

SB 127 Quarterly Update

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Educator Prep Programs

Utah Foundations of Reading Assessment (UFORA) Results 2024-2025

School Year	Number of Test Takers	Average Score	Pass Rate
2022-2023	1,630	242	56%
2023-2024	2,383	248	70%
2024-2025	1,837	257	90%

UFORA Results 2024-2025

Institution of Higher Education	Number of Test Takers	Average Score	Pass Rate
Brigham Young University	212	264	93%
Southern Utah University	93	257	93%
University of Utah	56	255	91%
Utah State University	187	260	89%
Utah Tech University	34	264	94%
Utah Valley University	216	255	88%
Weber State University	79	256	89%
Western Governors University	952	255	89%
Westminster University	n < 10	n < 10	n < 10

n < 10 = results are masked for privacy due to low number of test takers

UFORA Results 2024-2025

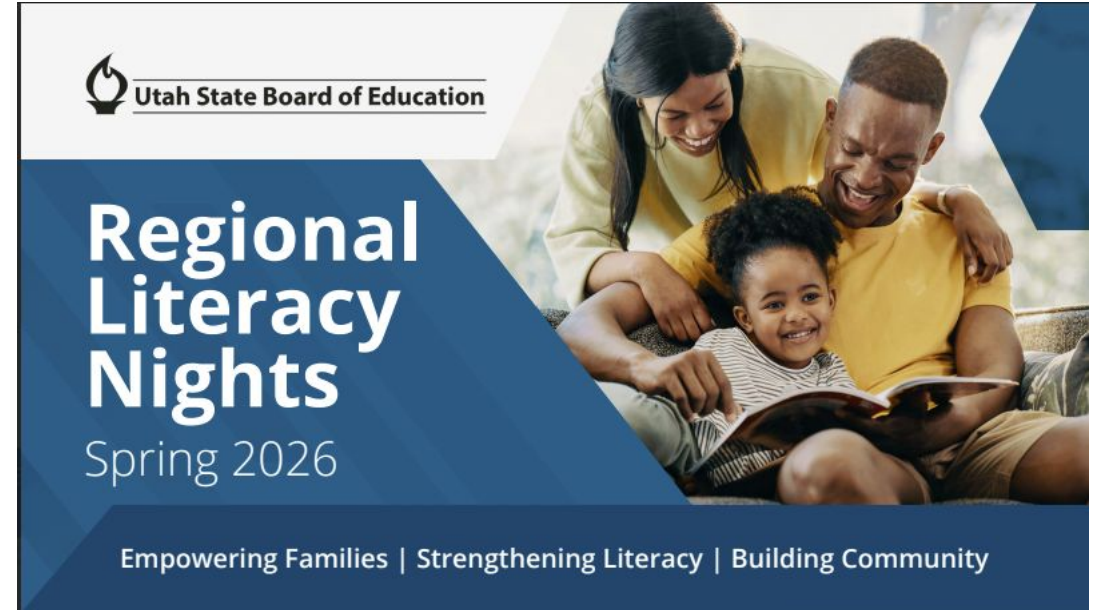
Institution	Early Childhood		Elementary		Special Education	
	n size	% pass	n size	% pass	n size	% pass
Brigham Young University	28	93%	132	98%	52	83%
Southern Utah University	n/a	n/a	91	92%	13	100%
University of Utah	n < 10	n < 10	32	84%	21	100%
Utah State University	24	83%	155	92%	40	83%
Utah Tech University	n/a	n/a	34	94%	n/a	n/a
Utah Valley University	n/a	n/a	196	87%	20	95%
Weber State University	n < 10	n < 10	56	86%	14	100%
Western Governors University	n/a	n/a	749	90%	341	98%
Westminster University	n/a	n/a	n < 10	n < 10	n/a	n/a



Regional Literacy Nights

Families and Communities

USBE hosting 7 Regional Literacy Nights around the State.



Regional Literacy Nights

Venue	Locations	Date	Time
San Juan	Tse'Bii'Nidzizgai Elementary School Monument Valley, UT 84536	Feb. 11, 2026	4:00 pm-7:00 pm
Iron	North Elementary Cedar City, UT 84720	Feb 12, 2026	6:00 pm- 8:00 pm
Box Elder	Three Mile Creek Elementary Perry, UT 84302	March 2, 2026	4:15 pm- 6:30 pm
Juab	Innovation Center Nephi, UT 84648	March 4, 2026	5:00 pm- 7:15 pm
Cache	Greenville Elementary North Logan, UT 84341	April 9, 2026	4:30 pm- 8:00 pm
Davis	Bountiful Elementary Bountiful, UT 84010	April 15, 2026	5:30 pm- 7:30 pm
Ogden	Hillcrest Elementary Ogden, UT 84404	April 16, 2026	TBD

Highlights From Iron Event



Reading is TWO things

SIMPLE VIEW OF READING

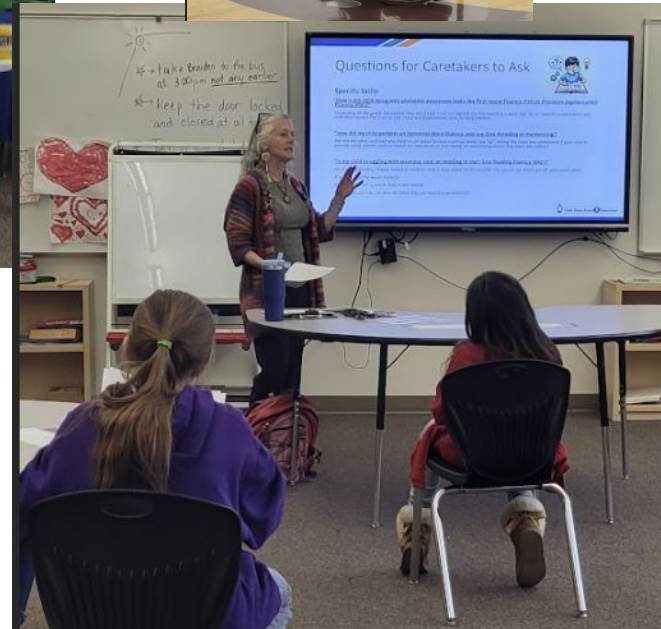
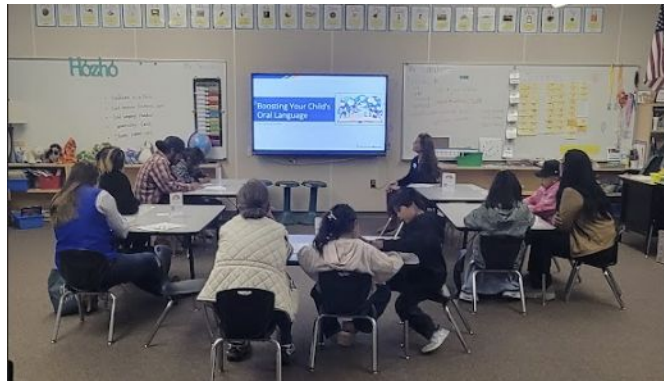
$$D \times LC = R$$

Decoding Language Comprehension Reading w/ Meaning

- Decoding = reading printed words
- Language Comprehension = understanding meaning

Weakness in either area impacts reading

Highlights from San Juan Event





Reading on Grade Level (ROGL)

What is Reading on Grade Level?

There is no universal definition of “Reading on Grade Level.”

Each State defines it a little differently.



Acadience Benchmark Status Meaning

Likelihood of Meeting Later Reading Benchmarks	Benchmark Status	Benchmark Status Including Above Benchmark	What It Means
>99%	At or Above Benchmark overall likelihood of achieving subsequent early literacy benchmarks: 80% to 90%	Above Benchmark overall likelihood of achieving subsequent early literacy benchmarks: 90% to 99%	For students with scores in this range, the odds of achieving subsequent early literacy/reading benchmarks are very good. The higher above the benchmark, the better the odds. These students likely need effective core instruction to meet subsequent early literacy/reading goals. Some students may benefit from instruction on more advanced skills.
95%		At Benchmark overall likelihood of achieving subsequent early literacy benchmarks: 70% to 85%	For students with scores in this range, the odds are in favor of achieving subsequent early literacy/reading benchmarks. The higher above the benchmark, the better the odds. These students likely need effective core instruction to meet subsequent early literacy/reading benchmarks. Some students may require monitoring and strategic support on specific component skills as needed.
90%			
80%			
70%	Below Benchmark overall likelihood of achieving subsequent early literacy benchmarks: 40% to 60%	Below Benchmark overall likelihood of achieving subsequent early literacy benchmarks: 40% to 60%	For students with scores in this range, the overall odds of achieving subsequent early literacy/reading benchmarks are approximately even, and hard to predict. Within this range, the closer students' scores are to the benchmark, the better the odds; the closer students' scores are to the cut point, the lower the odds. These students likely need core instruction coupled with strategic support, targeted to their individual needs, to meet subsequent early literacy/reading benchmarks. For some students whose scores are close to the benchmark, effective core instruction may be sufficient; students whose scores are close to the cut point may require more intensive support.
60%			
55%			
50%			
45%	Well Below Benchmark overall likelihood of achieving subsequent early literacy benchmarks: 10% to 20%	Well Below Benchmark overall likelihood of achieving subsequent early literacy benchmarks: 10% to 20%	For students with scores in this range, the overall odds of achieving subsequent early literacy/reading benchmarks are low. These students likely need intensive support in addition to effective core instruction. They may also need support on prerequisite skills (i.e., below grade level) depending upon the grade level and how far below the benchmark their skills are.
40%			
30%			
20%			
10%			
<5%			

Reading on Grade Level 2019-2024

Table 1

Relation Between Acadience Reading Composite Score and Utah State Reading Outcome Assessment by Grade

Grade	Correlation	R-squared
1	.64	.41
2	.69	.48
3	.73	.53

The Reading Composite Score on Acadience Reading K-6 is a very strong predictor of the Utah State reading outcome assessment. These strong predictions are consistent with results from other analyses of the relation between Acadience Reading K-6 and other state outcome assessments (Good, Powell-Smith, Abbott, VanLoo, Warnock, & Latimer, 2018).

Reading on Grade Level 2019-2024

Table 2

Comparison of USBE 'Reading on Grade Level' and Acadience Above Benchmark Level for End-of-Year Assessment by Grade

Grade	USBE 'Reading on Grade Level' for end of year			Acadience Above Benchmark level for end of year	
	Lexile	Reading Composite Score	National Percentile	Reading Composite Score	National Percentile
1	195L	205	55	208	56
2	545L	290	54	287	53
3	750L	410	62	405	60

The strong prediction of state reading outcome assessments supports the use of Acadience Reading K-6 in monitoring progress throughout the year toward desired reading outcomes. The USBE has established end-of-year targets for reading on grade level in grades 1–3. Those targets are roughly comparable to the Above Benchmark level reported for Acadience Reading K-6 as illustrated in Table 2. The USBE targets are within 1 or 2 percentile ranks of the Acadience Above Benchmark level.



School Report Card ROGL and Growth for Grades 1-3


OVERALL PERFORMANCE (K8)

Parents are critical partners in a school's success. Just as your child's report card shows how your child is performing, this school report card shows you how your child's school is performing in multiple areas. It is designed to show the school's strengths and areas in need of improvement in order to ensure Utah schools are meeting the needs of all students. To learn more, see [Frequently Asked Questions](#).

HOW IS THE STATE PERFORMING IN EACH COMPONENT?

PARTICIPATION RATE: 97.1%

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ACHIEVEMENT

English Language Arts	44.4%
Mathematics	44.9%
Science	51.2%

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GROWTH

English Language Arts	51.0%	Average
Mathematics	51.1%	Average
Science	51.0%	Average
Growth of Lowest 25%	61.1%	Average


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ENGLISH LEARNER PROGRESS

English Learners' Adequate Progress	35.9%
English Learners Reaching Proficiency	11.6%

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EARLY LITERACY

Students Reading on Grade Level	49.1%
Students Making Typical or Better Progress	64.2%

[View Details](#)



EARLY LITERACY

Students Reading on Grade Level 49.1%

Students Making Typical or Better Progress 64.2%

[View Details](#)



School Report Card ROGL and Growth for Grades 1-3



WHAT IS EARLY LITERACY?

Early Literacy is a measure of students' reading in early elementary grades. While Early Literacy is not factored into school accountability calculations and does not receive points or a rating, reading on grade level by the end of third grade is a strong predictor of future academic success. Acadience Reading is a benchmark reading assessment given to Utah students in early grades. These data show the percentage of students reading on grade level and making typical or better progress by the end of first, second, and third grade.

[Utah's School Report Card - Early Literacy](#)



SB 127 (2022) - Statewide Goal

143 53E-3-1001. Statewide goal -- Emphasis on early literacy.
144 To achieve a strenuous statewide goal of 70% in third grade-level proficiency on the
145 state-administered reading assessment by July 1, 2027, the state board shall:
146 (1) analyze, align, and target resources, including digital software and tools, in existing
147 state programs and the programs enacted in this bill, as appropriate, to support early literacy
148 within the state; and
149 (2) identify opportunities to incentivize and support LEAs and elementary schools to
150 analyze data, align plans, and target resources from existing local and LEA programs to support
151 early literacy within the state, resulting in a comprehensive statewide alignment of early
152 literacy plans.

70%
21-22
At/Above
Benchmark



46%
21-22
ROGL

ROGL (2019-2023) vs Acaciencia Benchmarks

Potential cause for confusion:

- Lexile and equating to composite cut score.
- 1st grade in the “at” range
- 2nd and 3rd in the “above” range.

Grade 1: 195L equates to a Reading Composite Score of **205**, which is between the **At Benchmark** cut score of 155 and the **Above Benchmark** cut score of 208.



Grade 2: 545L equates to a Reading Composite Score of **290**, which is near the **Above Benchmark** cut score of 287.



Grade 3: 750L equates to a Reading Composite Score of **410**, which is near the **Above Benchmark** cut score of 405.



April 2024 - Board Defines ROGL

R277-406:

(10) "Reading on Grade Level" or "ROGL" means a third grade student is scoring above benchmark and meets or exceeds 405 on the end of year benchmark reading assessment to achieve the strenuous statewide goal of 70% third grade-level proficiency as required by Section 53E-3-1001.

(11) "Scoring above benchmark" means that a student will likely need effective core instruction to meet subsequent learning goals and may benefit from instruction on more advanced skills.

(12) "Scoring below or well below benchmark" means that a student:

(a) performs below or well below the benchmark score on the benchmark reading or benchmark mathematics assessment; and

(b) requires additional instruction beyond that provided to typically-developing peers to close the gap between the student's current level of achievement and that expected of all students in that grade.

ROGL Definition

Definition Benefits:

- Removed confusion caused by Lexile level conversion
- **Provided clear cut score points**
- LEAs able to provide the “aim for blue” guidance to educators
- **LEAs can quickly identify ROGL on Acadience platform**
- Provided clarity for Statewide Goal in SB 127.

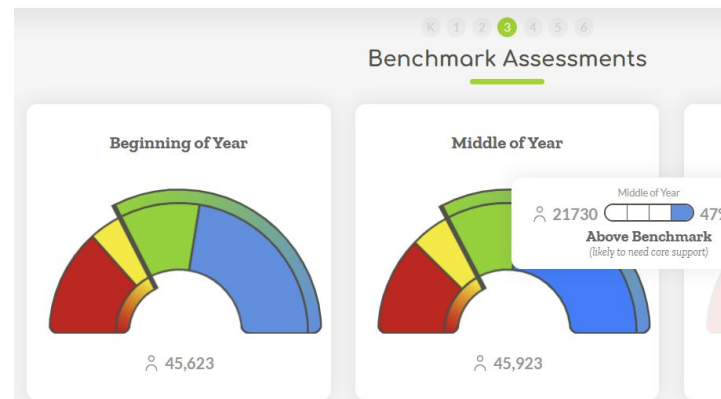
Grade 1: Reading Composite Score of **208**, which is at the **Above Benchmark** cut score.



Grade 2: Reading Composite Score of **287**, which is at the **Above Benchmark** cut score.



Grade 3: Reading Composite Score of **405**, which is at the **Above Benchmark** cut score.



Acadience - RISE Study 2

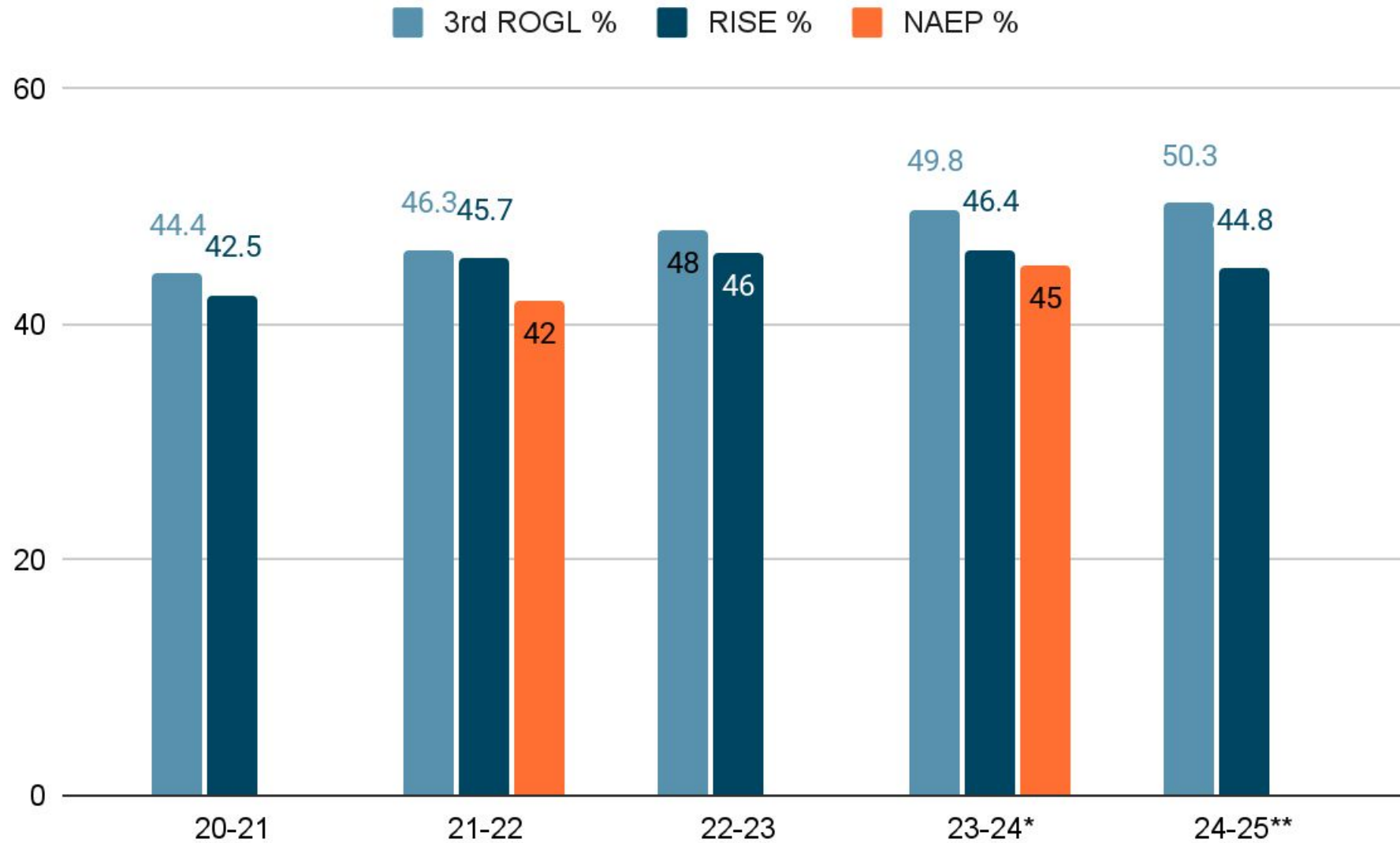
Grade Level	Cut Score	Accuracy*	False Pass Rate**
First Grade	208	78.22%	13.11%
Second Grade	287	80.09%	11.81%
Third Grade	405	81.49%	11.77%

**When the number of correct predictions is divided by the total number of predictions (both correct and incorrect), the technical term for the result is "Accuracy."*

***The student is predicted to pass the RISE, but the student goes on to fail the RISE.*

Results indicate that all three USBE cut scores perform relatively well, with all three having accuracies above 78%, and all three were relatively close to our optimal cut scores maximizing Accuracy.

ROGL vs RISE vs NAEP 2021-2025



SB 241 (2026) Defined ROGL

SECTION 1. SECTION 53E-3-1001 IS AMENDED TO READ:

53E-3-1001(Effective 07/01/26). Statewide goal -- Emphasis on early literacy.

(1) As used in this section:

(a) "Benchmark reading assessment" means the statewide benchmark assessment in reading described in Section 53E-4-307 that a school district or charter school administers to students in kindergarten through grade 3 at the beginning, middle, and end of the school year.

(b) "Reading on grade level" means that a student scores at or above the benchmark for the relevant grade level on the benchmark reading assessment.

(2) To achieve a strenuous statewide goal of ~~70% in third grade level proficiency on the state-administered reading assessment by July 1, 2027,~~ 80% of students reading on grade level on the end-of-year benchmark reading assessment in grade 3 by July 1, 2030:

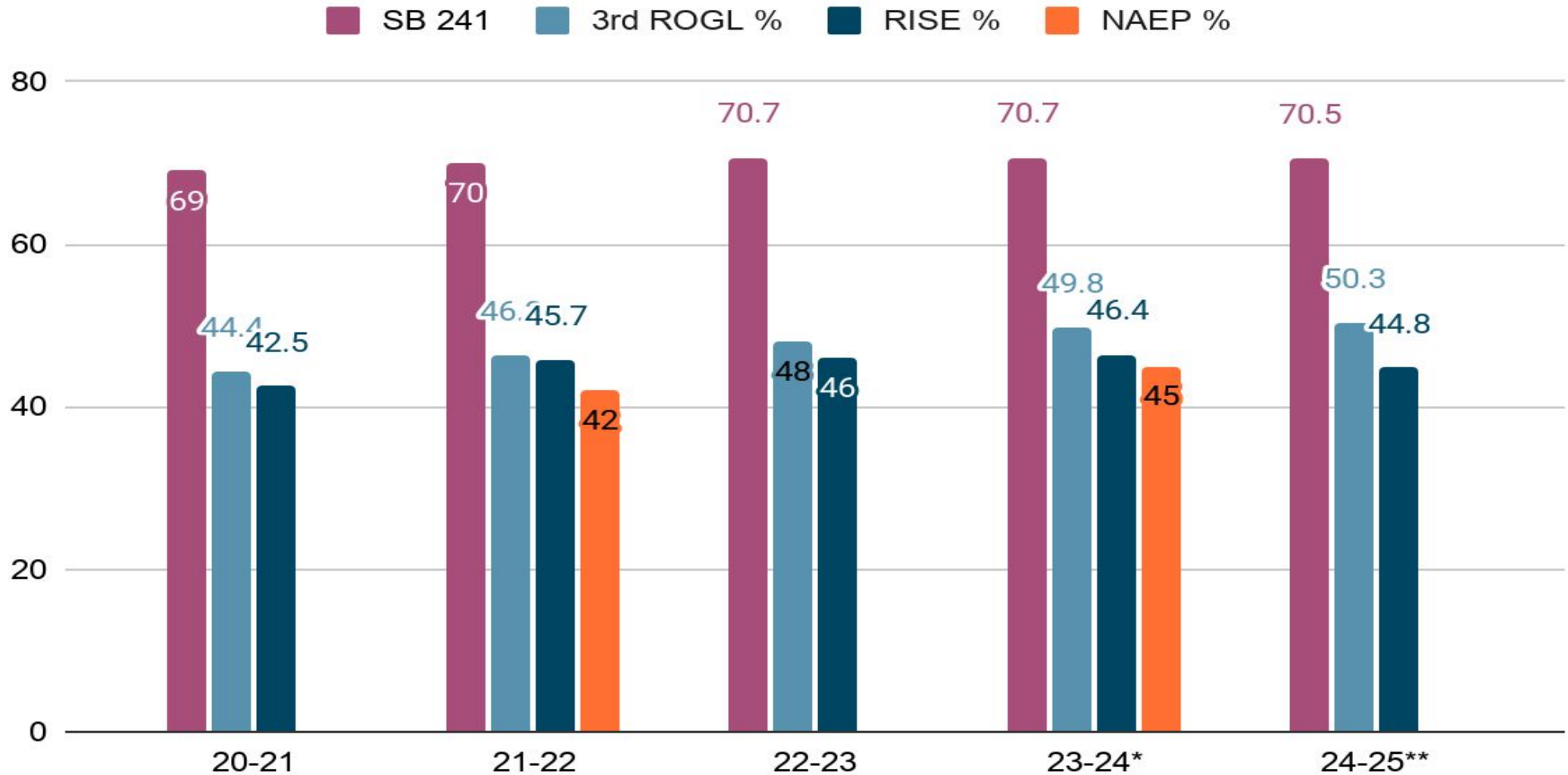
(a) the state board shall:

~~(1)~~(i) analyze, align, and target resources, including digital software and tools, in existing state programs and the programs enacted in Laws of Utah 2022, Chapter 285, as appropriate, to support early literacy within the state; and

~~(2)~~(ii) identify opportunities to incentivize and support LEAs and elementary schools to analyze data, align plans, and target resources from existing local and LEA programs to support early literacy within the state, resulting in a comprehensive statewide alignment of early literacy plans; and

(b) each LEA shall engage in targeted literacy interventions in accordance with Section 53G-10-306.

SB241 - ROGL - RISE - NAEP (2021-2025)



Next Steps...

- Clear messaging to LEAs
- Update guidance documents
- Update school report card documents and platform
- Change in metrics = change in outcomes
- Support, support, support



QUESTIONS

