-49%	40-49%
Pinnacle Canyon Academy	80-89%	60-69%	50-59%	50-59%
Promontory School of Expeditionary Learning	58.0%	54.2%	59.2%	58.3%
Providence Hall	71.4%	56.3%	51.9%	61.0%
Quest Academy	91.3%	85.1%	67.9%	79.0%
Ranches Academy	78.4%	66.7%	85.7%	80.0%
Reagan Academy	71.1%	80.0%	74.7%	70.0%



Utah State Board of Education

Renaissance Academy	85.2%	77.6%	64.1%	76.8%
Scholar Academy	61.1%	57.6%	31.5%	42.5%
Soldier Hollow Charter School	90.5%	50-59%	70.7%	80-89%
Spectrum Academy	30.2%	47.2%	35.0%	53.5%
Summit Academy	71.5%	66.1%	77.8%	85.7%
Syracuse Arts Academy	83.9%	72.9%	72.2%	64.7%
Terra Academy	60-69%	44.7%	63.0%	66.0%
The Center for Creativity Innovation and Discovery	80-89%	40-49%	70-79%	70-79%
Thomas Edison	75.6%	79.8%	83.6%	86.7%
Timpanogos Academy	74.1%	81.4%	79.4%	71.6%
Treeside Charter School	72.5%	72.2%	68.2%	60.0%
Utah Connections Academy	50-59%	60-69%	40-49%	50-59%
Utah Virtual Academy	76.3%	50.8%	43.5%	42.6%
Valley Academy Intermediate	75.3%	54.3%	71.4%	58.1%
Venture Academy	73.8%	40-49%	78.0%	73.8%
Vista School	70.9%	62.5%	78.0%	78.2%
Voyage Academy	67.6%	71.6%	71.0%	77.3%
Walden School of Liberal Arts	50-59%	50-59%	60-69%	70-79%
Wallace Stegner Academy	69.4%	69.1%	74.7%	65.4%
Wasatch Peak Academy	90.0%	66.7%	84.3%	69.9%
Wasatch Waldorf Charter School	≤20%	12.7%	27.8%	62.5%
Weilenmann School of Discovery	80-89%	60.0%	68.5%	80-89%
Charter Total	71.3%	62.3%	66.5%	70.2%

Appendix A: Students Included in the Data Set

The data for this report includes Acadience Reading test data for 133,122 students who were enrolled in a school for the full SY 2025 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 were nearly evenly split among first, second, and third graders. Exhibit 11 shows demographic characteristics of the students included in the dataset. Overall, 32% of first through third graders were from a low-income household, 31% identified as a minority race or ethnicity, 18% received special education services (SWD), 23% were chronically absent (missed more than 10% of the days they were enrolled), and 10% were Multilingual Learners.

Exhibit 11. Characteristics of the Grade 1-3 Student Body Included in the Report Data Set, School Year 2025.

