

# K-3 Reading Improvement Program

Report of FY 2015



Prepared by the

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# K-3 Reading Improvement Program

In Compliance with Intent Language of 53A-17a-150

## Program Description

Utah identifies reading as the gateway to knowledge and lifelong learning. With the ever increasing demands of this literacy gateway, the K-3 Reading Improvement Program focuses on the early development of literacy skills, with additional emphasis on the prevention of reading difficulties and early intervention for students at risk of not meeting grade-based reading competency standards. Resources available to aid students include early, targeted intervention, optional extended-day kindergarten, standards and assessments for testing and monitoring reading competency three times per year in grades 1-3, optional progress monitoring assessment, ongoing professional development, coaching, and the use of data to inform instruction.

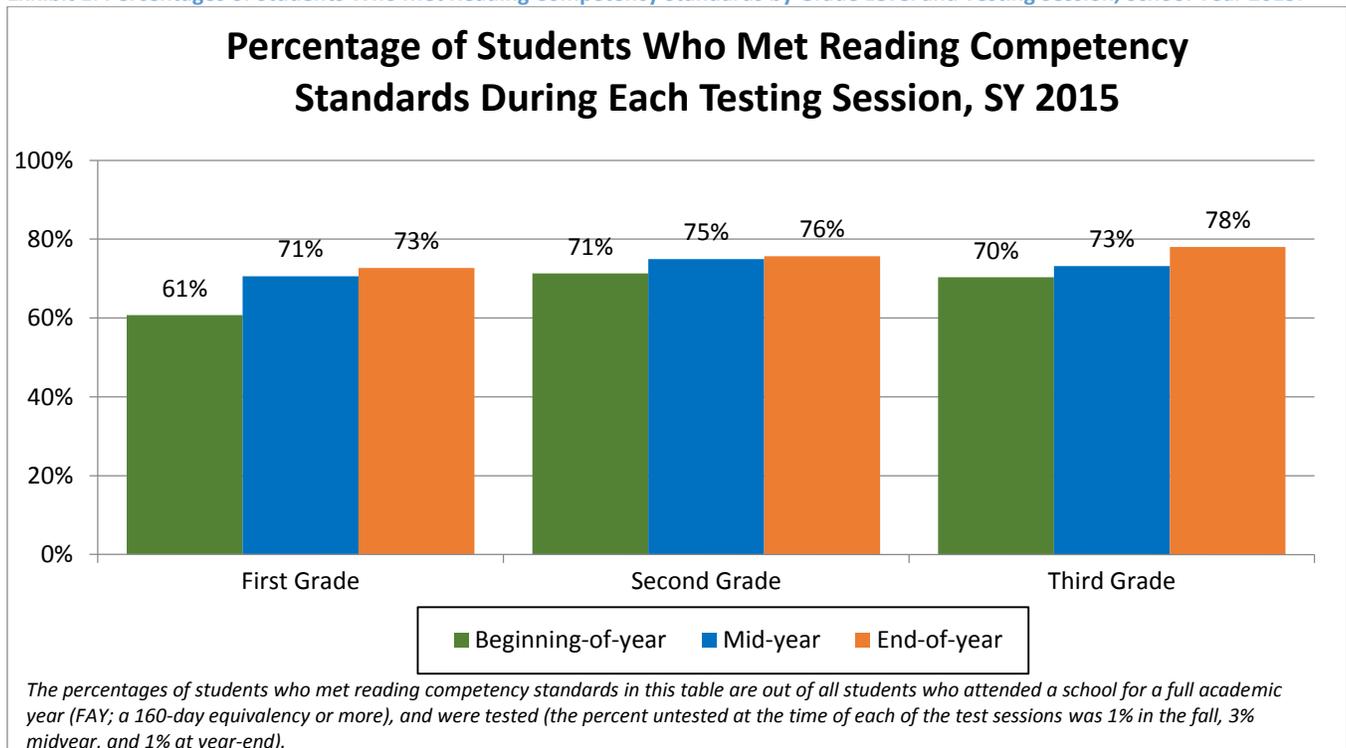
### Testing and Monitoring

Beginning in 2013, LEAs were required to assess 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) whether each student met reading competency standards at the time of the testing period and 2) whether the student had received reading interventions at any time during the school year.

### Overall Reading Competency

For students in grades 1 through 3, the percentage of students achieving reading competency increased by 5-12 percentage points from the beginning of the year (BOY) to the end of the year (EOY) in 2014-15. The percentages of students who met reading competency standards increased with each subsequent testing session for all grades, though not all grades increased equally. The percentage of students who met reading competency standards for their grade level during the beginning-of-year testing session was 61% among first graders, 71% among second graders, and 70% 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 12 percentage points among first graders (to 73%), by 5 percentage points among second graders (to 76%), and by 8 percentage points among third graders (to 78%).

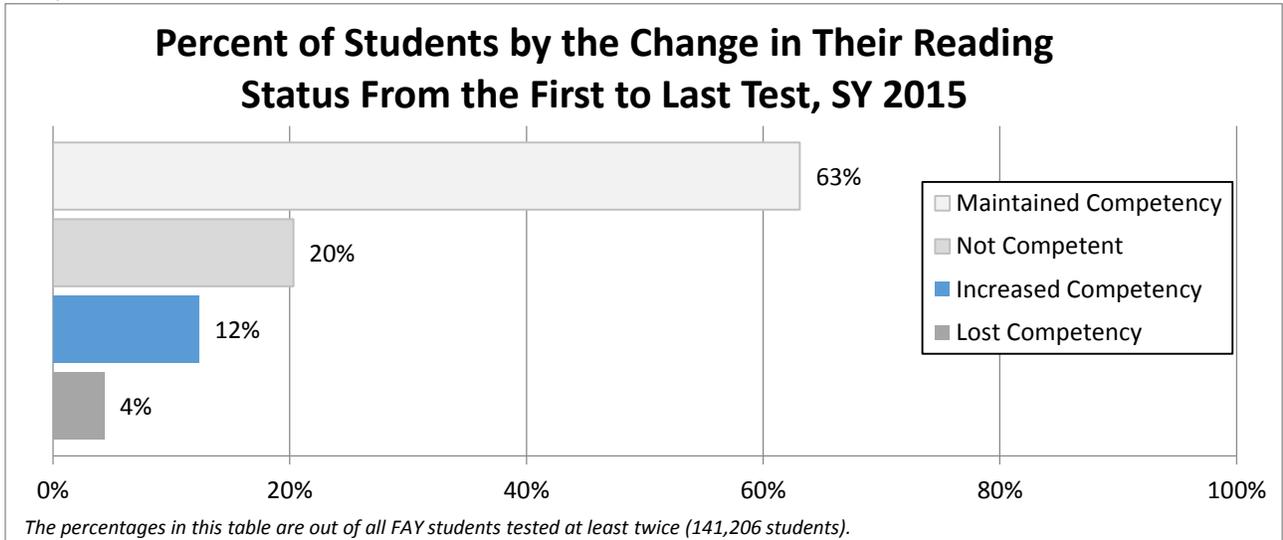
Exhibit 1. Percentages of Students Who Met Reading Competency Standards by Grade Level and Testing Session, School Year 2015.



### Change in Reading Competency DIBELS Results Fall to Spring Benchmarks

It should be noted that not all students whose test results changed from the first to the last reading test made an improvement. Exhibit 2 shows the changes in students' reading competency test results throughout SY 2015. The percentage of students who never met reading competency standards for their grade level was 20% (this is two percentage points lower than in SY 2014). Other students maintained competency throughout the year (63%), increased their competency (12%), or lost competency (4%). Among the students who increased their competency, 67% received an intervention during SY 2015.

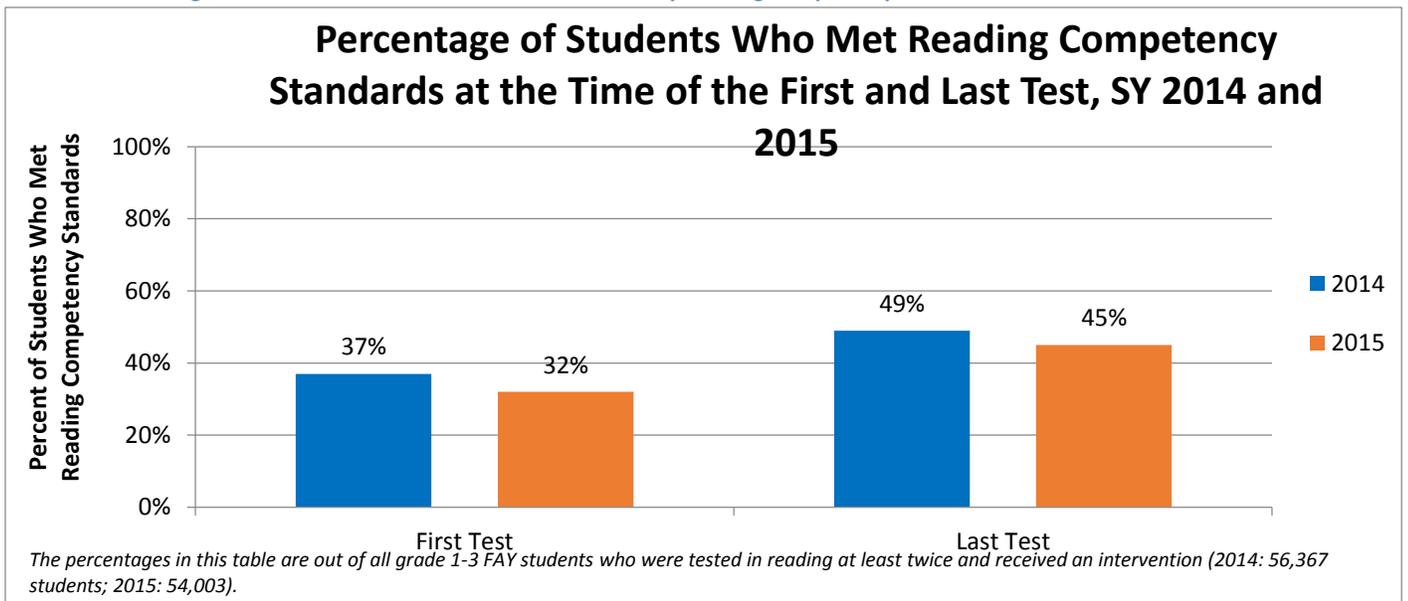
**Exhibit 2. Changes in Reading Competency Test Results, From Students' First to Last Test Taken by the Type of Change, and Grade Level, SY 2015.**



### Reading Interventions

Among students who received a reading intervention and were tested in reading at least twice during SY 2015, there was a 13 percentage point increase overall (from 32% to 45%), from the students' first to last test, in the percentage of students who met reading competency standards. In SY 2014, the increase was 12 percentage points.

**Exhibit 3. Percentages of Students Who Received an Intervention by Reading Competency Status on Their First and Last Test Taken.**



Interventions are provided to students who are not demonstrating reading competency. Without intervention, these students 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 five times greater than for students who don't receive an intervention. This claim was verified by a statistical analysis performed by the USOE. Exhibit 4 briefly displays the odds of meeting reading competency according to whether a student received an intervention.

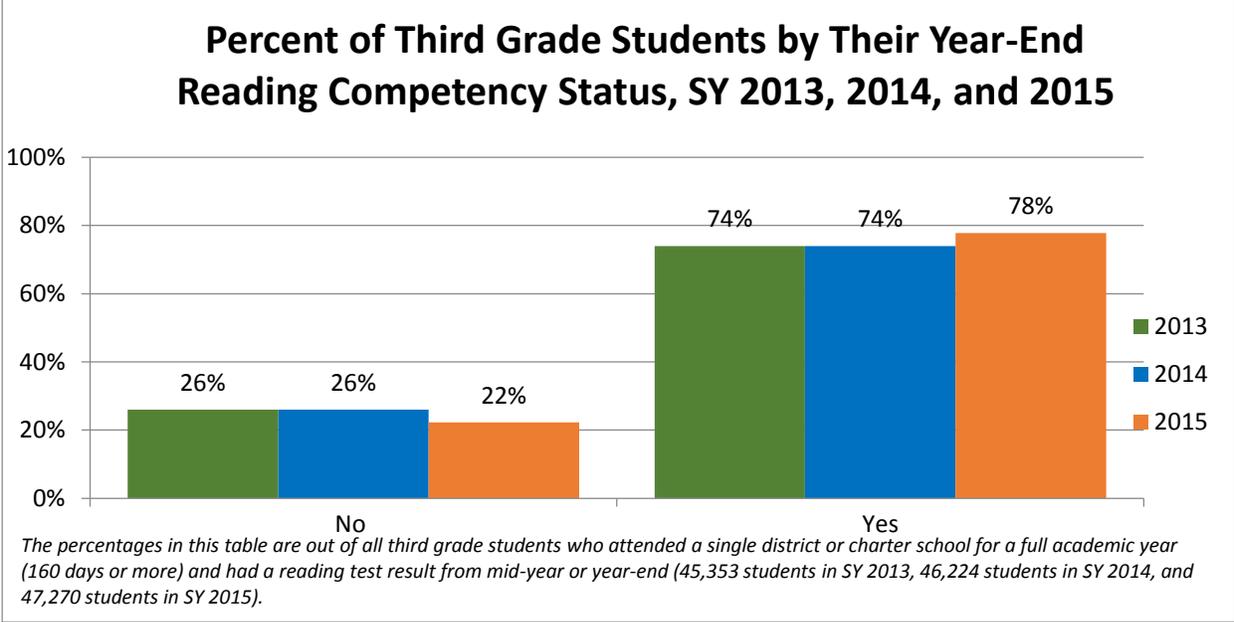
**Exhibit 4. Logistic Regression Results: Statistically Significant Factors for Predicting the Odds that a Student Will Meet Reading Standards.**

Factor	Likelihood	Predicted Outcome
<b>A student who:</b> Did not meet reading competency standards at the time of his/her first test taken	<b>Is:</b> About one-tenth(1/10) as likely	<b>To be reading competent at year-end as a student who:</b> met reading competency standards at the time of his/her first test taken
<b>A student who:</b> did not meet reading competency standards at the time of his/her first test, and received a reading intervention	<b>Is:</b> About five and a half (5.5) times as likely	<b>To be reading competent at year-end as a student who:</b> did not meet reading competency standards at the time of his/her first test, and did not receive a reading intervention

**Third Grade Reading Competency Results**

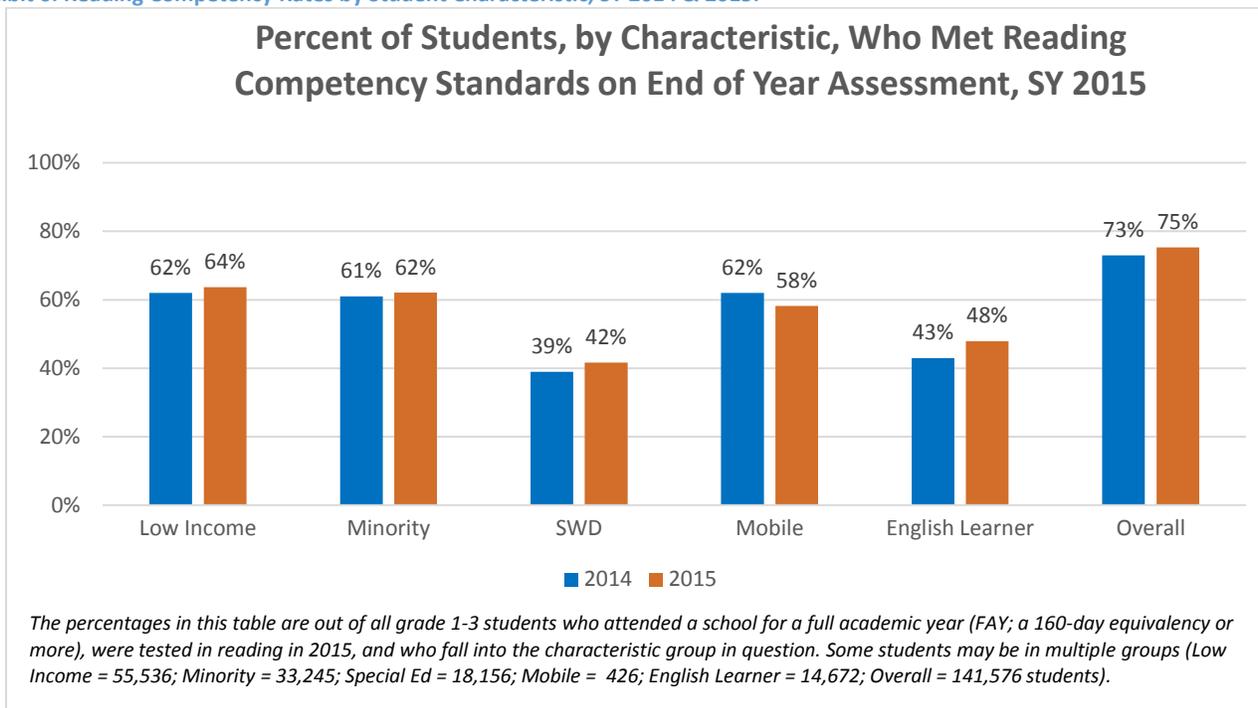
As part of the K-3 Reading Improvement Program LEAs receiving funds set a uniform growth goal (UGG). These uniform growth goals are targeted, incremental increases that must be met each year in order to attain 90% reading competency among third graders by the year 2020. The UGG calculation includes only students who are enrolled for the full academic year (160-day equivalent or greater) in the LEA.

**Exhibit 5. Uniform Growth Goal: The Percent of Third Graders by their Year-End Reading Competency Status, SY 2013, 2014, & 2015.**



During the 2014-15 school year, the percentage of third grade students achieving reading competency was 78%. This is a 4 percentage point increase from the 2013-14 school year. Additionally, similar increases were seen in nearly all characteristic groups (the mobile students decreased by 4 percentage points).

Exhibit 6. Reading Competency Rates by Student Characteristic, SY 2014 & 2015.



**2014-2015 LEAs Progress towards Meeting Their Uniform Growth Goal**

Using the 2013 spring third grade DIBELS benchmark as a baseline, LEAs set their 2014-2015 Uniform Growth Goal. Even further, all LEAs created data-driven student reading improvement plans (utilizing K-3 Reading Improvement funds) under the direction of local community councils. About 95% of the LEAs, or 106 of the 112 LEAs, who received K-3 Reading Improvement funds in FY15 achieved their uniform growth goal. Below is a table presenting each LEAs 2013 Baseline, their 2015 goal, their actual achievement in 2015, and their 2014-15 Uniform Growth Goal achievement status.

Exhibit 7. 2014-15 UGG Outcomes

LEA Name	2013 Baseline	Goal 2015	2015 UGG	2015 UGG with Confidence Interval	2015 UGG Met?
Alianza Academy	52	58.9	69.2	83.7	Yes
Alpine	83	85.0	85.2	86.1	Yes
American International School of Utah**	**	**	54.5	69.2	NA
American Leadership Academy	79.2	82.2	76.1	84.1	Yes
American Preparatory Academy	68.4	72.9	77	81.7	Yes
American Preparatory Academy - Salem	54.1	60.7	85.1	95.3	Yes
Aristotle Academy	67	71.7	75	105	Yes
Ascent Academies of Utah**	**	**	86.3	92.2	NA
Bear River Charter School	90	90.0	100	100	Yes
Beaver	91.2	90.0	93.1	98	Yes
Box Elder	77	80.3	78.8	81.5	Yes
Cache	84	85.7	87.4	89.2	Yes
Canyon Grove Academy	73.7	77.5	69.8	83.5	Yes
Canyon Rim Academy	80	82.8	94.7	99.8	Yes
Canyons	68	72.6	70.9	72.7	Yes
Carbon	66	70.8	78.7	83.9	Yes

LEA Name	2013 Baseline	Goal 2015	2015 UGG	2015 UGG with Confidence Interval	2015 UGG Met?
Channing Hall	83	85.0	93.5	99	Yes
CS Lewis Academy	60	65.7	68.2	82	Yes
Daggett	64.3	69.4	92.3	100	Yes
Davinci Academy	68	72.6	64.1	74.7	Yes
Davis	63.1	68.4	78.1	79.2	Yes
Dixie Montessori Academy**	**	**	47.8	62.2	NA
Dual Immersion Academy	60.8	66.4	55.4	68.4	Yes
Duchesne	75	78.6	80.1	84.1	Yes
Early Light Academy at Daybreak	84	85.7	89.3	96.3	Yes
Edith Bowen Laboratory School	88	88.6	80.4	91.3	Yes
Emery	67	71.8	66.9	73.8	Yes
Endeavor Hall	63.4	68.6	68.2	79.4	Yes
Entheos Academy	53.9	60.5	57	66.7	Yes
Esperanza School**	**	**	48.8	64.1	NA
Excelsior Academy	77.8	81.0	52	63.3	No
Freedom Preparatory Academy	81	83.6	78.6	86.7	Yes
Garfield	85.5	86.8	90.9	97.8	Yes
Gateway Preparatory Academy	44	52.0	65.2	76.4	Yes
George Washington Academy	89.6	89.7	93.3	97.8	Yes
Good Foundations Academy	79	82.0	89	96.2	Yes
Grand	60.6	66.2	84.5	92.2	Yes
Granite	62	67.4	69.5	70.8	Yes
Guadalupe School	76	79.4	37.9	55.6	No
Hawthorn Academy	76	79.4	82.7	91.3	Yes
Highmark Charter School	74.6	78.2	87.9	95.8	Yes
Iron	75.4	78.9	82.6	85.4	Yes
Jefferson Academy	82	84.3	98.4	100	Yes
John Hancock Charter School	91	90.0	100	100	Yes
Jordan	77.9	81.1	81.5	82.7	Yes
Juab	84	85.7	89.4	93.9	Yes
Kane	78	81.1	89.5	96	Yes
Lakeview Academy	82.4	84.6	84.3	91.4	Yes
Leadership Learning Academy	*	76.8	77	86.6	Yes
Legacy Preparatory Academy	85	86.4	90.7	96.2	Yes
Lincoln Academy	80	82.9	85.3	93.3	Yes
Logan City	72	76.0	77.2	81	Yes
Mana Academy Charter School	*	43.1	70.8	89	Yes
Maria Montessori Academy	64.7	69.7	61.5	73.3	Yes
Millard	75	78.6	83.4	88.4	Yes
Moab Charter School	75	78.6	75	96.2	Yes
Monticello Academy	81.7	84.1	93.3	99	Yes
Morgan	84.3	85.9	87.9	92.4	Yes
Mountain West Montessori Academy**	**	**	79.5	91.4	NA
Mountainville Academy	90	90.0	97.4	100	Yes
Murray	79	82.0	80.8	84.4	Yes

LEA Name	2013 Baseline	Goal 2015	2015 UGG	2015 UGG with Confidence Interval	2015 UGG Met?
Navigator Pointe Academy	90	90.0	91.2	98.6	Yes
Nebo	73.7	77.5	79.1	80.7	Yes
Noah Webster Academy	76.5	79.9	82.1	90.6	Yes
North Davis Preparatory Academy	75	78.6	76	84.2	Yes
North Sanpete	72.7	76.6	69.2	75.6	<b>No</b>
North Star Academy	79	82.0	93.9	100	Yes
North Summit	68	72.6	70.8	81.3	Yes
Odyssey Charter School	72	76.0	71.4	81.5	Yes
Ogden City	56	62.2	64.5	67.6	Yes
Ogden Preparatory Academy	73.7	77.5	78.6	86.5	Yes
Open Classroom	62	67.4	85	96.1	Yes
Pacific Heritage Academy	58.6	64.5	60	75.2	Yes
Park City	80	82.8	81.1	85.4	Yes
Pinnacle Canyon Academy	67.4	72.1	53.1	70.4	<b>No</b>
Piute	61.1	66.7	88.2	103.5	Yes
Promontory School of Expeditionary Learning	66.7	71.5	72.5	84.8	Yes
Providence Hall	68	72.6	68.5	76.7	Yes
Provo	69.1	73.5	75	77.4	Yes
Quest Academy	65	70.0	70.8	79.5	Yes
Ranches Academy	80	82.6	80.4	91.3	Yes
Reagan Academy	83.1	85.1	93.7	99.1	Yes
Renaissance Academy	*	81.7	80.9	89.1	Yes
Rich	78	81.1	83	93.7	Yes
Salt Lake	63	68.2	72.8	74.8	Yes
San Juan	55	61.4	52.4	58.9	<b>No</b>
Scholar Academy**	**	**	81.3	90.8	NA
Sevier	73.7	77.5	81.2	85.4	Yes
Soldier Hollow Charter School	80	82.8	80	94.3	Yes
South Sanpete	69.6	73.9	75.8	81.4	Yes
South Summit	85.1	86.5	88.5	94.2	Yes
Spectrum Academy	50.5	57.6	61.2	74.8	Yes
Summit Academy	84.5	86.1	87.7	92.4	Yes
Syracuse Arts Academy	78.3	81.4	85.7	92.4	Yes
Thomas Edison	82.7	84.8	82.4	88.7	Yes
Timpanogos Academy	89	89.2	83.1	92.2	Yes
Tintic	63	68.3	64.7	87.4	Yes
Tooele	75.7	79.2	73.9	76.6	<b>No</b>
Uintah	65.4	70.3	76.7	79.9	Yes
Utah Connections Academy	61	66.6	73.3	89.1	Yes
Utah Virtual Academy	58	64.0	72.6	82.8	Yes
Valley Academy	54.3	60.8	44.4	61	Yes
Venture Academy	51.2	58.2	64.6	78.1	Yes
Vista At Entrada School of Performing Arts And Technology	80.4	83.1	78.9	87.1	Yes
Voyage Academy	*	81.7	78.5	87.6	Yes

LEA Name	2013 Baseline	Goal 2015	2015 UGG	2015 UGG with Confidence Interval	2015 UGG Met?
Walden School of Liberal Arts	67.5	72.1	70.8	89	Yes
Wasatch	64	69.1	72.3	76.6	Yes
Wasatch Peak Academy	94	90.0	81.1	90	Yes
Washington	68.4	72.9	72.6	74.5	Yes
Wayne	76.3	79.7	71.8	85.9	Yes
Weber	81	82.5	84.6	86.1	Yes
Weilenmann School of Discovery	85	86.4	85.7	93.9	Yes

\*\* New charter in 2014-15

### Correlation: Third Grade Final Reading Competency Status and Results of SAGE

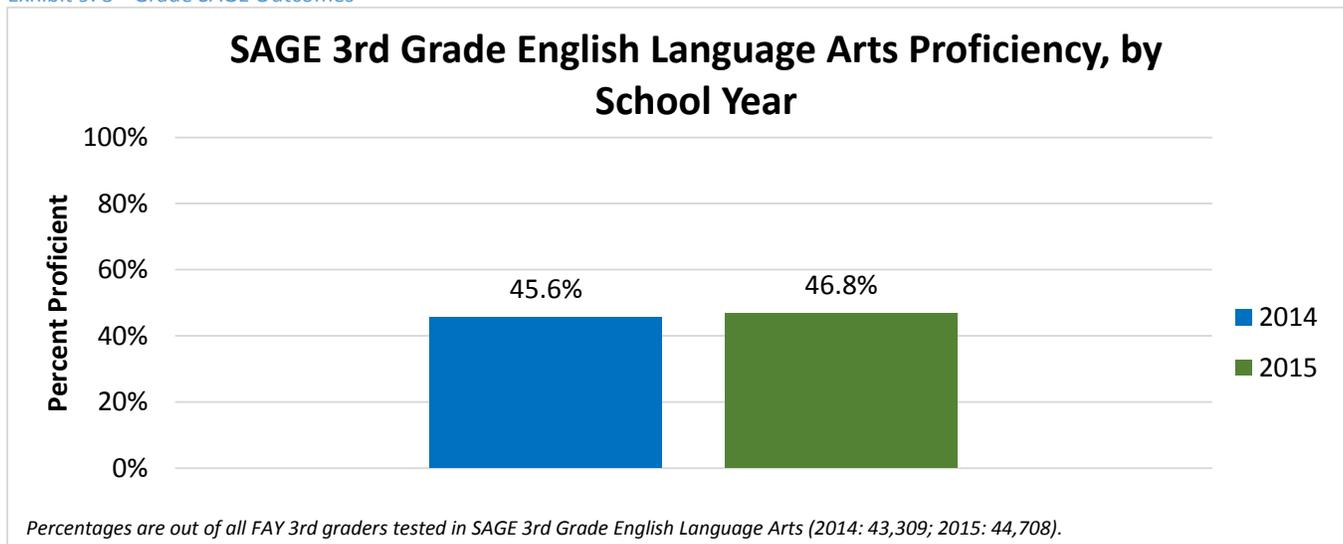
The 2013-14 school year marked the first year of Utah's SAGE summative assessment. The SAGE assessments begin in third grade. The 2014 3<sup>rd</sup> Grade Language Arts SAGE results had a strong correlation (.561) to DIBELS benchmark status. This suggests that overall DIBELS and SAGE data are similar in their ability to indicate a students' reading performance. The 2015 3<sup>rd</sup> Grade Language Arts SAGE correlation coefficient was a bit stronger at .570. This may be due to SAGE being fully adaptive in the 2015 administration in comparison to the 2014 administration.

Exhibit 8 Reading on Grade Level Correlations with 3<sup>rd</sup> Grade SAGE ELA Scale Scores

School Year	Enrollment	Correlation Coefficient
2014	43,309	.561
2015	44,708	.570

Between the 2014 to 2015 school year, there was 1.2 percentage point gain in ELA proficiency in 3<sup>rd</sup> grade as measured by SAGE. Overall, the 2015 English Language Arts SAGE results increased by an average of 1.9 percentage points.

Exhibit 9. 3<sup>rd</sup> Grade SAGE Outcomes



## Financial Expenditure Summary for K-3 Reading Improvement Program

### Expenditure Reporting

Each school district and charter school submits an annual report to USOE accounting for the expenditure of the K-3 Improvement Program funds in accordance with their Reading Achievement Plan. 53A-17a-150 states that legislative funds may be used to improve reading competency, including:

- Reading specialists/coaches
- Focused interventions/tutoring
- Before/after school programs
- Intervention software
- Professional Development for K-3 teachers

### Funding

Districts are required to match K-3 Reading Improvement funds with locally raised dollars from levies or other sources. In 2014-15, 92% of K-3 legislated funds were spent on salaries of licensed teachers, reading specialists, coaches, and paraprofessionals who work daily to improve core instruction and provide evidence-based interventions for K-3 students. Exhibit 10 shows, by object code, the expenditures of K-3 Reading Improvement funds for FY2015.

Exhibit 10. FY2015 K-3 Reading Improvement Program Funds: Distribution by Object Code, Amount, and Percent

100 Salaries: Licensed & Non-Licensed Personnel	200 Employee Benefits: Licensed & Non-Licensed Personnel	300 Professional and Technical Services	500 Other Purchased Services	580 Professional Development Travel	600 Supplies and Materials	730 Equipment	860/870 Indirect Cost	800 Other	Total
<b>\$10,468,489</b>	<b>\$3,248,366</b>	<b>\$131,093</b>	<b>\$18,113</b>	<b>\$44,246</b>	<b>\$769,971</b>	<b>\$151,550</b>	<b>\$127,492</b>	<b>\$490</b>	<b>\$14,977,810</b>
<b>70%</b>	<b>22%</b>	<b>&lt;1%</b>	<b>&lt;1%</b>	<b>&lt;1%</b>	<b>6%</b>	<b>1%</b>	<b>&lt;1%</b>	<b>&lt;1%</b>	<b>99.9%</b>
<b>92%</b>		<b>8%</b>							