



2012 Utah State Literacy Improvement Report

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 optional extended-day kindergarten, K-3 reading program, adoption of standards and assessments for testing multiple times in grades 1-3, ongoing professional development, and 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.

3rd Grade ELA CRT Increases in Percent Proficient 2005-2012

2012 Third Grade Language Arts Overall Percent Proficient:

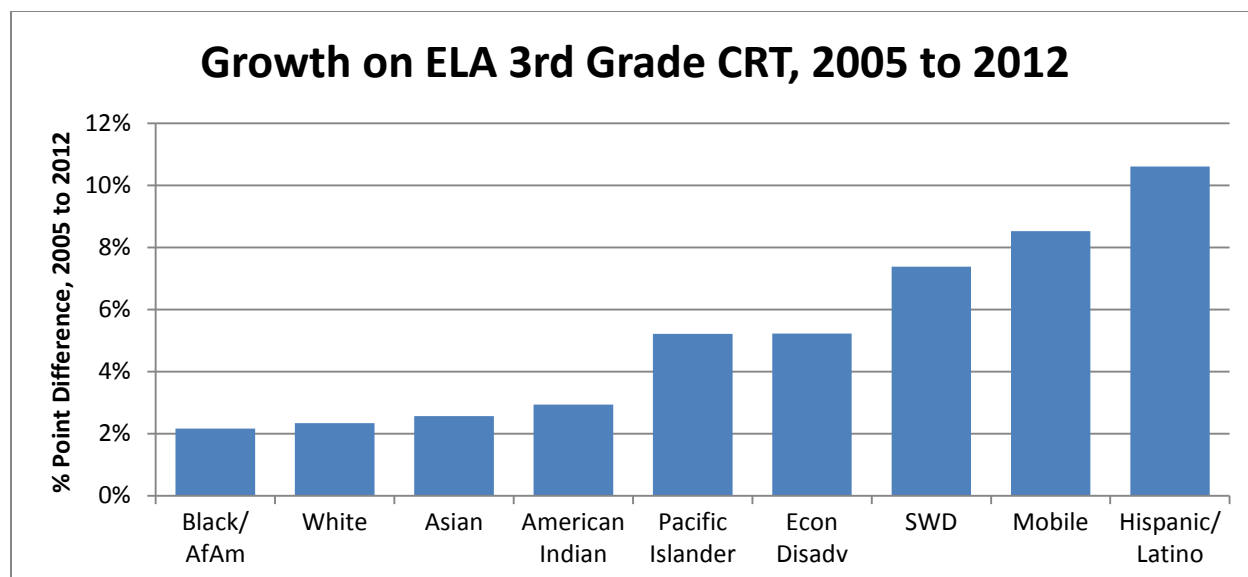
79%

There has been a slight increase in the third 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 3 rd 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

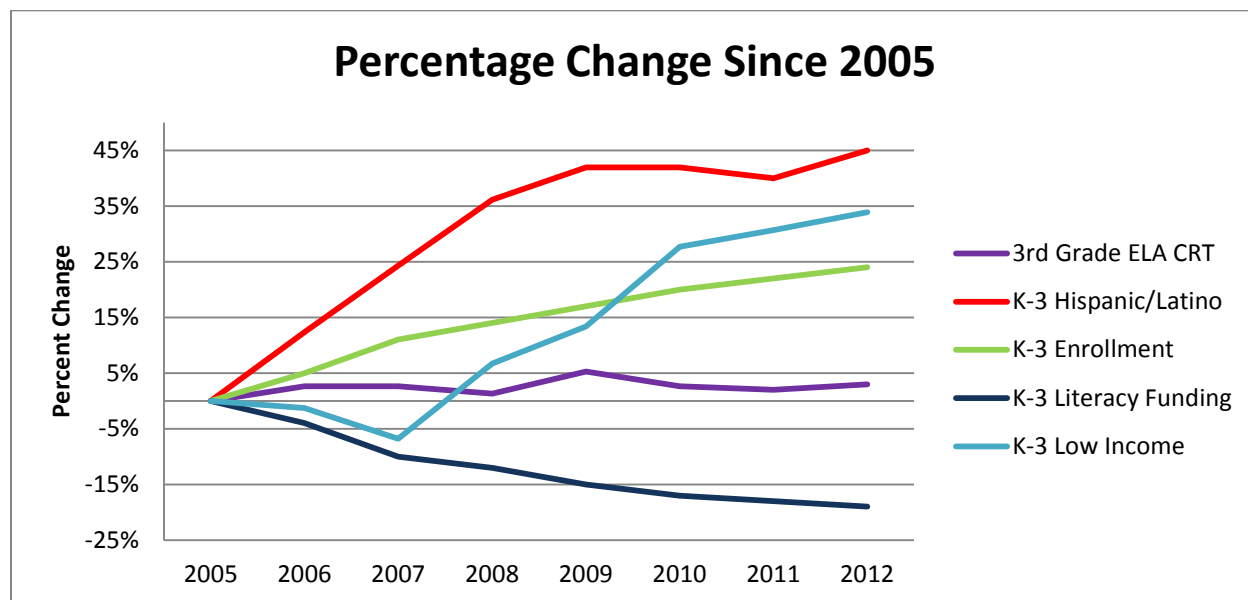
Utah is becoming more diverse with increased percentages of students in minority, low income, and other subgroups. Thirty-nine percent of students in Utah were approved for free or reduced school lunch in 2012, a 13.5% increase since 2005. If Utah's third grade students in 2012 performed at the same level as third grade students in 2005, this shift in demographics would have caused a greater than one percentage point decrease in the percentage of third 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 more than \$50 dollars per student.

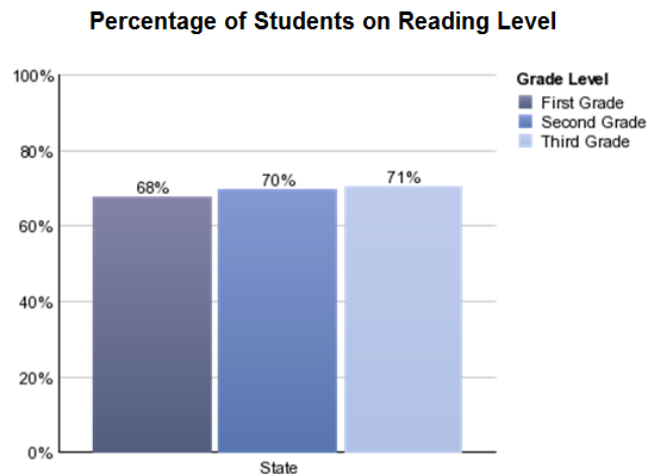
Overall, from 2005 to 2012 Utah has experienced factors that could have negatively impacted third grade ELA CRT proficiency rates yet proficiency rates are still slowly trending upward. The graph below shows the percent change in K-3 literacy funding, K-3 student enrollment, K-3 Hispanic/Latino enrollment,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





Reading On Grade Level (Mid-Year 2012)

In 2011, the Utah 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 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.

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%

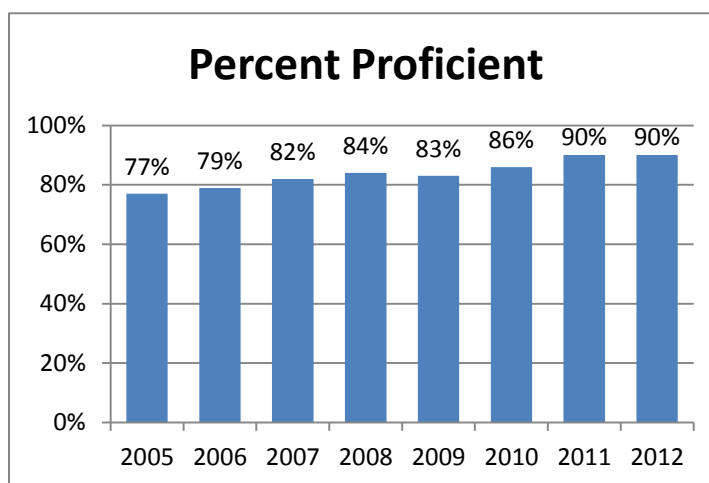


Improvements in State Literacy with Exposure to K-3 Literacy

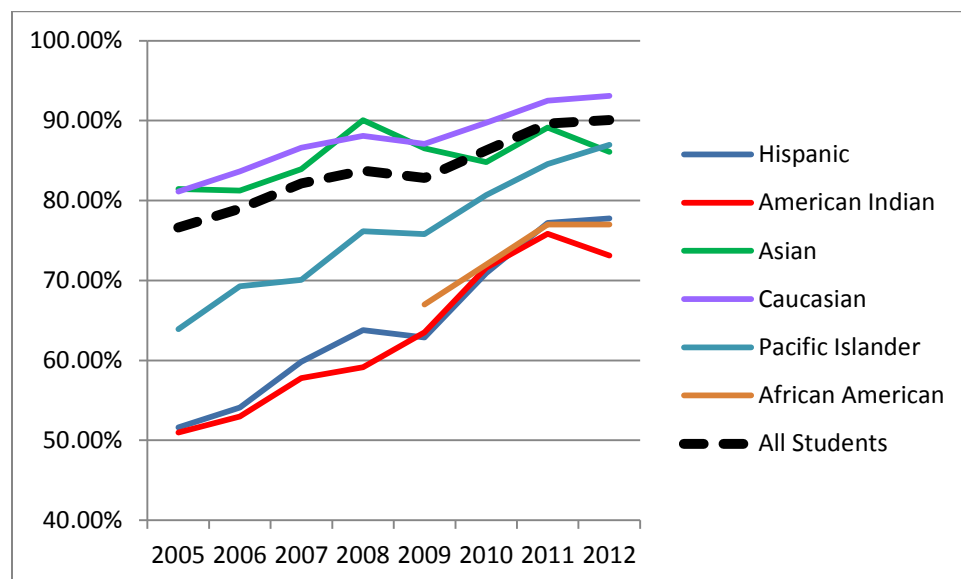
2012 Eighth Grade Language Arts Overall Percent Proficient:

90%

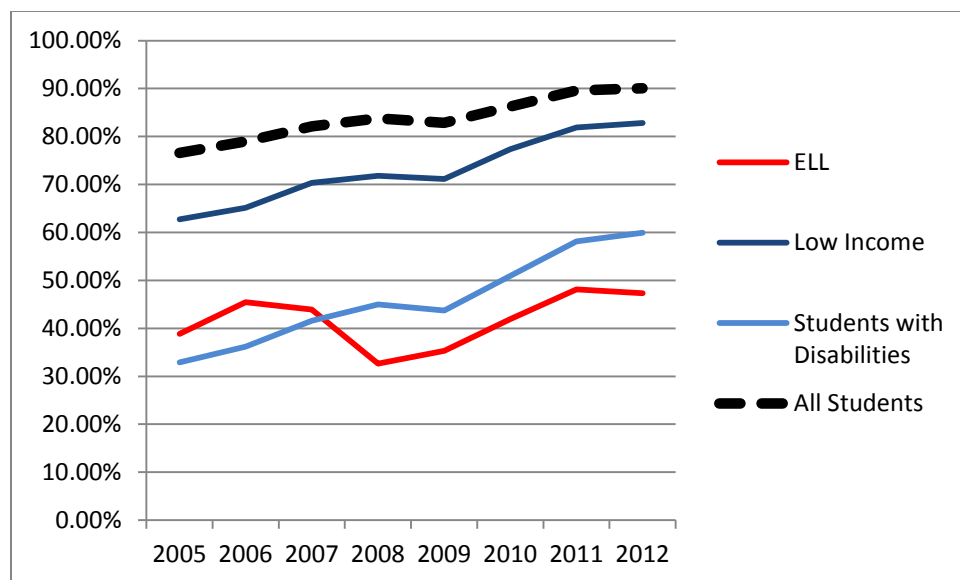
Despite a rapidly growing and increasingly diverse population, the percentage of proficient students has increased. Eighth grade language arts proficiency has increased more than 16%, from 77% in 2005 to 90% in 2012. Similar growth is seen in the National Assessment of Educational Progress eighth grade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



Most subgroups have seen similar increases in eighth grade language art proficiencies. Pacific Islanders, American Indians and Hispanics have increased their proficiency by more than 25%, decreasing the gap.

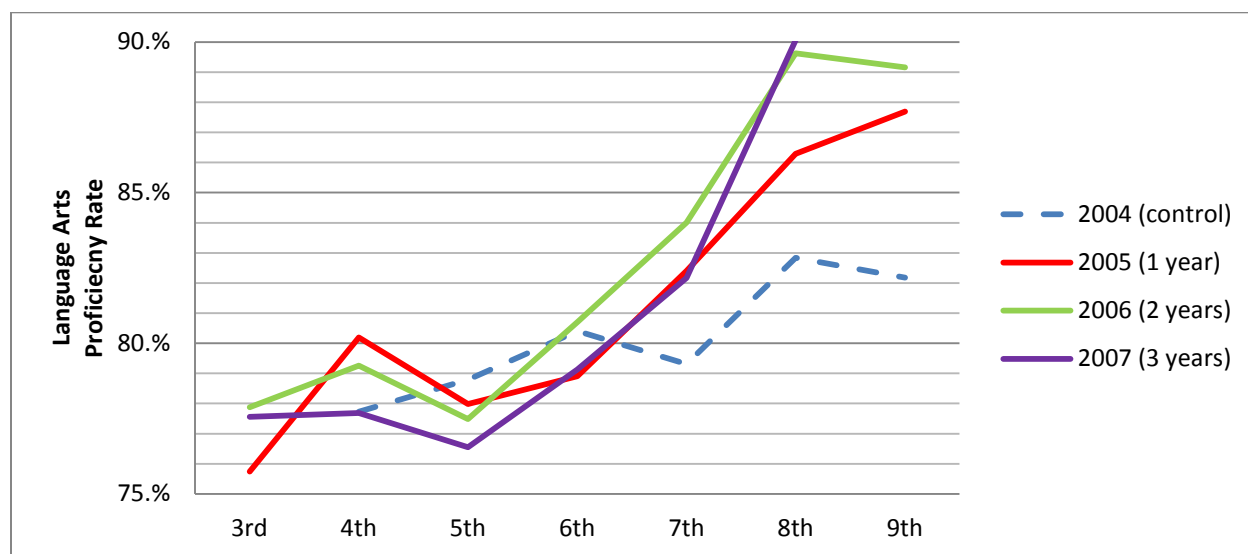


Enormous gains were also seen in low income students, students with disabilities and English language learners.



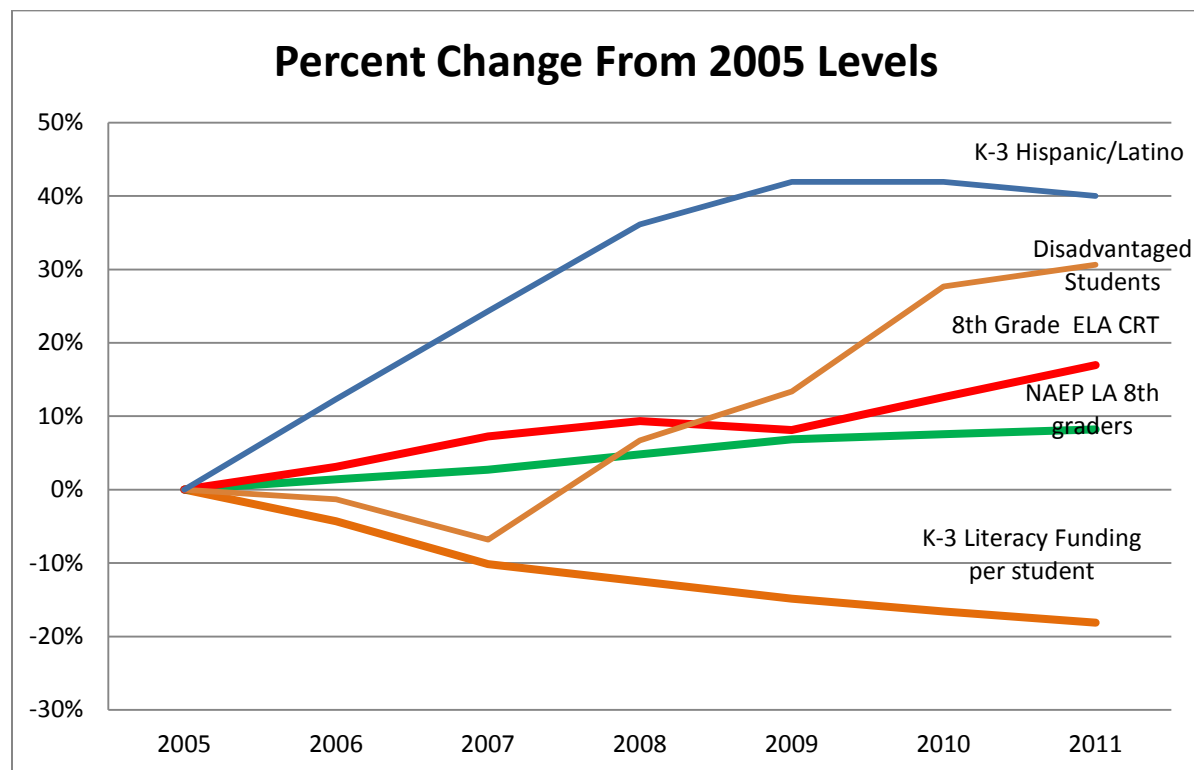
Exposure to K-3 Literacy

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 unexposed similar cohorts especially in seventh grade 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.