



2022-2023 Early Literacy Report

Contents

2022-2023 Early Literacy Report.....	1
Background	1
Key Findings	1
Early Literacy Program	2
Reading Benchmarks by Grade Level.....	2
Reading Benchmarks over Time.....	2
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 (formerly DIBELS) 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.
- End of year assessments were not completed in the end of the 2019-2020 school year (SY 2020), due to the COVID-19 Pandemic soft school closures. As such, many of the charts in this report omit SY 2020 data. (The SY 2020 Early Literacy report looks at beginning of year to middle of year data, and thus, is not comparable with data in this report, which primarily looks at beginning of year to end of year data.)

Key Findings

- **Reading benchmark rates declined in SY 2023 as compared with pre-pandemic years, though it increased slightly from SY 2022** (See Exhibit 2).
- **First graders had the most improvement throughout the year.** At the beginning of the 2022-2023 school year (SY 2023), the percentages of first graders who met grade-level based reading benchmarks were 56% and 62% at the end of year (See Exhibit 1).
- **Nearly all demographic groups saw a slightly increase of 1 to 4 percentage points compared with SY 2022** (See Exhibit 4).

Early Literacy Program

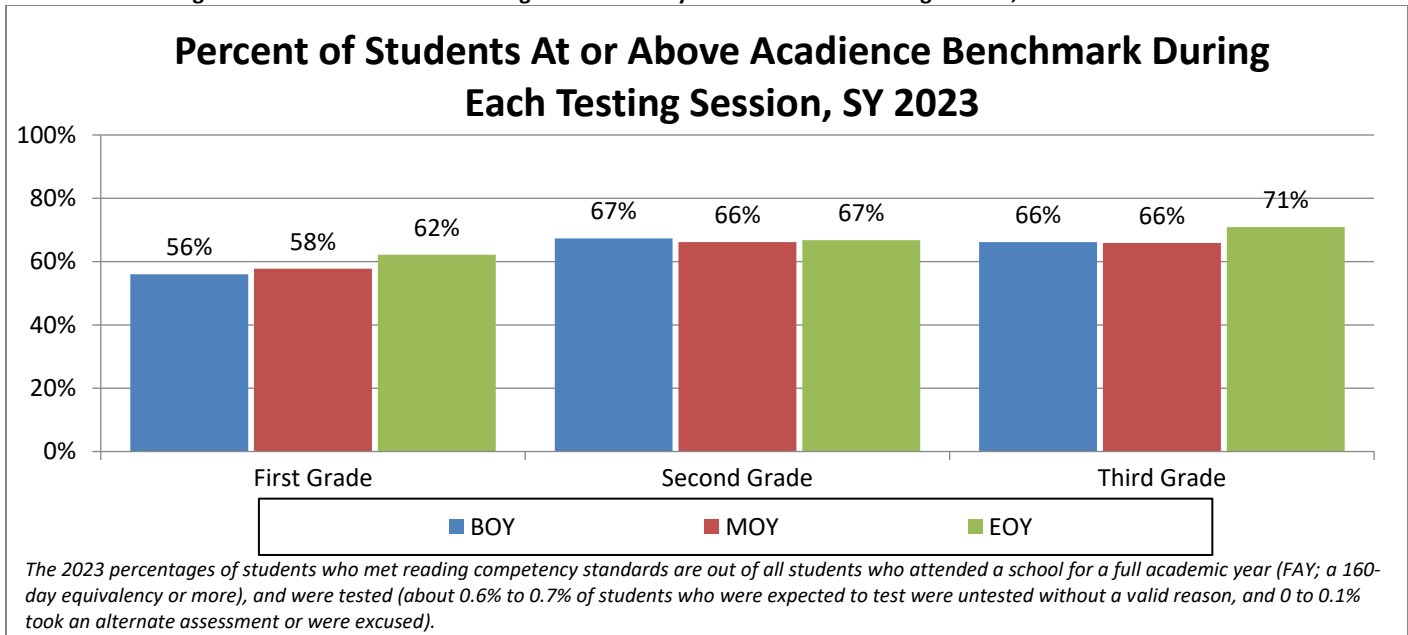
The Early Literacy Program focuses on the development of early literacy skills in all students, with additional emphasis placed on intervention for “at-risk” students. Resources available to aid these students include interventions and supports for students in grades kindergarten through third grade, standards and assessments for testing and monitoring reading benchmark status three times per year in grades 1-3, 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 (Lexiles), 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.

Reading Benchmarks by Grade Level

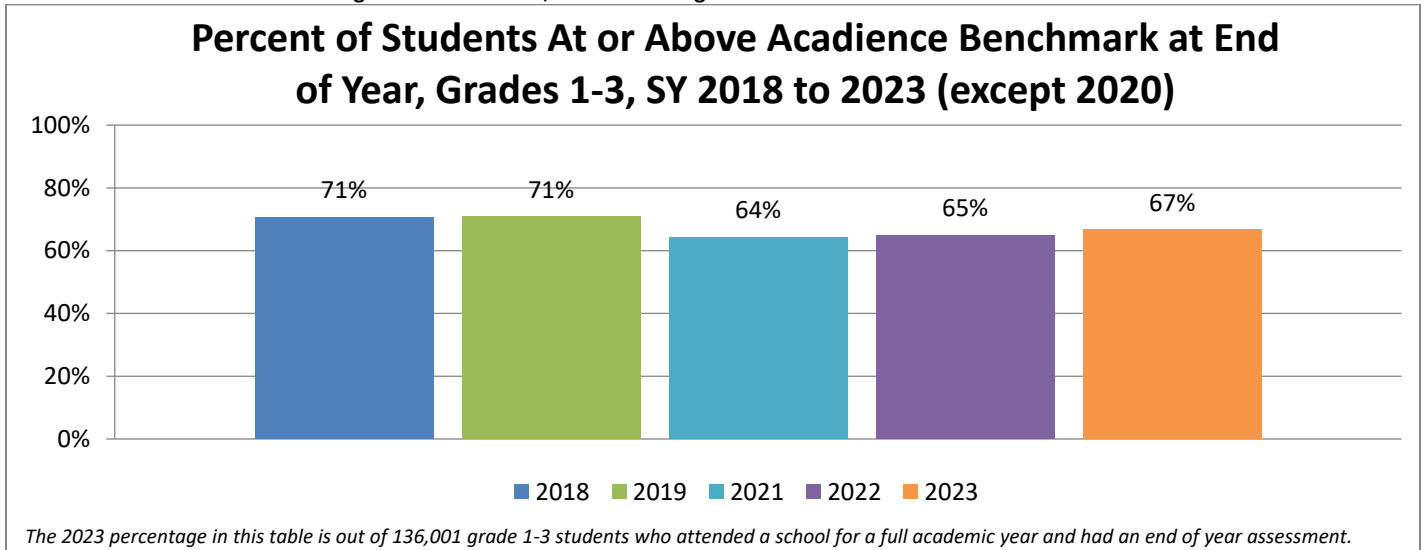
Exhibit 1 shows reading benchmark results by grade level for each of the three testing sessions throughout the year. The percentage of students who met reading benchmarks for their grade level during the beginning-of-year testing session was 56% among first graders, 67% among second graders, and 66% among third graders. The percentage of students who met reading benchmarks for their grade level during the end-of-year testing session increased by six percentage points among first graders (to 62%) and by five percentage points among third graders (to 71%) while the percentage remained the same among second graders (to 67%).

Exhibit 1. Percentages of Students Who Met Reading Benchmarks by Grade Level and Testing Session, School Year 2023.

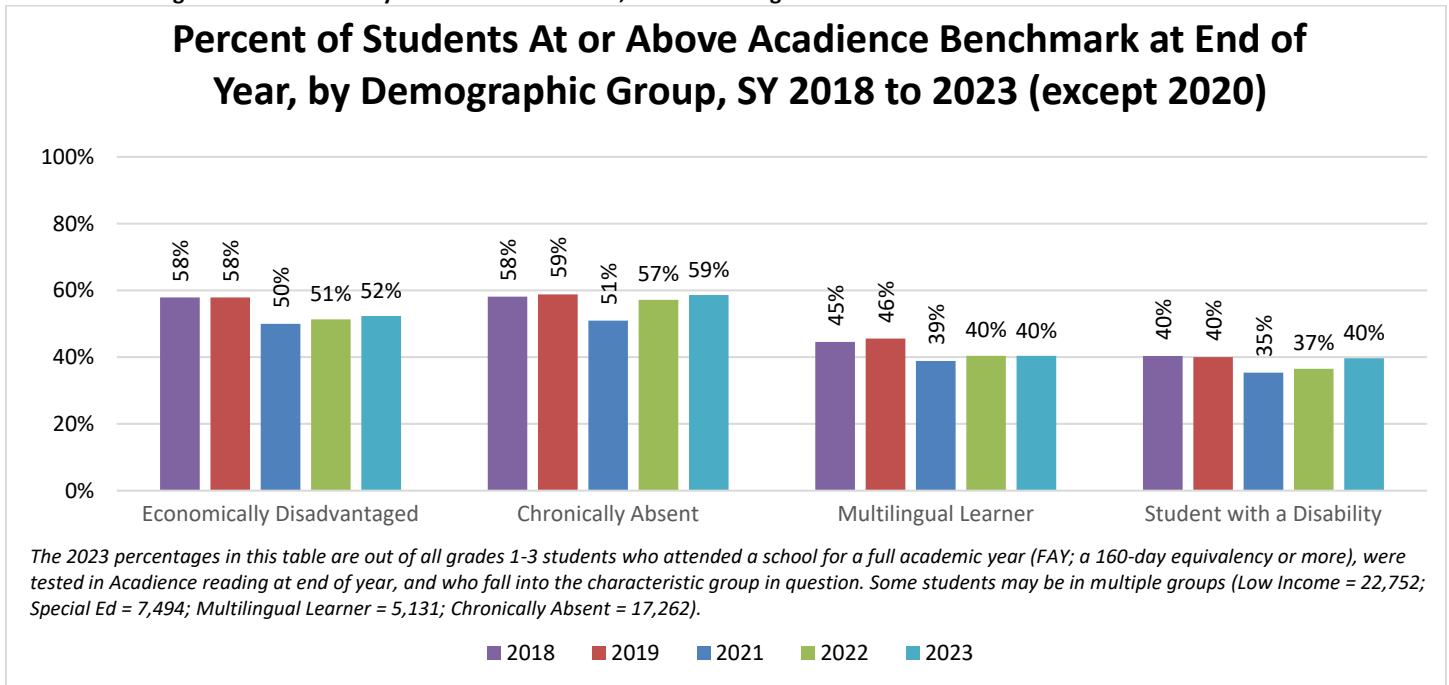


Reading Benchmarks over Time

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 71% between SY 2018 and SY 2023. The percentage stayed at 67% in SY 2023.

Exhibit 2. Overall Grade 1-3 Reading Benchmark Rates, SY 2018 through 2023.


Compared with the grades 1-3 student population as a whole, lower percentages of students with risk factors (economically disadvantaged, Students with Disabilities (SWD), Multilingual Learners, and Chronically Absent students) met reading benchmarks. In SY 2023, the largest gap was with SWD and Multilingual Learner (only 40% of students with a disability or multilingual background met reading benchmarks, as compared with 67% of students overall). However, all student groups saw a slightly increase in the percent that met benchmark in SY 2023 as compared with SY 2022 except students in the Multilingual Learner group which remained the same. The SWD student group had the biggest increase of 3 percentage points.

Exhibit 3. Reading Benchmark Rates by Student Characteristic, SY 2018 through 2023.


Compared with the grades 1-3 student population as a whole, lower percentages of students who identify as American Indian (42%), Hispanic/Latino (50%), Black or African American (56%), and Pacific Islander (60%) met reading

benchmarks. All racial/ethnic student groups saw a slightly increase in the percent that met benchmark in SY 2023 as compared with SY 2022. The White and Hispanic/Latino student groups had the smallest increase of 1 percentage point.

Exhibit 4. Reading Benchmark Rates by Student Racial/Ethnic Student Group, SY 2018 through 2023

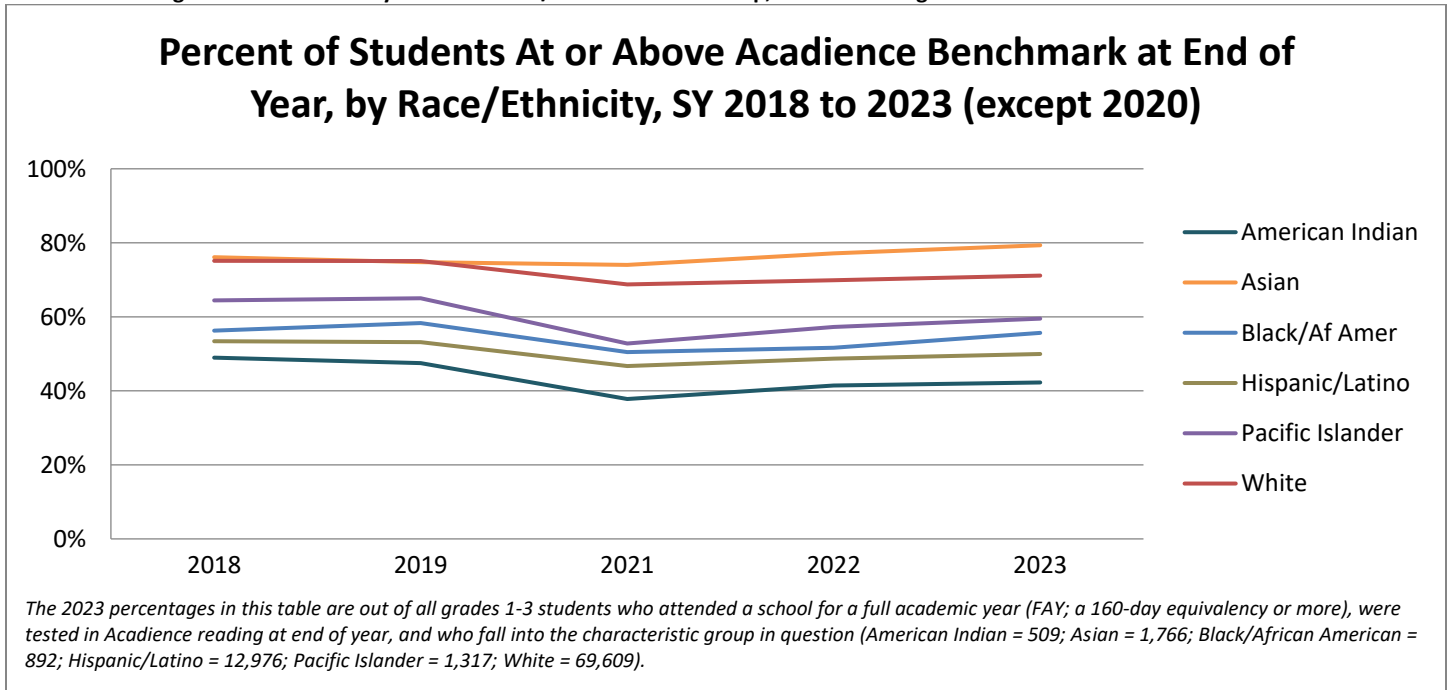


Exhibit 5 shows benchmark percentages for all first through third grade students who were tested in the beginning and end of SY 2023, grouped by whether the student was provided with a reading intervention during the year. Reading interventions are targeted at “at-risk” students, including students who 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, 85% met the beginning of year benchmarks and 87% met the end of year benchmarks. Among students who received a reading intervention, 41% met the beginning of year benchmarks and 46% 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.

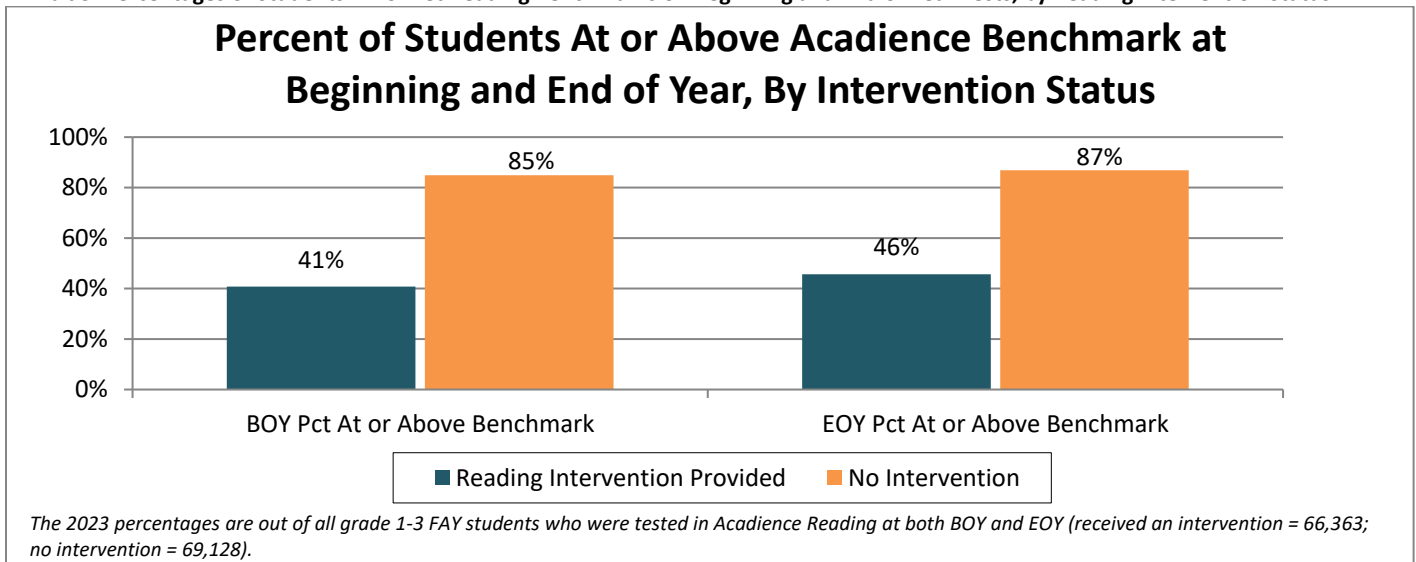


Exhibit 6 shows the changes in students’ reading benchmark status from the beginning to the end of SY 2023. Fifty-seven percent (57%) of first through third graders maintained at or above benchmark status throughout the year. Other students were below or well below benchmark at both the beginning and end of year (27%), started the year below benchmark and attained benchmark by year end (10%), or started the year above benchmark and slipped below benchmark by year end (6%). Among the 10% of students who attained benchmark, 14% had received an intervention during SY 2023.

Exhibit 6. Changes in Reading Benchmarks, From Beginning to End of Year, by the Type of Change, SY 2023.

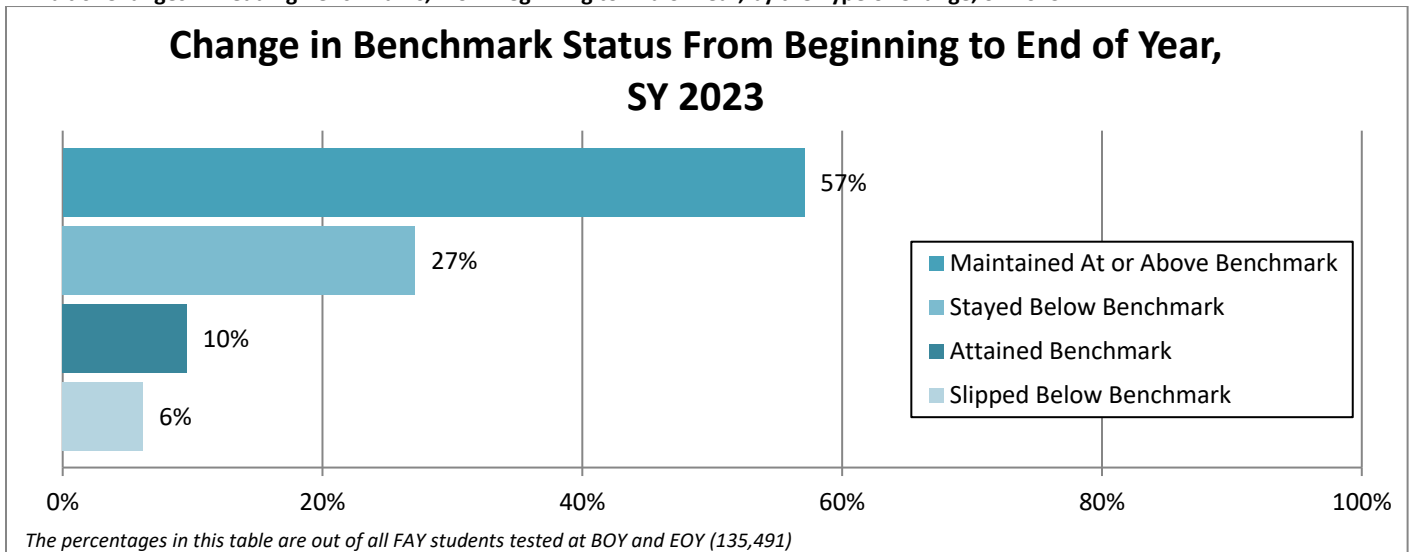
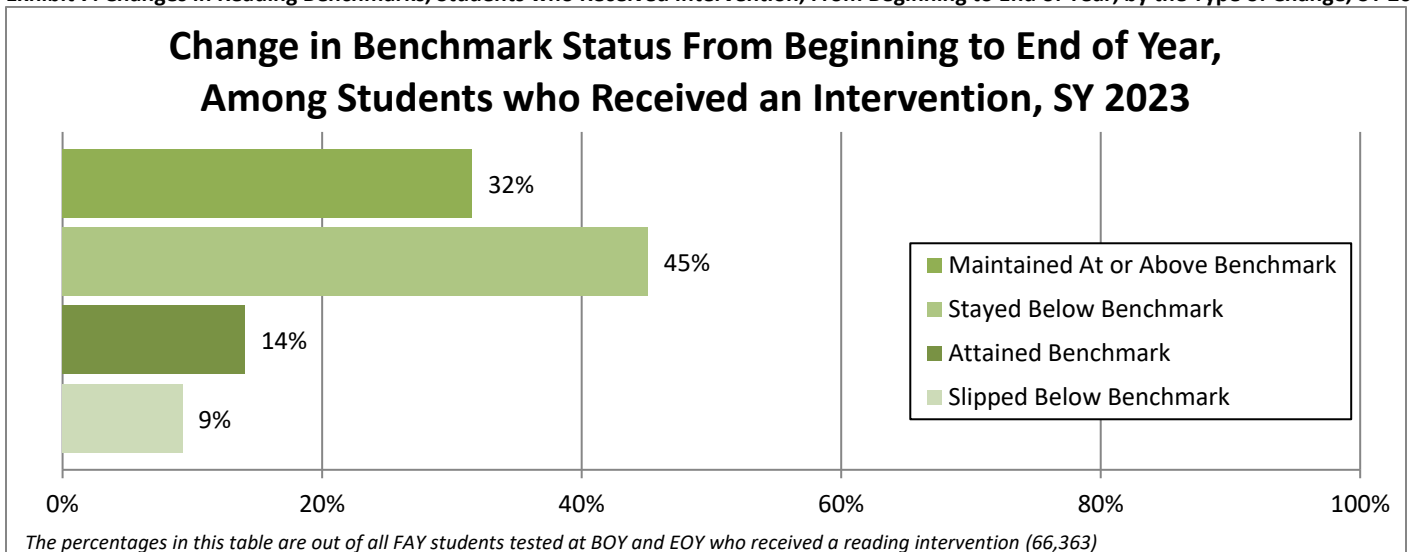


Exhibit 7 shows the changes in students’ reading benchmark status from the beginning to the end of SY 2023 among students who received a reading intervention. As compared with all students, a larger percentage of students who received an intervention stayed below benchmark status (45% as compared with 27% of all students). At the same time, a lower percentage of students who received an intervention maintained at or above benchmark status (32% as compared with 57% of all students).

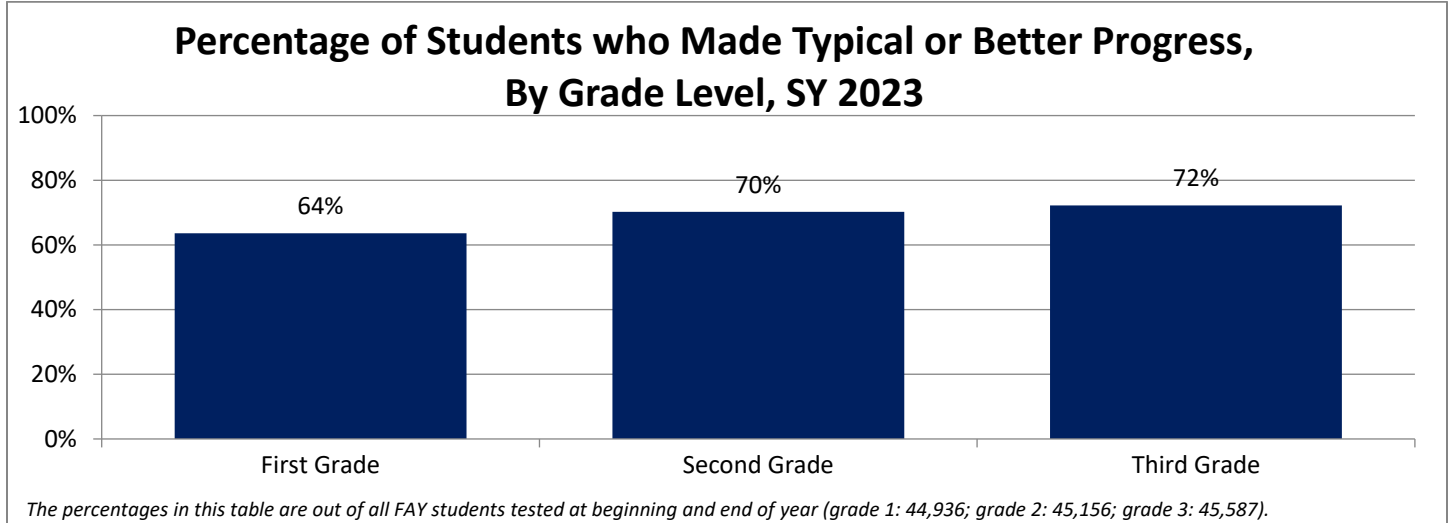
Exhibit 7. Changes in Reading Benchmarks, Students who Received Intervention, From Beginning to End of Year, by the Type of Change, SY 2023.



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 2023, 64% of first graders, 70% of second graders, and 72% of third graders made typical or better progress.

Exhibit 8. Percentages of Students who Made Typical or Better Progress, by Grade Level, SY 2023.



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 2023 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 Percentages, by Grade Level, SY 2023

LEAName	Kindergarten	Grade 1	Grade 2	Grade 3
Alpine District	75.5%	67.9%	69.1%	72.6%
Beaver District	85.1%	76.1%	69.8%	77.1%
Box Elder District	82.4%	70.2%	68.4%	74.8%
Cache District	78.2%	75.0%	81.0%	81.4%
Canyons District	73.5%	60.8%	67.9%	74.4%
Carbon District	80.9%	58.8%	60.5%	67.2%
Daggett District	N≤10	70-79%	50-59%	N≤10
Davis District	74.0%	63.2%	69.3%	72.5%
Duchesne District	67.7%	56.7%	58.8%	62.4%
Emery District	77.1%	61.6%	60.1%	65.7%
Garfield District	76.7%	59.1%	61.6%	63.2%
Grand District	57.1%	38.0%	50.5%	60.8%
Granite District	64.5%	49.0%	55.3%	60.1%
Iron District	72.4%	63.2%	66.6%	69.5%
Jordan District	74.1%	62.1%	65.7%	72.5%
Juab District	76.6%	56.6%	56.9%	71.1%
Kane District	75.0%	76.2%	65.9%	85.0%
Logan City District	93.4%	64.6%	67.8%	68.1%
Millard District	85.9%	55.9%	62.0%	70.7%
Morgan District	79.6%	81.5%	78.1%	83.3%
Murray District	78.9%	55.5%	64.9%	74.9%
Nebo District	69.3%	58.9%	66.1%	71.1%
North Sanpete District	82.6%	65.9%	72.1%	65.2%
North Summit District	92.3%	70.0%	77.6%	≥95%
Ogden City District	64.2%	44.2%	45.4%	52.6%
Park City District	88.3%	74.2%	81.0%	79.4%
Piute District	N≤10	30-39%	60-69%	60-69%
Provo District	80.8%	66.9%	74.8%	78.0%
Rich District	≥90%	80-89%	70-79%	80-89%
Salt Lake District	70.8%	61.0%	61.3%	68.9%
San Juan District	75.0%	49.5%	57.9%	54.3%
Sevier District	80.5%	66.7%	75.0%	68.1%
South Sanpete District	83.0%	60.5%	65.7%	74.2%
South Summit District	91.9%	73.7%	66.3%	74.8%
Tintic District	≥80%	70-79%	50-59%	≥80%
Tooele District	62.3%	48.7%	58.7%	60.7%
Uintah District	70.4%	57.8%	56.8%	65.6%
Wasatch District	78.6%	62.6%	66.4%	71.5%
Washington District	88.5%	72.0%	73.9%	73.5%

Wayne District	70-79%	50-59%	70-79%	82.5%
Weber District	72.3%	56.4%	62.5%	65.9%
Districts Total	74.4%	61.8%	66.2%	70.4%

Exhibit 10. Charter Year End Acadience Reading Benchmark Percentages, by Grade Level, SY 2023

LEAName	Kindergarten	Grade 1	Grade 2	Grade 3
Advantage Arts Academy	88.2%	47.1%	50-59%	63.0%
American Leadership Academy	61.0%	57.4%	61.1%	70.0%
American Preparatory Academy	NULL	65.6%	75.4%	74.6%
Ascent Academies of Utah	60.4%	48.4%	57.9%	61.0%
Athenian eAcademy	60.0%	45.0%	60-69%	50-59%
Athlos Academy of Utah	80.3%	32.2%	64.7%	47.1%
Bear River Charter School	≥80%	70-79%	70-79%	≥90%
Beehive Science & Technology Academy	40.8%	70-79%	72.1%	70-79%
Bonneville Academy	74.4%	76.2%	70-79%	81.0%
Bridge Elementary School	88.7%	46.8%	49.4%	44.7%
C.S. Lewis Academy	54.4%	35.7%	51.2%	30-39%
Canyon Grove Academy	65.8%	55.1%	75.9%	75.0%
Canyon Rim Academy	81.0%	73.7%	88.3%	88.2%
Career Academy of Utah	N≤10	N≤10	N≤10	N≤10
Channing Hall	67.2%	69.4%	86.8%	83.5%
Davinci Academy	75.0%	48.7%	66.0%	68.6%
Dual Immersion Academy	19.1%	42.9%	66.7%	49.1%
Early Light Academy at Daybreak	62.4%	64.4%	70.2%	85.9%
Edith Bowen Laboratory School	64.4%	79.2%	79.6%	79.6%
Endeavor Hall	83.3%	40-49%	50-59%	45.0%
Entheos Academy	74.6%	42.3%	66.7%	64.7%
Esperanza School	89.3%	55.8%	49.4%	70.3%
Excelsior Academy	79.7%	69.0%	68.5%	75.8%
Franklin Discovery Academy	NULL	34.7%	62.9%	60.3%
Freedom Preparatory Academy	85.8%	66.1%	69.7%	75.9%
Gateway Preparatory Academy	43.8%	56.7%	66.1%	71.9%
George Washington Academy	83.5%	55.3%	75.0%	91.5%
Good Foundations Academy	86.4%	57.1%	40.3%	71.2%
Greenwood Charter School	40-49%	31.7%	30-39%	47.6%
Guadalupe School	45.7%	33.3%	42.2%	38.1%
Hawthorn Academy	46.2%	60.1%	80.1%	77.1%
Highmark Charter School	80.7%	77.6%	65.2%	57.4%
Ignite Entrepreneurship Academy	62.7%	64.3%	61.2%	66.0%
Jefferson Academy	86.3%	76.7%	87.6%	78.3%
John Hancock Charter School	80-89%	80-89%	70-79%	80-89%
Lakeview Academy	73.0%	72.7%	68.0%	77.5%

Leadership Learning Academy	55.4%	45.5%	54.1%	57.7%
Legacy Preparatory Academy	94.9%	79.5%	81.7%	85.1%
Lincoln Academy	89.0%	74.0%	83.8%	88.9%
Lumen Scholar Institute	N≤10	40-49%	40-49%	60-69%
Mana Academy Charter School	70-79%	80-89%	60-69%	50-59%
Maria Montessori Academy	47.9%	36.4%	65.9%	55.0%
Moab Charter School	70-79%	N≤10	N≤10	N≤10
Monticello Academy	80.6%	73.8%	76.5%	77.1%
Mountain Sunrise Academy	NULL	42.4%	44.6%	54.3%
Mountain View Montessori	65.1%	50-59%	50-59%	50-59%
Mountain West Montessori Academy	71.7%	76.6%	71.7%	70.6%
Mountainville Academy	90.0%	76.3%	93.5%	89.9%
Navigator Pointe Academy	50.0%	71.4%	76.1%	80.3%
Noah Webster Academy	80.9%	53.2%	58.9%	72.8%
North Davis Preparatory Academy	87.2%	46.2%	64.2%	73.3%
North Star Academy	93.2%	87.8%	78.3%	94.1%
Odyssey Charter School	85.4%	85.5%	69.8%	69.2%
Ogden Preparatory Academy	61.3%	63.9%	56.0%	42.4%
Open Classroom	80-89%	60-69%	70-79%	68.9%
Pacific Heritage Academy	40-49%	30-39%	40-49%	60-69%
Pinnacle Canyon Academy	30-39%	30-39%	30-39%	20-29%
Promontory School of Expeditionary Learning	NULL	31.8%	57.7%	55.3%
Providence Hall	73.2%	62.8%	72.0%	71.2%
Quest Academy	91.6%	72.5%	64.1%	64.4%
Ranches Academy	90.2%	62.7%	78.4%	86.0%
Reagan Academy	72.7%	81.0%	72.3%	74.4%
Renaissance Academy	59.1%	52.1%	65.9%	73.7%
Scholar Academy	73.5%	45.6%	58.1%	56.3%
Soldier Hollow Charter School	≥90%	80-89%	60-69%	80.5%
Spectrum Academy	39.6%	45.0%	44.9%	55.7%
Summit Academy	83.3%	65.7%	68.7%	74.8%
Syracuse Arts Academy	72.5%	59.5%	69.4%	76.2%
Terra Academy	65.1%	52.1%	65.2%	66.0%
The Center for Creativity Innovation and Discovery	70-79%	42.5%	54.8%	60.0%
Thomas Edison	75.6%	78.3%	82.3%	79.8%
Timpanogos Academy	82.5%	62.2%	73.3%	82.4%
Treeside Charter School	72.2%	70.9%	60.8%	77.1%
Utah Connections Academy	NULL	30-39%	40-49%	70-79%
Utah Virtual Academy	67.4%	41.4%	50.8%	57.7%
Valley Academy	93.8%	56.3%	83.6%	89.1%
Venture Academy	60-69%	61.7%	80.0%	56.1%
Vista School	74.1%	75.0%	66.7%	68.8%
Voyage Academy	53.7%	67.1%	74.3%	79.5%

Walden School of Liberal Arts	30-39%	40-49%	40-49%	70-79%
Wallace Stegner Academy	69.7%	73.3%	56.1%	59.0%
Wasatch Peak Academy	82.0%	80.3%	80.0%	89.3%
Wasatch Waldorf Charter School	NULL	19.7%	27.0%	77.4%
Weber State University Charter Academy	50-59%	NULL	NULL	NULL
Weilenmann School of Discovery	85.5%	58.0%	68.2%	77.3%
Charters Total	72.2%	60.4%	67.2%	70.7%

Appendix A: Students Included in the Data Set

The data for this report includes Acadience Reading test data for 137,012 students who were enrolled in a school for the full SY 2023 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, 28% identified as a minority race or ethnicity, 14% received special education services (SWD), 22% were chronically absent (missed more than 10% of the days they were enrolled), and 9% were Multilingual Learners.

Exhibit 11. Characteristics of the Grade 1-3 Student Body Included in the Report Data Set, School Year 2023

