

# REPORT TO LEGISLATIVE COMMITTEE

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## K-3 Reading Report



Prepared by the  
Utah State Board of Education

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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, 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.

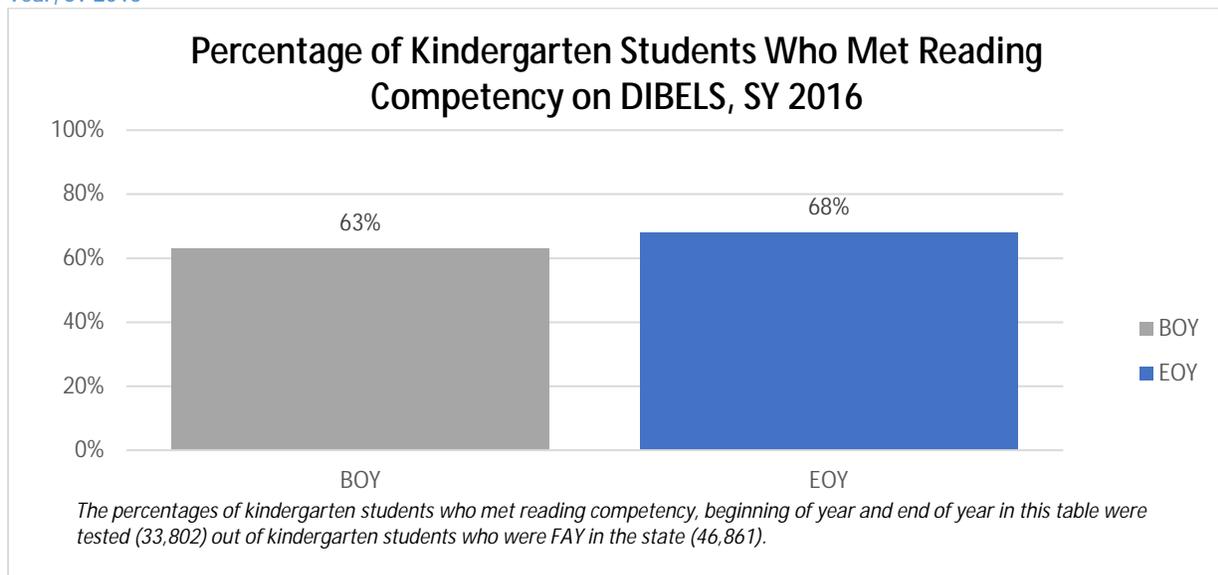
## Testing and Monitoring

Beginning in SY 2013, LEAs were required to assess, and report to the state, students' reading competency three times per year (beginning, middle, and end) using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment. LEAs administered DIBELS and reported whether each student met reading competency standards at the time of the testing period and whether the student had received reading interventions at any time during the school year. Beginning in SY 2016, LEAs were additionally required to report composite scores for each testing period.

## Kindergarten Competency

Utah currently does not have a statewide kindergarten assessment. The data pulled included 72% of Utah kindergarteners who were assessed on DIBELS, as that is the kindergarten assessment most widely used across the state. Exhibit 1 shows the percentages of kindergarten students who met competency for the beginning of year and end of year during SY 2016.

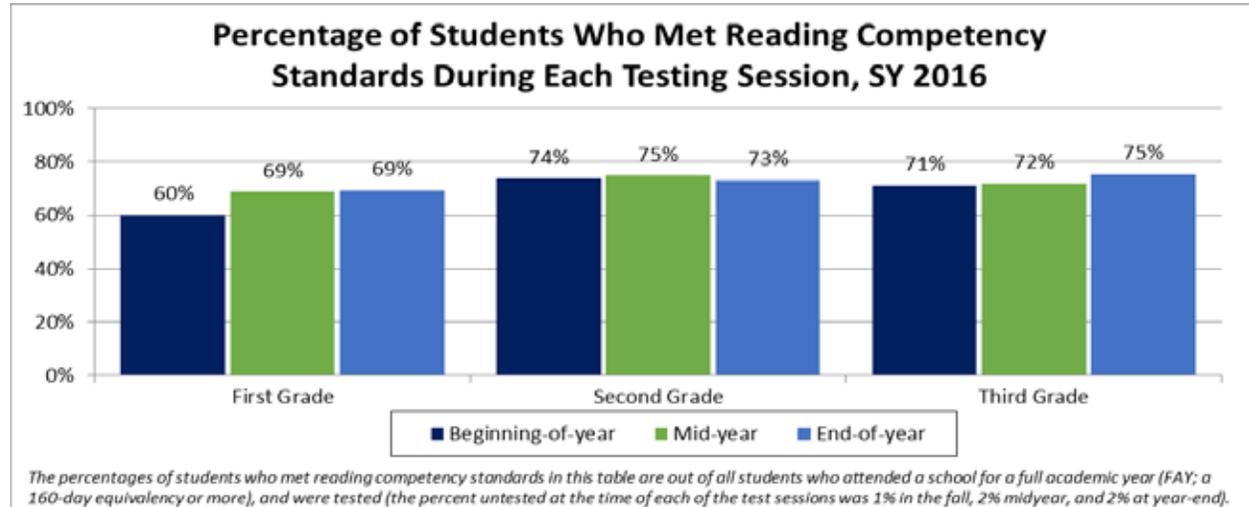
Exhibit 1. Percentages of Kindergarten Students Who Met Reading Competency Standards, Beginning of Year and End of Year, SY 2016



## Reading Competency through the School Year

The percentage of students who met reading competency standards for their grade level at the beginning-of-year testing session was 60% among first graders, 74% among second graders, and 71% among third graders. The percentage of students who met reading competency standards for their grade level during the end-of-year testing session was 69% among first graders, 73% among second graders, and 75% among third graders.

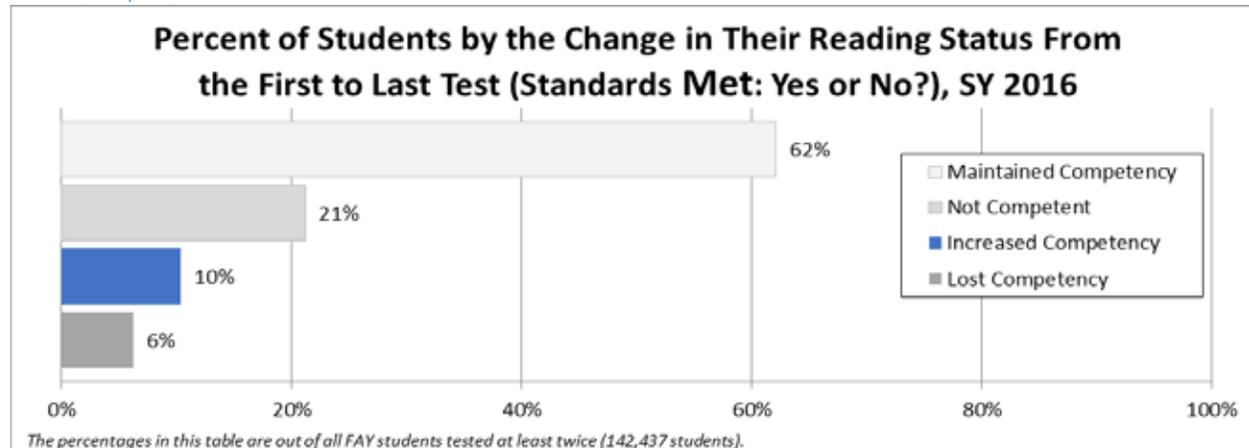
Exhibit 2. Percentages of Students Who Met Reading Competency Standards by Grade Level and Testing Session, School Year 2016



## Change in Competency

In SY 2016, most students in grades 1-3 were tested three times (98%). Not all students whose test results changed made an improvement. Exhibit 3 shows the changes in students' reading competency test results throughout SY 2016. The percentage of students who never met reading competency standards for their grade level was 21% (this is one percentage point higher than in SY 2015). Other students maintained competency throughout the year (62%), increased their competency (10%), or lost competency (6%). Among the students who increased their competency, 77% received an intervention during SY 2016.

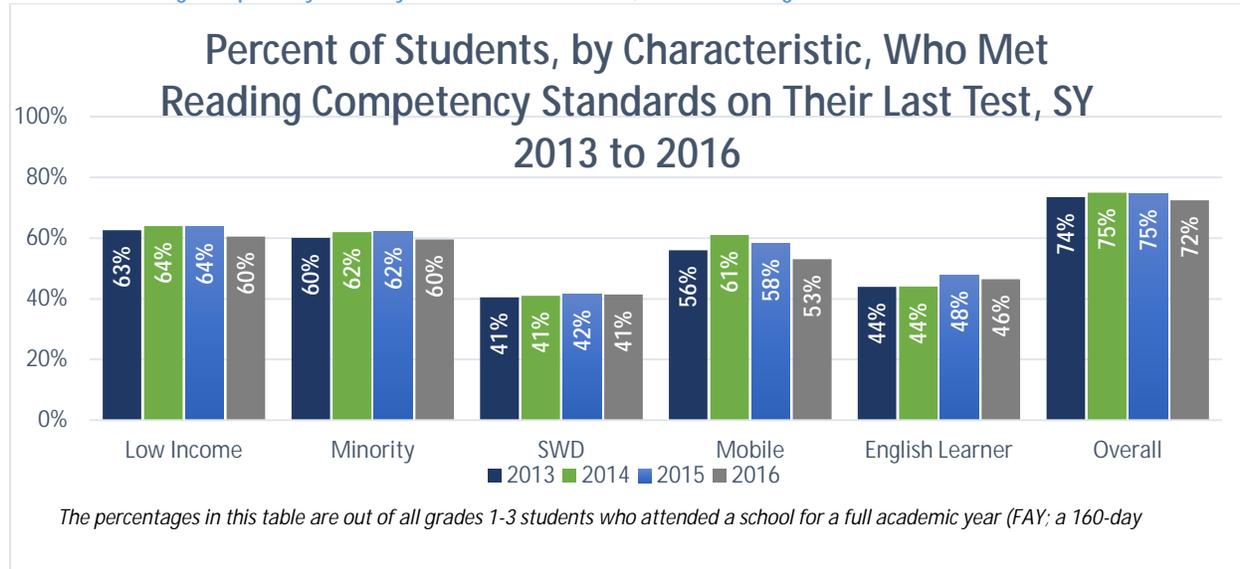
Exhibit 3. Changes in Reading Competency Test Results, From Students' First to Last Test Taken by the Type of Change, and Grade Level, SY 2016



### Overall Reading Competency over Time, Grades 1-3

Exhibit 4 shows year-end reading competency results including all students and by subgroup for SY 2013 to SY 2016. Compared with the grades 1-3 student population as a whole, lower percentages of students with risk factors (low income, students with disabilities (SWD), mobile, English learners, and minority students) met reading competency standards. All of the subgroups saw decreases in the percentages of students who met reading competency standards in SY 2016 as compared with SY 2015.

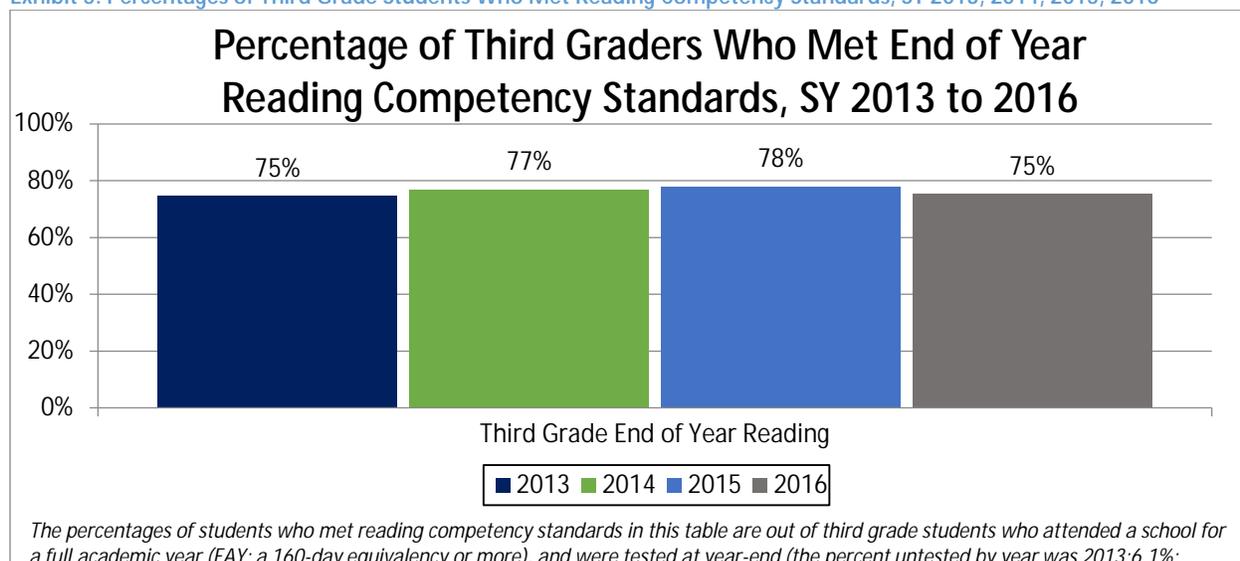
Exhibit 4. Reading Competency Rates by Student Characteristic, SY 2013 through 2016



### Third Grade Reading Competency Results

For students in grade three, the percentage of students achieving reading competency reached 75% in SY 2016, which is down from 78% in SY 2015. The percentage of students in grade three who were untested has decreased significantly since SY 2013 from 6.1% to 1.9% in SY 2016.

Exhibit 5. Percentages of Third Grade Students Who Met Reading Competency Standards, SY 2013, 2014, 2015, 2016



## Reading Interventions

Among students who received a reading intervention and were tested in reading at least twice during SY 2016, there was an 8% increase overall (from 35% to 43%), from the students' first to last test, in the percentage of students who met reading competency standards (see Exhibit 6).

Exhibit 6. Percentages of Students Who Received an Intervention by Reading Competency Status on Their First and Last Test Taken

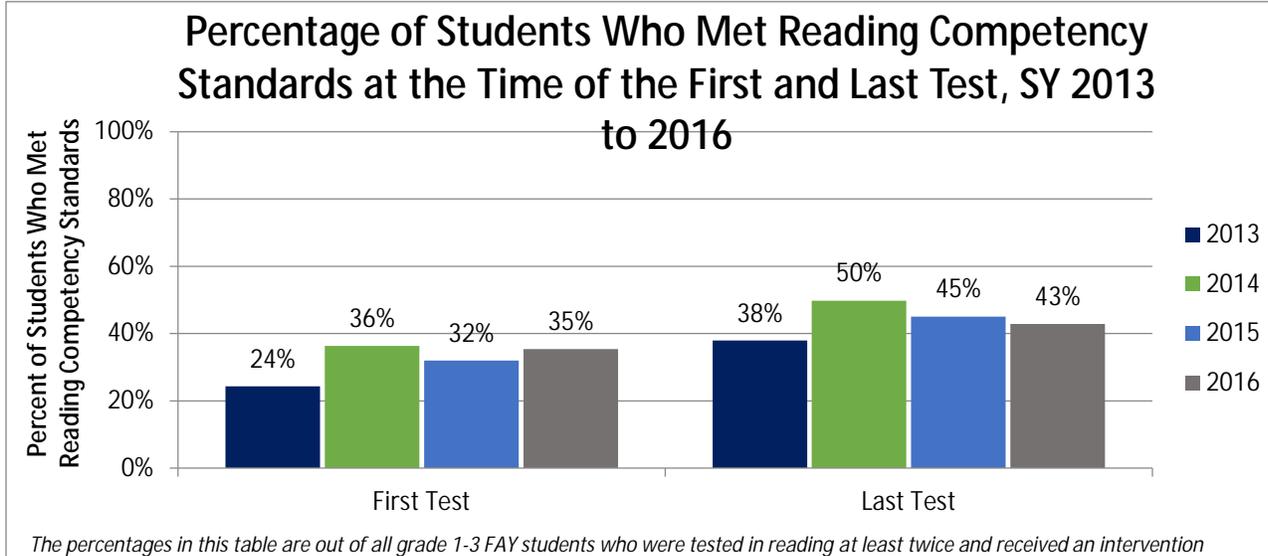
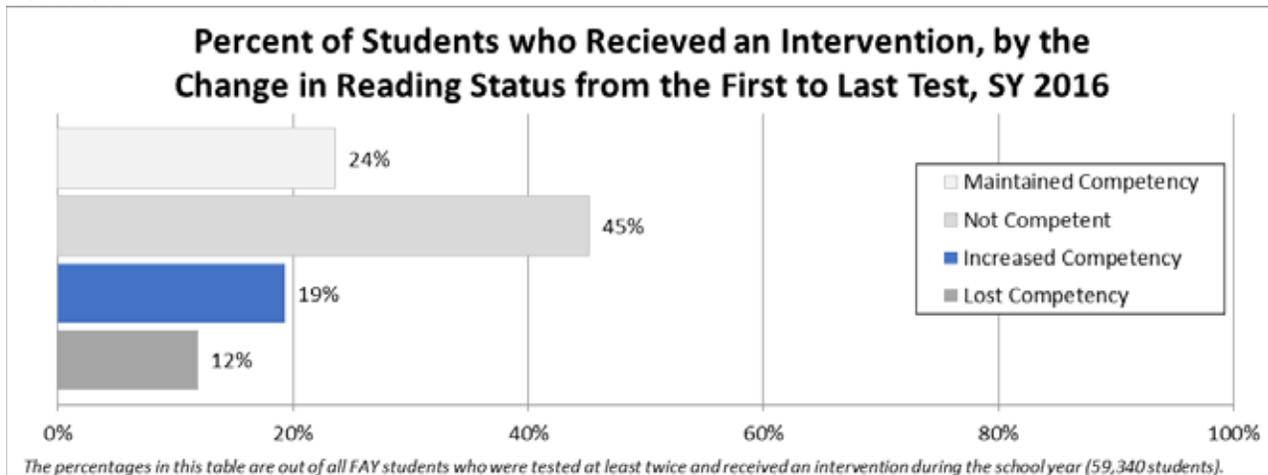


Exhibit 7 shows the change in reading competency status among all students who received a reading intervention and were tested in reading at least twice. A plurality of the students who received a reading intervention did not meet reading competency standards at the time of both their first or last tests (45%). Just under a fifth (19%) of the students who were provided with a reading intervention showed gains in reading competency from the time of their first test to the time of their last test (i.e., changed their reading competency status from “no” to “yes”).

Exhibit 7. Changes in Reading Competency Status from the First to Last Test, Among Students Who Received a Reading Intervention



## The Effect of Reading Interventions

Interventions provided to students who are not reading competent are critical in getting them to reach proficiency. Without these interventions, the students who are not competent in reading at the beginning of year 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 eight times greater than for students who don't get an intervention. This claim was verified by a statistical analysis performed by the USBE. Exhibit 8 briefly displays the odds of meeting reading competency, according to whether a student received an intervention.

**Exhibit 8. 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	Is: 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	Is: About eight (8.1) 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

## 2015-2016 Uniform Growth Percentage by LEA

In SY 2016, the Uniform Growth Goal (UGG) transformed from a goal based on proficiency percentages to percentage of third grade students making typical or better growth when compared to students in the nation with the same beginning of year composite score. The new state goal reads as 47.83% of third grade students must make typical or better progress in order to meet the state UGG goal. Exhibit 9 shows the percentages of full academic year (FAY) students in each LEA, in grade 3, who made typical or better growth from beginning of year to end of year on DIBELS. Untested and excluded students are not included in the reading growth calculations.

**Exhibit 9. Percentage of third grade student who made typical or better growth from beginning of year to end of year, SY 2016**

LEA Name	2016 UGG	2016 UGG with 95% Confidence Interval	2016 UGG Met
ALPINE SCHOOL DISTRICT	60%	61%	Yes
AMERICAN INTERNATIONAL SCHOOL OF UTAH	58%	72%	Yes
AMERICAN LEADERSHIP ACADEMY	79%	86%	Yes
AMERICAN PREPARATORY ACADEMY	66%	71%	Yes
AMERICAN PREPARATORY ACADEMY - SALEM	54%	67%	Yes
ARISTOTLE ACADEMY	93%	100%	Yes
ASCENT ACADEMIES OF UTAH	68%	75%	Yes
ATHENIAN eACADEMY	67%	100%	Yes
BEAR RIVER CHARTER SCHOOL	89%	100%	Yes
BEAVER SCHOOL DISTRICT	87%	94%	Yes
BOX ELDER SCHOOL DISTRICT	76%	79%	Yes
CACHE SCHOOL DISTRICT	78%	80%	Yes
CANYON GROVE ACADEMY	46%	62%	Yes
CANYON RIM ACADEMY	89%	96%	Yes
CANYONS SCHOOL DISTRICT	58%	60%	Yes

CARBON SCHOOL DISTRICT	79%	84%	Yes
CHANNING HALL	76%	87%	Yes
CS LEWIS ACADEMY	80%	96%	Yes
DAGGETT SCHOOL DISTRICT	94%	100%	Yes
DAVINCI ACADEMY OF SCIENCE AND THE ARTS	63%	74%	Yes
DAVIS SCHOOL DISTRICT	73%	74%	Yes
DIXIE MONTESSORI ACADEMY	40%	55%	Yes
DUAL IMMERSION ACADEMY	68%	83%	Yes
DUCHESNE SCHOOL DISTRICT	81%	85%	Yes
EARLY LIGHT ACADEMY AT DAYBREAK	86%	93%	Yes
EDITH BOWEN LABORATORY SCHOOL	57%	71%	Yes
EMERY SCHOOL DISTRICT	70%	77%	Yes
ENDEAVOR HALL	71%	82%	Yes
ENTHEOS ACADEMY	64%	73%	Yes
ESPERANZA SCHOOL	35%	46%	No
EXCELSIOR ACADEMY	62%	73%	Yes
FREEDOM PREPARATORY ACADEMY	81%	88%	Yes
GARFIELD SCHOOL DISTRICT	90%	96%	Yes
GATEWAY PREPARATORY ACADEMY	50%	63%	Yes
GEORGE WASHINGTON ACADEMY	80%	87%	Yes
GOOD FOUNDATIONS ACADEMY	36%	48%	Yes
GRAND SCHOOL DISTRICT	84%	91%	Yes
GRANITE SCHOOL DISTRICT	69%	70%	Yes
GREENWOOD CHARTER SCHOOL	48%	60%	Yes
GUADALUPE SCHOOL	55%	70%	Yes
HAWTHORN ACADEMY	59%	67%	Yes
HIGHMARK CHARTER SCHOOL	62%	75%	Yes
IRON SCHOOL DISTRICT	75%	78%	Yes
JEFFERSON ACADEMY	52%	63%	Yes
<b>LEA Name</b>	<b>2016 UGG</b>	<b>2016 UGG with 95% Confidence Interval</b>	<b>2016 UGG Met</b>
JOHN HANCOCK CHARTER SCHOOL	95%	100%	Yes
JORDAN SCHOOL DISTRICT	65%	67%	Yes
JUAB SCHOOL DISTRICT	74%	81%	Yes
KANE SCHOOL DISTRICT	92%	98%	Yes
LAKEVIEW ACADEMY	85%	92%	Yes
LEADERSHIP LEARNING ACADEMY	47%	59%	Yes
LEGACY PREPARATORY ACADEMY	57%	67%	Yes
LINCOLN ACADEMY	73%	84%	Yes
LOGAN CITY SCHOOL DISTRICT	71%	75%	Yes
LUMEN SCHOLAR INSTITUTE	29%	45%	No
MANA ACADEMY CHARTER SCHOOL	23%	36%	No
MARIA MONTESSORI ACADEMY	63%	74%	Yes
MILLARD SCHOOL DISTRICT	87%	92%	Yes
MOAB CHARTER SCHOOL	77%	100%	Yes
MONTICELLO ACADEMY	96%	100%	Yes
MORGAN SCHOOL DISTRICT	74%	80%	Yes
MOUNTAIN WEST MONTESSORI ACADEMY	43%	57%	Yes
MOUNTAINVILLE ACADEMY	86%	94%	Yes
MURRAY CITY SCHOOL DISTRICT	70%	74%	Yes
NAVIGATOR POINTE ACADEMY	38%	50%	Yes
NEBO SCHOOL DISTRICT	65%	67%	Yes
NOAH WEBSTER ACADEMY	80%	88%	Yes
NORTH DAVIS PREPARATORY ACADEMY	52%	62%	Yes
NORTH SANPETE SCHOOL DISTRICT	81%	86%	Yes
NORTH STAR ACADEMY	70%	83%	Yes

NORTH SUMMIT SCHOOL DISTRICT	75%	85%	Yes
ODYSSEY CHARTER SCHOOL	54%	66%	Yes
OGDEN CITY SCHOOL DISTRICT	70%	73%	Yes
OGDEN PREPARATORY ACADEMY	77%	85%	Yes
OPEN CLASSROOM	40%	55%	Yes
PACIFIC HERITAGE ACADEMY	34%	50%	Yes
PARK CITY SCHOOL DISTRICT	79%	83%	Yes
PINNACLE CANYON ACADEMY	86%	99%	Yes
PIUTE SCHOOL DISTRICT	58%	80%	Yes
PROMONTORY SCHOOL OF EXPEDITIONARY LEARNING	61%	74%	Yes
PROVIDENCE HALL	88%	94%	Yes
PROVO CITY SCHOOL DISTRICT	65%	67%	Yes
QUEST ACADEMY	79%	87%	Yes
THE RANCHES ACADEMY	84%	94%	Yes
REAGAN ACADEMY	63%	74%	Yes
RENAISSANCE ACADEMY	64%	74%	Yes
RICH SCHOOL DISTRICT	95%	100%	Yes
SALT LAKE CITY SCHOOL DISTRICT	49%	51%	Yes
SAN JUAN SCHOOL DISTRICT	73%	79%	Yes
SCHOLAR ACADEMY	55%	67%	Yes
SEVIER SCHOOL DISTRICT	81%	85%	Yes
SOLDIER HOLLOW CHARTER SCHOOL	58%	73%	Yes
SOUTH SANPETE SCHOOL DISTRICT	81%	86%	Yes
SOUTH SUMMIT SCHOOL DISTRICT	72%	80%	Yes
SPECTRUM ACADEMY	29%	41%	No
SUMMIT ACADEMY	72%	78%	Yes
SYRACUSE ARTS ACADEMY	58%	65%	Yes
TERRA ACADEMY	5%	11%	No
THOMAS EDISON CHARTER SCHOOL	48%	57%	Yes
TIMPANOGOS ACADEMY	46%	58%	Yes
TINTIC SCHOOL DISTRICT	79%	100%	Yes
TOOELE SCHOOL DISTRICT	75%	77%	Yes
UTAH CONNECTIONS ACADEMY	44%	63%	Yes
UTAH VIRTUAL ACADEMY	59%	71%	Yes
VALLEY ACADEMY	37%	51%	Yes
LEA Name	2016 UGG	2016 UGG with 95% Confidence Interval	2016 UGG Met
VENTURE ACADEMY	58%	72%	Yes
VISTA AT ENTRADA SCHOOL OF PERFORMING ARTS AND TECHNOLOGY	84%	92%	Yes
VOYAGE ACADEMY	75%	85%	Yes
WALDEN SCHOOL OF LIBERAL ARTS	52%	69%	Yes
WASATCH SCHOOL DISTRICT	73%	77%	Yes
WASATCH PEAK ACADEMY	54%	66%	Yes
WASHINGTON SCHOOL DISTRICT	68%	70%	Yes
WAYNE SCHOOL DISTRICT	79%	94%	Yes
WEBER SCHOOL DISTRICT	72%	74%	Yes
WEILENMANN SCHOOL OF DISCOVERY	70%	81%	Yes

Per Board waiver, Uintah School District remains on the old UGG calculation, beginning with a 2013 baseline, an annual UGG goal is created based on proficiency rather than growth.

Exhibit 10. Percentage of FAY Students Who Met Reading Competency Standards, SY 2016

LEA Name	2013 Baseline	Goal 2016	2016 UGG	2016 UGG with 95% Confidence Interval	2016 UGG Met
UINTAH SCHOOL DISTRICT	65.4%	72.8%	77.6%	81%	Yes

### Correlation: Third Grade Final Reading Competency Status

SY 2014 marked the first year of Utah’s SAGE summative assessment. The ELA SAGE assessment began in third grade. The 2014 third grade English 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 student’s reading performance. In SY 2015, the 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. Prior to SY 2016, USBE only collected indicator data from LEAs on whether or not a student met reading competency benchmarks. This yes/no measure proved adequate for computing a statistically significant measure of how strongly related the reading benchmark indicators are with SAGE third grade ELA scale scores; however, the analysis could be improved by looking at the relationship between students’ DIBELS composite scores and SAGE scale scores, improving the precision of the results. DIBELS composite scores were reported to USBE for the first time in SY 2016, thus a correlation analysis of 2016 DIBELS composite scores and SAGE scale scores could be computed for the first time. Exhibit 11 shows the correlation coefficients for school years 2014 through 2016 using the previously available metrics (reading benchmark indicator data and SAGE scale scores). The correlation values are statistically significant, and show strong correlations.

Exhibit 11. Reading on Grade Level Correlations with 3<sup>rd</sup> Grade SAGE ELA Scale Scores

<i>School Year</i>	<i>Enrollment</i>	<i>Correlation between SAGE scale score and reading benchmark indicator</i>
<i>2014</i>	<i>43,309</i>	<i>.561</i>
<i>2015</i>	<i>44,708</i>	<i>.570</i>
<i>2016</i>	<i>46,262</i>	<i>.581</i>

Exhibit 12 shows the correlation coefficient for SY 2016 using the newly available DIBELS composite score data (correlated with SAGE scale scores). The correlation coefficient suggests an even stronger relationship between the two tests than what was suggested by the previous correlation analyses.

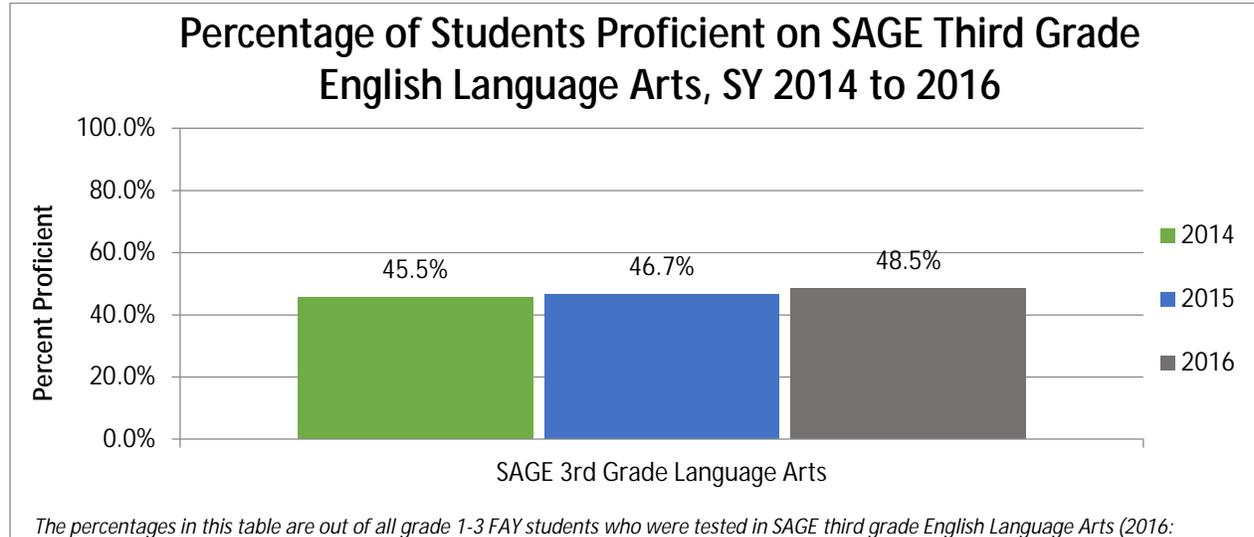
Exhibit 12. Reading on Grade Level Correlations with 3<sup>rd</sup> Grade SAGE ELA Scale Scores

<i>School Year</i>	<i>Enrollment</i>	<i>Correlation between SAGE scale score and DIBELS composite score</i>
<i>2016</i>	<i>46,262</i>	<i>.736</i>

## Results of SAGE

From SY 2014 to 2016, there was a 3 percentage point gain in ELA proficiency in 3<sup>rd</sup> grade as measured by SAGE. Exhibit 13 shows percentages of third grade students who met proficiency on the ELA SAGE assessment for the previous three years.

Exhibit 13. 3<sup>rd</sup> Grade SAGE Outcomes



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

Each school district and charter school submits an annual report to USBE 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 SY 2016, 93% 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 14 shows, by object code, the expenditures of K-3 Reading Improvement funds for FY2016.

Exhibit 14. FY2016 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	400 Purchased Property Services	500 Other Purchased Services	600 Supplies and Materials	730 Equipment	860/870 Indirect Cost	800 Other	Total
\$10,750,878	\$3,105,184	\$157,732	\$62,000	\$13,291	\$617,849	\$52,660	\$240,091	\$315	\$15,000,000
72%	21%	1%	<1%	<1%	4%	<1%	<2%	<1%	100%
93%		7%							100%