

K-3 Reading Achievement Program

Expenditure Report

Report of FY12



Prepared by the

Utah State Office of Education
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Background

Utah's K-3 Reading Achievement program is a tremendous support and commitment to the development of our young readers. By providing matching funds, this program helps districts and charter schools achieve the state's goal creating students who read at grade level (Rule R277-406). The K-3 Reading Achievement program helps schools increase reading proficiency through (1) the implementation of reading assessments, and (2) focused reading remediation that may include reading specialists, tutoring, before or after school programs, tiered literacy instruction, or the use of reading software and appropriate hardware.

To receive program monies from the state, participating local education agencies (LEAs) must match the funds with an amount based on a formula. Most districts use these program monies along with other literacy-improvement funds to support a comprehensive K-3 reading program. The USOE guides implementation of the K-3 Reading Achievement program. LEAs submit their literacy plans to the USOE for approval, and the office counsels participating districts and charter schools on research-based uses of program funds.

The K-3 Reading Achievement program requires participants to report annually on five aspects of their literacy plans: assessment tools, intervention strategies, professional development, reading performance standards, and measurable goals. Reporting on the use of software and technology purchases has also been added.

The graphs on pages 5-9 show the remarkable long-term and sustainable successes of K-3 reading. LEAs are generally pleased with the long-term results of the program and as a result are maintaining or enhancing existing implementation strategies.

Assessment Tools

LEAs are using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as the set of procedures and measures for assessing the acquisition of early literacy skills in grades one through three and kindergarten assessments for the first year of schooling. DIBELS are short (approximately one minute per student per test) measures used to regularly monitor the development of early literacy and early reading skills. DIBELS are comprised of seven measures that function as indicators of phonemic awareness, alphabetic principles, accuracy and fluency with connected text, reading comprehension, and vocabulary. DIBELS were designed for use in identifying children experiencing difficulty in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties.

Students who are reading on grade level are monitored at least three times a year (beginning, middle, and end of year). Students who are reading below grade level or very close to grade level are monitored more frequently so that instruction can be adjusted to support their reading development.

Through a separate initiative, many LEAs are conducting their DIBLES testing and intervention work using mCLASS software through Wireless Generation. At this time, there are 27 districts and 40 charter schools enrolled. This represents 289 schools with 84,432 students.

Intervention Strategies

In 2011, Utah’s State Office of Education (USOE) introduced mandatory mid- year testing and reporting of students in grades 1-3. Districts administered a reading test and report: 1) whether students were reading on grade level and 2) whether the students received reading interventions

Of all the students

Interventions

	Number	Percent
Percent of All Students Receiving Intervention	56,432	38%
Percent of Students Not on Level Receiving Intervention	40,635	90%
Percent of Students Not on Level and Receiving No Intervention	4,760	10%
Percent of Student On Level and Receiving Intervention	15,797	15%

tested, 38% received reading interventions. Of the students who were not reading on grade level, 90% received interventions. In addition, of the students who were reading on grade level, 15% received interventions.

Interventions included more time with the teacher, reading specialist, or aide to work on specific reading issues; time before or after school with the teacher or reading specialist; the use of additional curriculum support, including software designed to support reading instruction; and parent reading nights to help build support at home.

Professional Development

LEAs provided professional development to K-3 classroom teachers focused on reading interventions, new Utah Core reading standards, small group strategies, and using data about student performance to guide instruction, especially the DIBLES data that provides teachers with a significant data point to

determine specific areas of reading for intervention. Specific professional development for K-3 teachers included systems such as Spalding, Response to Intervention for reading, reading endorsement classes, and DIBELs Next.

In districts with the technology (hardware) available to support reading software, LEAs also provided or arranged for professional development on reading support software programs purchased for use in their districts. Teachers monitored students’ learning and performance in classroom instruction and used software to reinforce and enhance their large- and small-group instruction.

Software/Technology Purchases

Legislation enacted in 2011 made the following changes to K-3 Reading:

- HB2 2nd Sub lines 413-420 requires USOE to issue an RFP “for computer–assisted instructional learning and assessments for the K-3 Reading Achievement Program”
- No more than \$7,500,000 (of the \$15,000,000 funded) can be used for this purpose (computer- assisted instructional learning and assessments).

LEA reports indicate that most districts and charter schools in Utah are using K-3 Reading Achievement funds for personnel (teachers, aides, specialists/instructional coaches) to provide direct support to students. Districts are also using reading software and reading programs to support their struggling readers. LEAs indicated that they are using multiple software programs funded with funds from other sources, including the HB 513 program. In funding year 2012, approximately \$246,500 was spent on equipment and approximately \$794,000 was spent on software and reading materials to support instruction.

During the 2011-2012 school year, 27% of districts and charter schools used K-3 Reading Achievement money to purchase technology to support the direct reading instruction in the classroom. Reading software is used to offer additional time practicing and is overseen by the classroom teacher.

If an LEA decides that adaptive learning technology will be a part of its reading plan, USOE encourages the purchase of adaptive learning technology selected through the state RFP process. The software based on the state RFP includes:

Vendor	Product
Compass Learning	Odyssey
Pearson	SuccessMaker
Waterford	Waterford Early Reading Program
Waterford	UPSTART
CTB McGraw Hill LLC	Yearly Progress Pro
Curriculum Associates	i-Ready
Educate Online	Educate Online
Imagine Learning	Imagine Reading
Lexia Learning	Lexia Reading
Southwest Education	Orchard
Waterford	Camp Consonant

This year to date, districts are using K-3 Reading Achievement money to purchase the following from the approved list:

- Imagine Learning
- SuccessMaker (Pearson)
- Waterford Early Reading (Pearson)
- Yearly Progress Pro (CTB McGraw Hill LLC)

Other software purchased by districts and charters using K-3 Reading Achievement money include the following:

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| <ul style="list-style-type: none"> • Subscriptions to e-books (A-Z) to increase and enrich reading options • Aimsweb • Big Brainz by Cambium • DIBELS Next for assessment and monitoring • Earobics • Enchanted Learning • HeadSprout • Leap Frog • NWEA Map Assessment | <ul style="list-style-type: none"> • PLATO • Read Naturally • Reading Eggs • Reading Street • Raz-Kids • Spalding materials for reading and spelling • ThinkCentral • Ticket to Read • Utah Writes |
|--|---|

Substantial amounts of other software were purchased using other district funds.

Standards and Goals

Utah has successfully implemented a variety of endeavors to ensure literacy for all students. Proficiency rates in language arts in Utah have improved in all grade levels since 2005. Emphasis has been placed on grades K-3 and early intervention for students at risk. Resources available to these students include Early Intervention Kindergarten support, K-3 Reading Achievement program, adoption of standards and assessments for testing multiple times in grades 1-3, ongoing professional development, and the use of data to inform instruction. This report documents efforts made by Utah to increase proficiency in these early grades and their long term effects on proficiencies.

2012 Third Grade Language Arts Overall Percent Proficient: 79%

There has been a slight increase in the 3rd grade proficiency rate on the English Language Arts (ELA) Criterion-Referenced Tests (CRT). The difference from 2005 to 2012 is statistically significant.

Percent Proficient on ELA 3rd Grade CRT

SY 2005	SY 2006	SY 2007	SY 2008	SY 2009	SY 2010	SY 2011	SY 2012
76%	78%	78%	77%	80%	78%	78%	79%

INCREASES IN LOW INCOME and DIVERSITY

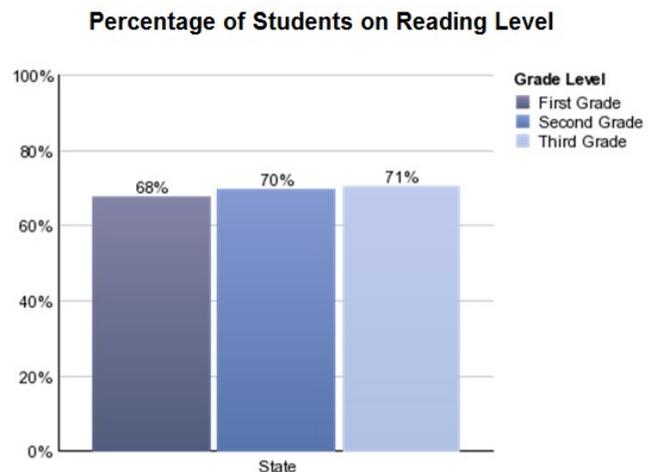
Utah is becoming more diverse with increased percentages of students in minority, low income, and other subgroups. Thirty-nine percent of students in Utah were approved for free or reduced school lunch in 2012, a 13.5% increase since 2005. If Utah's 3rd grade students in 2012 performed at the same level as 3rd grade students in 2005, this shift in demographics would have caused a greater than one percentage point decrease in the percentage of 3rd grade students' proficient on the English Language Arts CRTs. However, proficiency rates have actually increased. The increase in overall CRT scores is partly due to large gains made by particular subgroups. The largest gain is seen in Hispanic/Latino students which increased ELA proficiency by eleven percentage points from 2005 to 2012.

FUNDING

Funding for K-3 Literacy has stayed around \$15 million since 2005. However, taking into account inflation and the increase in enrollment counts, the amount of Literacy dollars per student has decreased by over fifty real dollars per student.

Overall, from 2005 to 2012 Utah has experienced factors that could have negatively impacted 3rd grade ELA CRT proficiency rates yet proficiency rates are still slowly trending upward. The graph below shows the percent change in K-3 Literacy funding, K-3rd grade student enrollment, K-3rd grade Hispanic/Latino enrollment, K-3rd grade Low Income, and 3rd grade CRT ELA percent proficient.

Reading On Grade Level (Mid-Year 2012)



In 2011, Utah's State Office of Education (USOE) introduced mandatory mid-year testing and reporting of students in grades 1-3. Districts administered a reading test and report: 1) whether students were reading on grade level and 2) whether the students received reading interventions. The percentage of first grade students reading on grade level was 68%, second grade was 70%, and third grade was 71%. Beginning in the school year 2012-2013, LEAs will be required to administer three tests (fall, mid-year and spring) and report the results to USOE.

Of all the students tested, 38% received reading interventions. Of the students who were not reading on grade level, 90% received interventions. In addition, of the students who were reading on grade level, 15% received interventions.

Improvements in State Literacy with Exposure to K-3 Literacy

2012 Eighth Grade Language Arts Overall Percent Proficient: 90%

Despite a rapidly growing and increasingly diverse population, the percentage of proficient students has increased. Eighth grade language arts proficiency has increased more than 16%, from 77% in 2005 to 90% in 2012. Similar growth is seen in the National Assessment of Educational Progress 8th grade Reading Test.

Most subgroups have seen similar increases in 8th grade language art proficiencies. Pacific Islanders, American Indians and Hispanics have increased their percent proficient by more twenty five percent, decreasing the gap.

Enormous gains were also seen in low income students, students with disabilities and English language learners.

Exposure to K-3 Literacy

In the school year 2005, USOE implemented a statewide K-3 reading program across all schools. Students exposed to the K-3 program from the beginning have noticeably higher CRT proficiency rates than un-exposed similar cohorts especially in grades 7 and higher.

Eighth grade students are also doing better on the National Assessment of Education Progress (NAEP) reading tests. Seventy-nine percent of Utah's eighth graders were at or above the basic proficiency rate (national rate was 75%). Increases in proficiency have transpired even with large increases in subgroups such as low income and minorities accompanied with decreases in spending.

Students after 2005 that were exposed to the K-3 Literacy program for one year were 30% less likely to dropout in 10th grade than students in 2004 that had no exposure. This equates to 109 students not dropping out.

Expenditure Summary for K-3 Literacy Funding

K-3 Reading Achievement funds are targeted to interventions in the early elementary grades. In 2011-2012, districts and charter schools receiving these funds identified the need for highly qualified, well-prepared adults to work with students developing reading skills as a paramount concern. Subsequently, 77% of LEAs spent K-3 funds on licensed personnel. These expenditures included: (1) instructional coaches/reading specialists who work with K-3 teachers to develop specific skills in (a) teaching reading instruction to small and large groups of students, (b) using assessments to determine students' needs and adjust instruction, and (c) providing targeted intervention during or outside of school to students most behind; and (2) classroom teachers to reduce the size of classrooms with highly at-risk K-3 students (especially Kindergarten and grade 1). 71% of LEAs used some K-3 funding to provide classroom aides who provided additional support to teachers, either working with at-risk K-3 students or providing opportunities for the teacher to spend additional time with the at-risk students. Overall, about 94% of K-3 Reading Achievement funds were spent on personnel working with students and teachers to improve reading instruction.

Professional development and resource development for professional learning experiences and parent outreach were purchased by 68% of LEAs. These included providing opportunities for teachers to participate in state and national reading research conferences to ensure that Utah is at the forefront of appropriate and research-based instructional methods for our K-3 students, developing materials and learning opportunities for parents to support their developing readers, and support in working with student assessment data to provide quality information to teachers and parents. Much of this was supported with district match.

About 48% of Utah's LEAs used these funds to support the purchase curriculum or software materials for teaching and assessment. About 10% of LEAs used limited amounts K-3 Reading Achievement funding to purchase equipment to support the use of software in K-3 classrooms. Most technology and software was purchased with matching funds.

Districts are required to match K-3 Reading Achievement funds with locally raised dollars from levies or other methods. The following chart shows a distribution of K-3 Reading Funds as reported by districts and charter schools for FY2012:

100 Salaries: Licensed Personnel	100 Salaries: Non-licensed Personnel	200 Employee Benefits: Licensed Personnel	200 Employee Benefits: Non-licensed Personnel	300 Professional and Technical Services	400 Property Services	500 Other Purchased Services	600 Supplies and Materials	700 Equipment	800 Other	Total		
\$8,498,753	\$1,930,327	\$3,514,397	\$202,580	\$188,206	\$0	\$202,800	\$396,471	\$123,247	\$3,995	\$15,060,776		
57%	13%	23%	1%	1%	0	1%	3%	1%	<1%			
70%		24%										