

# **Board Meeting: Beaver County School District**

Tuesday, January 13, 2026 12:00 PM

District Office, 291 North Main, Beaver, Utah 84713

## **1. 12:00 Work Session**

1.A. Prayer: By Invitation

1.B. Board Reports and Discussion

1.C. Business Administrator Report

1.D. Superintendent Report

1.D.1. PLC Conference - Minersville

1.D.2. Utah Early Literacy Report – January 2026

1.D.3. School Land Trust - Compliance Review  
2025

1.D.4. 2025 Early College Course Taking for  
Beaver County School District

1.E. Open/Closed Meeting Training

## **2. Board of Education Meeting**

### **3. 3:00 Policies**

3.A. Wellness Policy Update (Action)

3.B. Cashless Collections Practices (Recommendation)

## **4. Financial**

4.A. Revised - 2024-25 Annual Comprehensive  
Financial Report (Information Item)

4.B. Semi-Annual Debt Payment (Action Item)

4.C. Utah Retirement Systems Compliance Review  
(Information Item)

4.D. USBE School Fees Compliance Review (Information  
Item)

4.E. 2025-26 Career Technical Education (CTE)  
Projected Budget Deficit (Information Item)

4.F. 2026-27 Budget Adoption Calendar (Information &  
Discussion Item)

4.G. 2026-27 Budget Planning - Annual Review of  
District Mission, Vision, Values, & Goals (Action  
Item)

4.H. 2026-27 Enrollment Projections (Information  
Item)

4.I. Capital Projects Fund - Future Plans,  
Priorities, & 10 Yr Outlook (Action Item)

4.J. 2026-27 School LAND Trust Preliminary State  
Allocations (Information Item)

- 4.K. January 8th Utah School Business Officials Meeting Notes (Information Items)
- 4.L. Utah Legal Compliance Audit Guide - Board Requirements for Upcoming Audit (Information Item)
- 4.M. State Auditor Training for Elected Officials & School Board Members (Information Item)

**5. Instruction and Education**

- 5.A. Utah Fits All - BCSD Application

**6. 5:00 Public**

**7. Consent Agenda: Compliance or Routine Items  
Approved as a Group (Action)**

- 7.A. Approval of Minutes (Action)
- 7.B. *NOVEMBER*: Approval of Warrants, Budgets, Financial Reports, and Monthly Budget Reports (Action)
- 7.C. *DECEMBER*: Approval of Warrants, Budgets, Financial Reports, and Monthly Budget Reports (Action)
- 7.D. Exemptions or Guardianship or Transfer (Action)
- 7.E. Personnel items for all schools and the district office (Action)
- 7.F. School Board Travel (Action)
- 7.G. School Travel Requests (Action)
- 7.H. Equipment Replacement Purchases & Surplus (Action)
- 7.I. Business Administrator - Letter of Intent (Action)

**8. Closed Session**

**9. Adjourn**

- 10. **All Agendas, Minutes and Audio Recordings are available on the Utah Public Notice Website. [www.utah.gov/pmn](http://www.utah.gov/pmn)**
- 11. **In compliance with the Americans with Disabilities Act, persons needing auxiliary communicative aides and services for these meetings should contact Bonnie Bairett at 435-438-2291, or [bonnie.bairett@beaver.k12.ut.us](mailto:bonnie.bairett@beaver.k12.ut.us), giving at least three working days notice.**



# The Summit on PLC at Work

## Phoenix, AZ • February 24–26, 2026

### Tuesday, February 24

6:30–8:00 a.m.	Registration and Continental Breakfast	Rooms TBD
8:00–9:30 a.m.	<b>Keynote</b> —Mike Mattos All In! Digging Deeper Into Being a True Professional Learning Community	
9:30–10:00 a.m.	Break	
10:00–11:15 a.m.	<b>Concurrent Keynotes</b>	See page 2.
11:15 a.m.–12:45 p.m.	Lunch (on your own)	
12:45–2:15 p.m.	<b>Breakout Sessions</b>	See page 2.
2:15–2:45 p.m.	Break	
2:45–4:00 p.m.	<b>Keynote</b> —LeAnn Nickelsen Making Learning Stick: High-Impact Moves to Transform Tier 1 Instruction	

### Wednesday, February 25

7:00–8:00 a.m.	Registration and Continental Breakfast	Rooms TBD
8:00–9:30 a.m.	<b>Keynote</b> —Anthony Muhammad Transforming School Culture 2.0: Why Culture Is Important Today, Tomorrow, and Forever	
9:30–10:00 a.m.	Break	
10:00–11:15 a.m.	<b>Concurrent Keynotes</b>	See page 3.
11:15 a.m.–12:45 p.m.	Lunch (on your own)	
12:45–2:15 p.m.	<b>Breakout Sessions</b>	See page 3.
2:15–2:45 p.m.	Break	
2:45–4:00 p.m.	<b>Keynote</b> —Timothy D. Kanold The Heart, Soul, Joy, and Hope of the PLC Life!	

### Thursday, February 26

7:00–8:00 a.m.	Continental Breakfast	Rooms TBD
8:00–9:30 a.m.	<b>Keynote</b> —Heather Friziellie <i>Coming soon!</i>	
9:30–9:45 a.m.	Break	
9:45–11:30 a.m.	<b>Keynote</b> —Luis F. Cruz Transformational Leadership: Aligning Adult Behaviors to Fuel Our PLC Journey	

Agenda is subject to change.

# Sessions at a Glance—Day 1

## Concurrent Keynotes—10:00–11:15 a.m.

Presenter	Session Title	Rooms TBD
<b>Stacie Chana</b>	Experimenting With AI: Ethical Leadership in a Time of Transformation	
<b>William M. Ferriter</b>	Doing the Right Work: Tools and Templates for Effective Team Collaboration	
<b>Pati Montgomery</b>	<i>Coming soon!</i>	

## Breakout Sessions—12:45–2:15 p.m.

Presenter	Session Title	Rooms TBD
<b>Stacie Chana</b>	Disrupted: AI, Identity, and Human Connection	
<b>Luis F. Cruz</b>	Embracing the Five Vessels: Learning the Non-Negotiables to Becoming a High-Functioning PLC	
<b>William M. Ferriter</b>	Classroom Instruction That Works: Understanding the Research Behind High-Impact Teaching Practices	
<b>Mike Mattos</b>	Developing and Supporting High-Performing Teacher Teams	
<b>Anthony Muhammad</b>	“So, How Do We Get Buy-In?” Leveraging the Guiding Coalition to Build Consensus	
<b>Pati Montgomery</b>	<i>Coming soon!</i>	
<b>LeAnn Nickelsen</b>	Prepping the Brain for High-Impact Learning: Strategic Approaches to Building Background Knowledge	
<b>Regina Stephens Owens</b>	<i>Coming soon!</i>	

Agenda is subject to change.

# Sessions at a Glance—Day 2

## Concurrent Keynotes (10:00–11:15 a.m.)

Presenter	Session Title	Rooms TBD
<b>James A. Nottingham</b>	Boosting Student Engagement	
<b>Regina Stephens Owens</b>	<i>Coming soon!</i>	
<b>Katie White</b>	Assessment That Does What You Want— and Nothing More	

## Breakout Sessions (12:45–2:15 p.m.)

Presenter	Session Title	Rooms TBD
<b>Luis F. Cruz</b>	Teams: Embracing <i>We</i> Over <i>I</i> on the Journey to Becoming a PLC	
<b>Heather Frizziellie</b>	<i>Coming soon!</i>	
<b>Timothy D. Kanold</b>	Your PreK–12 PLC Mathematics Focus: Instruction, Intervention, and Tasks!	
<b>Mike Mattos</b>	The Four Pearls of Effective Interventions	
<b>Anthony Muhammad</b>	Does All Still Mean <i>All</i> ? Balancing Professional Obligations and Politics	
<b>James A. Nottingham</b>	Guiding Students Through the Learning Pit	
<b>Regina Stephens Owens</b>	<i>Coming soon!</i>	
<b>Katie White</b>	How to Develop Students as Partners in Assessment and Response	

Agenda is subject to change.

# Session Descriptions—Day 1

## KEYNOTE—8:00–9:30 a.m.

### Mike Mattos

#### **All In! Digging Deeper Into Being a True Professional Learning Community**

The PLC at Work framework is the most research-based, practitioner-confirmed process to improve student and adult learning. Yet many schools and districts are failing to reap the benefits of their collaborative efforts because they fail to dig deeply and stay committed to the right work. In this keynote, Mike Mattos identifies the essential thinking and actions of a true professional learning community and discusses how each collectively creates an ongoing process of continuous improvement.

Participants in this session:

- Learn the three big ideas and four critical questions of the PLC at Work process.
- Understand how each critical question is not a singular act but instead requires never-ending cycles of focus to dig deeper into the right work.
- Assess their current reality and consider next best steps to improve learning for all.

## CONCURRENT KEYNOTES—10:00–11:15 a.m.

### Stacie Chana

#### **Experimenting With AI: Ethical Leadership in a Time of Transformation**

*Description coming soon!*

### William M. Ferriter

#### **Doing the Right Work: Tools and Templates for Effective Team Collaboration**

Professional learning communities are among the most effective strategies for improving instruction and raising student achievement (Hattie, 2024). However, many educators remain skeptical of collaboration's value—often because they've never experienced the power of purposeful, structured teamwork (Prothero & Solis, 2023). Participants in this session explore practical actions teacher teams can take to stay focused, collaborate effectively, and transform their efforts into real results for students.

Participants in this session:

- Identify key technical routines and decision-making practices that highly effective teams use to drive better outcomes for students.
- Learn how to equip collaborative teams with the right tools and focus to ensure every student can master every essential standard.

- Explore both AI-powered and analog tools used by highly effective teams and reflect on how their current team practices compare and where they might grow.

## Pati Montgomery

*Coming soon!*

### **BREAKOUT SESSIONS—12:45–2:15 p.m.**

## Stacie Chana

### **Disrupted: AI, Identity, and Human Connection**

*Description coming soon!*

## Luis F. Cruz

### **Embracing the Five Vessels: Learning the Non-Negotiables to Becoming a High-Functioning PLC**

When a school or district commits to becoming a professional learning community, it simultaneously commits to restructuring an educational school system never designed for high levels of learning for all students. As a result, the way adults behave when interacting with students and one another must change. In this session, Luis F. Cruz reveals all the adult behaviors educators must embrace to achieve the goal of ensuring high levels of learning for all students. Participants can expect to be reintroduced to “non-negotiables” in the form of the five vessels that make the process of becoming a PLC effective and efficient.

## William M. Ferriter

### **Classroom Instruction That Works: Understanding the Research Behind High-Impact Teaching Practices**

In *Taking Action: A Handbook for RTI at Work*, the architects of the RTI at Work process emphasize that every educator is bound to work hard, with the goal being to “work hard and succeed.” For classroom teachers, success starts with Tier 1 instruction that’s intentional, research driven, and responsive to student needs. In this session, William M. Ferriter explores practical Tier 1 practices that strengthen instruction, reduce the need for interventions, and ensure that more students succeed the first time they encounter essential content.

Participants in this session:

- Explore high-impact instructional strategies grounded in the *Classroom Instruction That Works* research and learn how AI tools can support the practical implementation of those strategies.
- Learn how to intentionally choose and consistently apply strategies that have a greater impact on student learning to accelerate student achievement and streamline their instructional efforts.

- Investigate the research behind effective instruction, review teacher-tested strategies, explore AI-supported implementation tools, and choose a few strategies to try in their own classrooms.

## Mike Mattos

### **Developing and Supporting High-Performing Teacher Teams**

Teacher teams are the engine of a professional learning community. They are responsible for identifying, teaching, assessing, and intervening on the most essential curriculum that students must learn each year. When teacher teams do the right work really well, student learning thrives. In this session, Mike Mattos provides a step-by-step process for forming, developing, and supporting high-performing teacher teams.

Participants learn how to:

- Form teacher teams and focus those teams on the right work.
- Develop team norms, address violations, and monitor team progress.
- Create a tight/loose calendar of team outcomes.

## Anthony Muhammad

### **“So, How Do We Get Buy-In?” Leveraging the Guiding Coalition to Build Consensus**

In his more than 23 years as a PLC leader, the question Anthony Muhammad gets most often is: How do we get buy-in? In this session, Dr. Muhammad provides research guidance on responding to resistance and strategically building consensus for the PLC at Work process. Participants learn on the change management framework presented in *Time for Change: Four Essential Skills for Transformational School and District Leaders* (Solution Tree, 2019) coauthored by Anthony Muhammad and Luis Cruz. This framework leverages four critical leadership skills proven to build consensus: 1) communication, 2) trust building, 3) capacity building, and 4) accountability.

Participants can expect to:

- Learn how to organize and sustain a functional guiding coalition.
- Learn how to apply the *Time for Change* framework to real-world problems.
- Learn how to properly assess their culture and strategically plan to overcome resistance to change.

## Pati Montgomery

*Coming soon!*

## LeAnn Nickelsen

### **Prepping the Brain for High-Impact Learning: Strategic Approaches to Building Background Knowledge**

One of the most effective ways to accelerate student learning is by preparing the brain before instruction begins. When educators intentionally build background knowledge and “prime” students’ minds, they boost retention, deepen connections, and increase relevance. In this session, LeAnn Nickelsen shares research-backed strategies and ready-to-use tools that build background knowledge and activate thinking before new content is introduced. These high-impact techniques help students connect to upcoming material, making learning more meaningful, more motivating, and more memorable.

Through interactive discussion, guided reflection, and practical classroom examples, participants explore easy-to-implement priming and pre-exposure techniques that can be integrated into daily instruction.

Participants in this session:

- Examine the science behind priming and pre-exposure.
- Acquire tools to prepare students for upcoming learning targets and standards.
- Experience how to apply these strategies to boost motivation and memory in daily practice.

## Regina Stephens Owens

*Coming soon!*

### **KEYNOTE—2:45–4:00 p.m.**

## LeAnn Nickelsen

### **Making Learning Stick: High-Impact Moves to Transform Tier 1 Instruction**

How you design and deliver daily instruction makes a powerful difference; it can either accelerate student learning or leave some behind. When educators commit to planning Tier 1 excellence within collaborative PLCs, they create lessons that drive engagement and memory, deepen understanding, and raise achievement. So, what does it take to craft lessons that stick—lessons that are engaging, differentiated, and deliver lasting impact? In this session, LeAnn Nickelsen walks participants through her clear, four-step framework: Chunk, Chew, Check, and Change. This practical process is designed to elevate instruction and empower students.

Participants in this session:

- Discover practical strategies for launching, guiding, and closing high-impact lessons.
- Examine lesson plan templates and success criteria for Tier 1 excellence.
- Reflect on their current planning process to identify strengths and areas for growth.
- Gain tools they can apply immediately—and a fresh vision for making every lesson count.

# Session Descriptions—Day 2

## KEYNOTE—8:00–9:30 a.m.

### Anthony Muhammad

#### **Transforming School Culture 2.0: Why Culture Is Important Today, Tomorrow, and Forever**

This decade has proven that there is only one constant, and that constant is change. We have experienced a global pandemic and different political parties leading the government. Despite all this change, children still need to be educated, and the best way to educate them, regardless of external dynamics, is to operate as a professional learning community. Schools that create healthy, strong cultures produce an environment where PLCs can thrive. Participants in this session explore why a focus on healthy school culture is timeless and why it is our responsibility to create a learning-focused environment today, tomorrow, and forever.

Participants in this session:

- Understand the contemporary factors that impact school culture and why these challenges must be addressed effectively.
- Understand the interdependent relationship between professional habits, behaviors, and student learning.
- Learn practical ways to improve their school culture immediately in the pursuit of PLC greatness.

## CONCURRENT KEYNOTES—10:00–11:15 a.m.

### James A. Nottingham

#### **Boosting Student Engagement**

Engaging students is one of the most challenging tasks of being a teacher. There are so many influences competing for students' attention; involvement in leisure and peer-group activities, preoccupations with social media, and commitments outside school are the distractions most frequently mentioned in the research. Add in processing challenges for neurodiverse students, and it's a minor miracle that anyone engages for long!

In this concurrent keynote, James Nottingham explores these barriers to engagement, including:

- What engagement is and how to boost it for all students
- Modeling—and therefore increasing—engagement by moving from evaluative to exploratory questioning
- Knowing when and how to include the “wow” moment of the lesson for sustained engagement

## Regina Stephens Owens

*Coming soon!*

## Katie White

### **Assessment That Does What You Want—and Nothing More**

At its core, assessment powers decision making. Using assessment to both empower teams and positively engage students can be challenging. Often, despite best intentions and dedicated work, assessment processes feel like too much effort for too little gain. When assessment systems are healthy, the design, analysis, and response to assessment evidence enables both teacher teams and students to advance learning in the best ways possible. In this keynote, Katie White identifies the actions that professional learning communities must take to ensure assessment remains hopeful, useful, and manageable.

Participants can expect to:

- Explore healthy and unhealthy approaches to assessment within a PLC.
- Explore the assessment actions of a collaborative community that values learning and results.
- Reflect on personal contexts and ways to refine assessment practices to advance a healthy assessment system.

## **BREAKOUT SESSIONS**

## Luis F. Cruz

### **Teams: Embracing *We Over I* on the Journey to Becoming a PLC**

A collective commitment to teamwork is required when a school or district chooses to become a professional learning community. The most powerful pronoun in a true PLC is *we*, not *I*. In this session, Luis F. Cruz explores three of the most essential teams that drive the PLC process: teacher collaborative teams, the guiding coalition, and task forces. Participants discover the unique roles and responsibilities of each team and explore how they work in unison to foster a culture of shared responsibility and ensure high levels of learning for all students.

## Heather Friziellie

*Coming soon!*

## Timothy D. Kanold

### **Your PreK–12 PLC Mathematics Focus: Instruction, Intervention, and Tasks!**

Timothy D. Kanold explores how collaborative teams can improve student achievement in mathematics through the balanced use of lower- and higher-level-cognitive-demand tasks and classroom discourse combined with meaningful formative feedback during instruction.

Dr. Kanold shares research-affirmed lesson design criteria essential to student perseverance, development of self-efficacy, and sustained effort in mathematics class every day. He shares sample mathematics tasks and online resources for teacher support.

Participants use the PLC Mathematics at Work lesson design framework to:

- Examine research-affirmed teaching actions that maximize student learning during a mathematics lesson.
- Consider how to use prior knowledge activities effectively.
- Examine the balanced use of lower- and higher-level-cognitive-demand tasks during class.
- Embrace the balanced use of small-group student discourse as part of a formative feedback process that encourages student perseverance, engagement, effort, efficacy, and participation during every lesson.

## Mike Mattos

### **The Four Pearls of Effective Interventions**

The fundamental purpose of a professional learning community is to ensure high levels of learning for every student. Achieving this goal will undoubtedly require schools to effectively answer the third critical question: How will we respond when students don't learn? In this session, Mike Mattos provides four guiding principles—or pearls—that will make your site interventions more effective. Additionally, Mike demonstrates how being a PLC creates the schoolwide processes needed to successfully implement these powerful ideas. Participants review examples and tools to effectively implement and connect each principle to the PLC at Work critical questions.

## Anthony Muhammad

### **Does All Still Mean All? Balancing Professional Obligations and Politics**

The first big idea of a PLC at Work is to ensure high levels of learning for all. As professionals, we understand all students can learn, but we are also aware that students learn differently and at different paces. How will your professionals respond when outside forces and agendas clash with research and best practice? In this session, Anthony Muhammad addresses the challenge of navigating populism and the implementation of best practice.

Participants in this session:

- Understand the professional and moral obligation of committing to learning for *all*.
- Find ways to navigate around populist barriers to best practice.
- Understand how to shift from damaging mindsets (superiority and inferiority) to high levels of collective efficacy (liberation).

## James A. Nottingham

### **Guiding Students Through the Learning Pit**

The most recognized concept in James Nottingham's extensive body of work is undoubtedly the Learning Pit. This model is now used by tens of thousands of teachers to foster supportive learning environments, cultivate a growth mindset, and normalize struggle as an essential part of the learning journey.

In this session, James Nottingham provides participants with insight into:

- Some of the reasons why students all too often avoid challenging tasks and how to reverse this trend
- How the Learning Pit encourages students to willingly step out of their comfort zone
- The best strategies for enhancing efficacy and engagement through the Learning Pit

## Regina Stephens Owens

*Coming soon!*

## Katie White

### **How to Develop Students as Partners in Assessment and Response**

Educators often shoulder responsibility for student learning yet fail to bring students into the process. How can students articulate what they learn, describe their strengths, and plot their next steps? Strong self-assessment in classrooms leads to co-constructed learning experiences that leverage student strengths and precisely address student needs. Through assessment, we can increase partnership with students as they move through our system. Participants in this session explore the power of an assessment culture that includes students. By inviting students to document learning, analyze evidence, and make decisions, educators can support the development of learners who are confident, capable, and invested in their own growth and achievement within a PLC.

Participants can expect to:

- Discover the qualities of effective assessment partnership.
- Explore strategies for engaging students in collecting and analyzing evidence, setting goals, and celebrating growth.
- Reflect on how to engage students in personal contexts.

## **KEYNOTE—2:45–4:00 p.m.**

## Timothy D. Kanold

### **The Heart, Soul, Joy, and Hope of the PLC Life!**

Every educator is writing the story of their PLC life—one step, one decision, one relationship, one school season at a time. That story holds moments of deep satisfaction and accomplishment. Yet,

the best stories reveal resilience too. The noise and rapid-fire demands of school life can drain your energy. Fatigue creeps in. The very heart and soul you pour into your work life can stretch you thin—sometimes to the point of disconnecting you from the joy of your journey.

In this inspiring keynote, Timothy D. Kanold invites you to reflect on the chapters and seasons of your life story as you consider this essential question: Will your personal and professional story be filled with heart, soul, joy, and hope ... or not?

Through personal stories and brain research-backed strategies, Dr. Kanold helps you reclaim your energy, decrease daily stress, persevere through the year's toughest stretches, and strengthen the relationships that define extraordinary PLC teams. You'll gain practical routines and a renewed sense of purpose—ready to embrace Ubuntu, climb your "second mountain," and live the hope-filled life that inspires lasting change in others.

Participants learn how to:

- Avoid the natural drift toward high-negative energy at work and home.
- Discover the essential secret of highly effective PLC teams.
- Choose daily routines that support a balanced professional and personal life.
- Connect to their "second mountain" climb—and deeper life purpose.
- Embrace Ubuntu—the true calling of an educator's journey.
- Experience the promise of Resfeber—the hope that fuels their shared future.

# Session Descriptions—Day 3

**KEYNOTE—8:00–9:30 a.m.**

**Heather Friziellie**

*Coming soon!*

**KEYNOTE—9:45–11:30 a.m.**

**Luis F. Cruz**

**Transformational Leadership: Aligning Adult Behaviors to Fuel Our PLC Journey**

Schools do not operate in a vacuum; they are shaped by the social inequities they inherit. Educators must adopt bold and visionary leadership approaches to ensure high levels of learning for all students.

One truth becomes clear when we reimagine school leadership in today's complex educational landscape: The success of our PLC journey depends on shifting adult behaviors. But what happens when well-intentioned educators resist committing to the collaborative practices necessary for meaningful change? Drawing from his best-selling book, *Time for Change: Four Essential Skills for Transformational School and District Leaders* (2019), Luis F. Cruz offers practical strategies for building strong professional learning communities. Participants gain insight into fostering collective responsibility, aligning adult actions with shared goals, and effectively dealing with resistance to change. Dr. Cruz reminds participants of the moral imperative we all share that must act as the driving force for PLC implementation back at our sites.

**Andrea Thomas Brandley**  
Senior Education Analyst

# The Future Is Watching: Understanding Utah's Early Literacy Landscape

Nearly half of Utah's current young students do not read at grade level. Research shows that this can be improved with evidence-based instruction and coordinated support.

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**January 2026**



# The Future Is Watching: Understanding Utah’s Early Literacy Landscape

## Analysis in Brief

About half of Utah’s K-3 students do not meet grade-level reading expectations, a trend that mirrors national patterns. Early literacy development spans multiple stages and systems, from early childhood through the early grades. Research across early childhood development and reading instruction indicates that strong early literacy supports future academic, economic, and civic outcomes, and that nearly all children can learn to read with systematic instruction and timely support. Early experiences—including language exposure, shared reading, and access to high-quality early learning—shape the skills children bring into school, while K–3 instruction and intervention help build the foundation needed for lifelong learning.

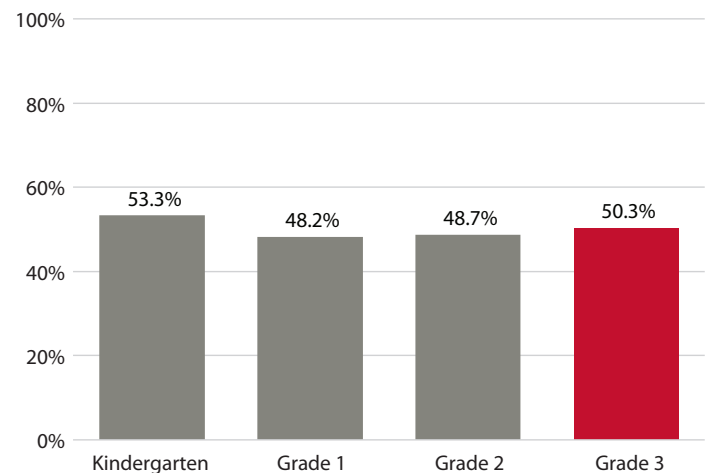
SB 127: Early Literacy Outcomes Improvement (2022, General Legislative Session) aims to strengthen these supports, and the state’s progress depends on coherent, consistent implementation across settings.

### Key Findings

- **Half of third graders read on grade level** – In 2025, 50.3% of third graders reached grade-level proficiency, with similar rates seen in earlier grades. These rates indicate that roughly half of Utah students progress through the early grades without reaching expected reading proficiency.
- **Outcomes vary widely** – District-level reading proficiency ranges from below 30% to above 70%, and large gaps exist for English-language learners, students with disabilities, Hispanic/Latino students, and economically disadvantaged students.
- **Literacy shapes life outcomes** – Students who read proficiently by third grade progress through coursework more effectively, graduate at higher rates, and experience stronger long-term employment and health outcomes.

- **Early experiences matter** – Children experience rapid brain development in their earliest years. Frequent shared reading and strong early language exposure support vocabulary and emergent literacy skills that prepare children for formal reading instruction.
- **Nearly all children can learn to read** – Intervention studies show that only 1–3% of students continue to struggle when they receive systematic, evidence-based instruction and targeted interventions.
- **Implementation drives improvement** – Research from states with reading proficiency improvement show that aligned curriculum, assessment, coaching, and early learning supports—implemented consistently over time—produce meaningful gains in reading achievement.

### Utah K-3 Reading Proficiency, 2025



Note: Measured as the share of students scoring above benchmark on the end-of-year Acadience reading assessment.  
 Source: Utah State Board of Education

*Literacy development begins well before children enter school and continues across the early grades. Once in school, reading outcomes reflect conditions shaped by families, classrooms, school leadership, districts, educator preparation programs, and state and community supports. Because these systems operate at different levels of capacity, improving early literacy at scale is inherently complex. Aligned systems of support shape students’ literacy trajectories.*

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*The Kem C. Gardner Policy Institute thanks and acknowledges the Clark and Christine Ivory Foundation for underwriting this research report. The Foundation's support reflects a commitment to strengthening early literacy by supporting schools, educators, and administrators and recognizing the shared responsibility of families, communities, and public systems in helping children succeed.*

# Introduction

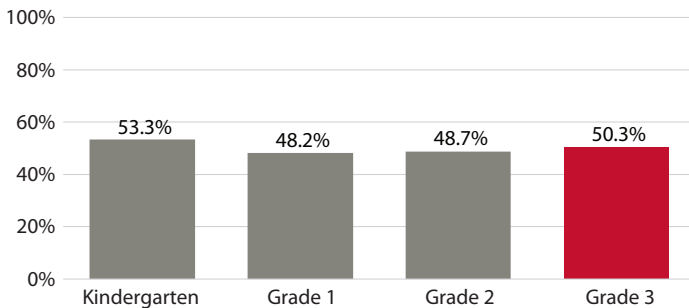
Children shape Utah's future, and their ability to read proficiently by the end of third grade plays a central role in the opportunities they have throughout school and into adulthood. Strong early reading skills support later learning in every subject, influence high school and postsecondary outcomes, and contribute to Utah's long-term economic and civic health.<sup>1</sup>

Statewide K–3 data show that many Utah students enter upper elementary grades without meeting grade-level expectations (outcomes vary across grades, schools, and student groups). National trends reflect similar patterns, underscoring that early literacy challenges exist across the country.<sup>2</sup>

Literacy development begins well before children enter school and continues across the early grades. Once in school, reading outcomes reflect conditions shaped by families, classrooms, school leadership, districts, educator preparation programs, and state and community supports. Because these systems operate at different levels of capacity across schools and communities, improving early literacy at scale is inherently complex. Aligned systems of support shape students' literacy trajectories.<sup>3</sup>

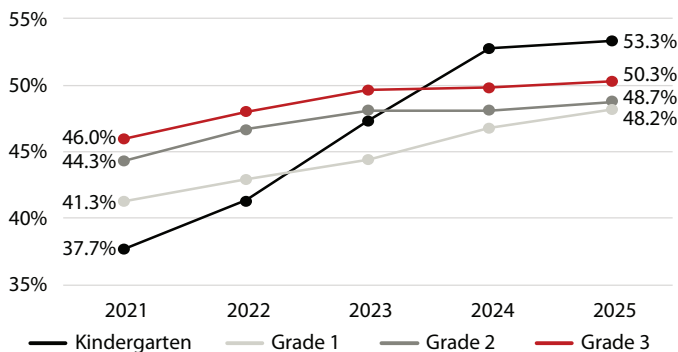
Utah's recent policy actions, including SB 127 (2022), aim to strengthen these foundations and improve early reading outcomes across the state.<sup>4</sup>

**Figure 1: Utah K-3 Reading Proficiency, 2025**



Note: Measured as the share of students scoring above benchmark on the end-of-year Acadience reading assessment.  
Source: Utah State Board of Education

**Figure 2: Utah K-3 Reading Proficiency, 2021-2025**



Note: Measured as the share of students scoring above benchmark on the end-of-year Acadience reading assessment.  
Source: Utah State Board of Education

# What is Utah's Early Literacy Challenge?

Utah's literacy results show that only about half of K-3 students read on grade level, indicating that many of these young students struggle to read. Reading proficiency rates vary across schools, districts, and student groups.

- **Low proficiency across grades** – In 2025, 53.3% of kindergarteners, 48.2% of first graders, 48.7% of second graders, and 50.3% of third graders met grade-level expectations. These rates indicate that roughly half of Utah students progress through the early grades without reaching expected reading proficiency (Figure 1).
- **Strong kindergarten gains** – Kindergarten proficiency increased from 37.7% in 2021 to 53.3% in 2025, a 15 percentage point gain that aligns with the expansion of full-day kindergarten. Growth slows with each subsequent grade: Grade 1 rose 7 percentage points while Grades 2 and 3 rose about 4 percentage points over the same period (Figure 2).
- **Wide district variation** – The share of third graders reading on grade level ranged from less than 30.0% in Piute School District to 70.1% in Park City School District, the only school district meeting the statutory goal of more than 70.0% proficiency in 2025 (Figure 3).
- **Gaps across student groups** – In 2025, 18.0% of third grade students with limited English-language proficiency, 24.2% of students with disabilities, 32.2% of Hispanic/Latino students, and 35.2% of economically disadvantaged students met grade-level expectations, compared with 50.3% of all third-grade students (Figure 4). These gaps appear early and persist across grades.
- **Poverty correlates with proficiency** – Schools with higher shares of economically disadvantaged students generally show lower reading proficiency rates (Figure 5).
- **High-poverty schools can achieve strong results** – Among schools where most students are economically disadvantaged, proficiency ranges from below 20% to above 70%, showing that some schools serving students with greater needs achieve substantially higher outcomes (Figure 5).

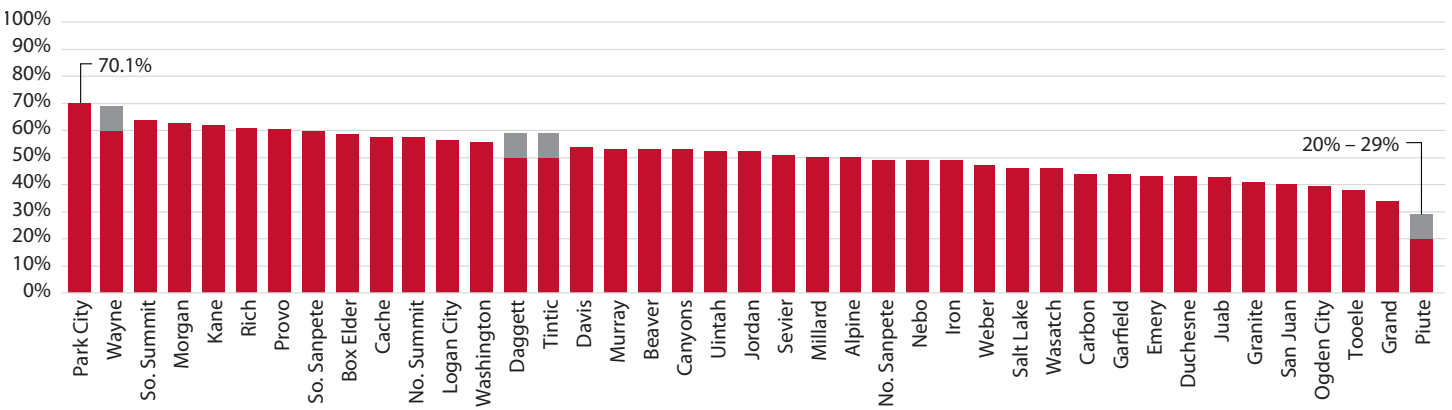
## Reading on Grade Level

There is no single national definition of what it means for a student to read “on grade level” or “proficient.” In this report, reading on grade level and reading proficiency are used interchangeably and refer to Utah’s definition under State Board of Education Rule R277-406. Utah’s definition reflects a deliberately high standard, aligned with the skills students need to succeed as academic demands increase. Under this rule, a third-grade student is considered to be reading on grade level if the student scores above benchmark and meets or exceeds a score of 405 on the end-of-year benchmark reading assessment.

## Nearly All Children Can Learn to Read

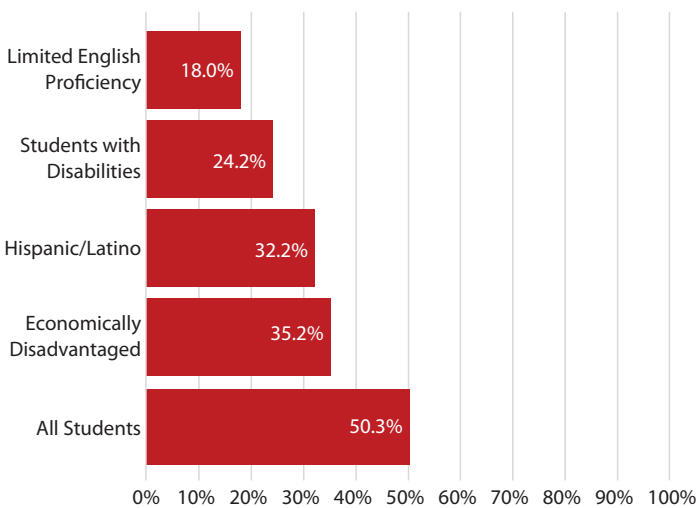
Reading research consistently shows that nearly all children can learn to read. Peer-reviewed studies of early interventions for struggling readers find that only 1–3% of students continue to experience severe reading difficulty when they receive consistent, evidence-based support.<sup>5</sup> Student demographics or background characteristics did not predict who succeeded in these interventions. This indicates that a child’s circumstances do not limit their capacity to become a proficient reader when instruction is well designed and delivered effectively.

**Figure 3: Utah 3rd Grade Reading Proficiency by School District, 2025**



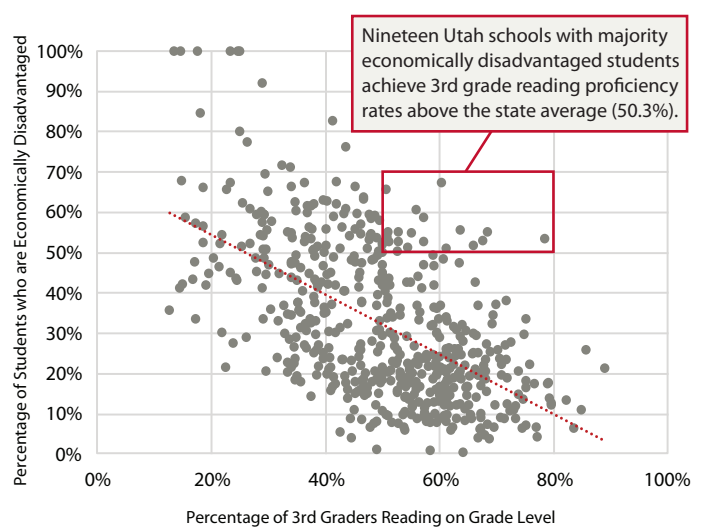
Note: Measured as the share of students scoring above benchmark on the end-of-year Acadience reading assessment. Because Wayne, Daggett, Tintic, and Piute have very small third-grade cohorts, the state reports their proficiency as a range shown in the gray segments. Actual proficiency falls within this interval.  
Source: Utah State Board of Education

**Figure 4: Utah 3rd Grade Reading Proficiency by Student Category, 2025**



Note: Measured as the share of students scoring above benchmark on the end-of-year Acadience reading assessment.  
Source: Utah State Board of Education

**Figure 5: Utah 3rd Grade Reading Proficiency and Percentage of Economically Disadvantaged Students by School, 2025**



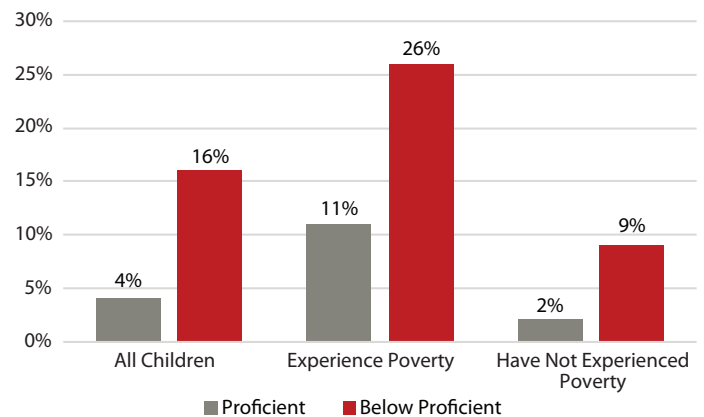
Note: Measured as the share of students scoring above benchmark on the end-of-year Acadience reading assessment. Excludes 106/650 schools with third grade cohorts too small to provide precise estimates  
Source: Utah State Board of Education

## Why Does Early Literacy Matter?

Strong early literacy fuels educational success, economic growth, and civic vitality. Children who master reading by third grade gain a foundation for lifelong learning and those who do not often struggle to catch up over time. These early skills support both individual opportunity and the strength of communities.

- **Stronger long-term educational outcomes** – Students who read proficiently by third grade stay on grade level, succeed in later coursework, graduate from high school, and enroll in college at higher rates.<sup>6</sup> Students who do not read proficiently by third grade are four times more likely not to graduate high school.<sup>7</sup> These rates are higher for students who also experience poverty (Figure 6).
- **Greater economic prosperity** – Early reading proficiency shapes later job prospects and earnings.<sup>8</sup> Adults with higher literacy skills have higher employment rates and higher earnings than adults with low literacy (Figure 7). A more literate population strengthens the economy by expanding the skilled workforce, boosting productivity and innovation, and generating higher tax revenues.
- **Better health and well-being** – Literacy enables people to better understand health information, access health care, manage chronic conditions, and navigate health systems.<sup>9</sup> Adults with stronger reading skills report better overall health than those with lower literacy rates (Figure 7).
- **Stronger communities and democracy** – Literacy strengthens community engagement and civic participation, foundations of a healthy democracy. Adults with stronger literacy skills report higher levels of volunteering, voting, and social trust (Figure 7).<sup>10</sup>

**Figure 6: Share of U.S. Students Not Graduating High School by 3rd Grade Reading Proficiency**



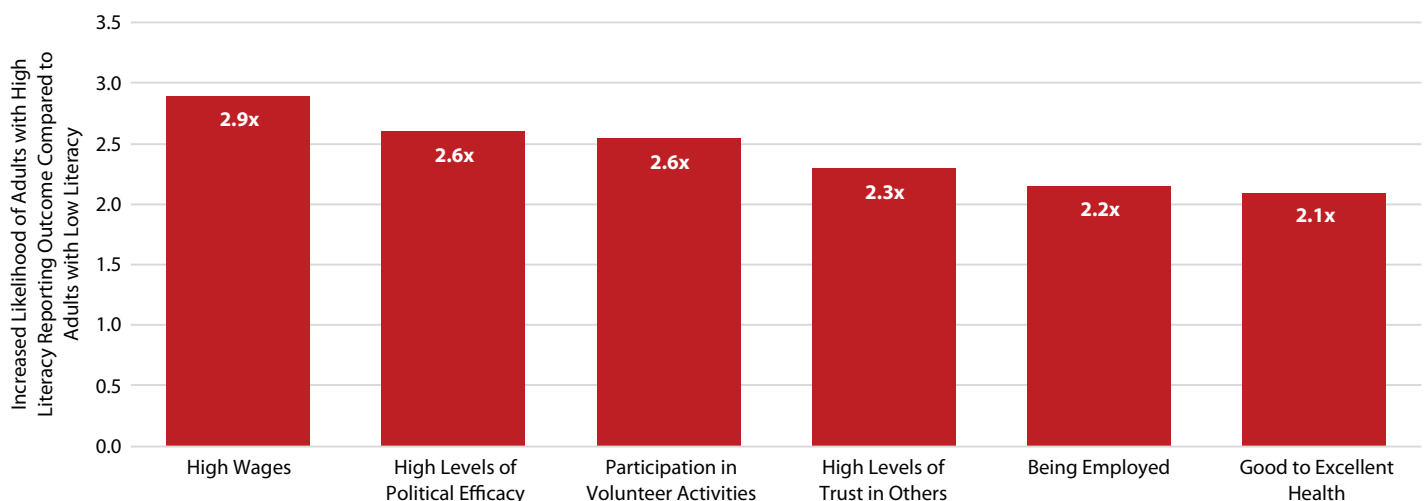
Note: Based on a national database of 3,975 students born between 1979 and 1989. Measured the share of students not graduating high school by age 19. The “Experienced Poverty” category includes children who lived in a family with an income below the federal poverty threshold for at least one of the five years the survey was conducted. Source: Hernandez, 2011

### Foundation for Lifelong Learning

Learning to read requires early mastery of phonological awareness, phonics, fluency, vocabulary, and comprehension.<sup>11</sup> Because these foundational skills develop rapidly in the early grades, K–3 represents a critical window for effective intervention.<sup>12</sup> Third grade represents a pivot point where students transition from *learning to read* to *reading to learn*.<sup>13</sup> Students who cannot read proficiently by the end of third grade face increased challenges learning content across other subject areas.<sup>14</sup>

**Figure 7: Relationship Between Adult Literacy Skills and Positive Life Outcomes**

*Increased Likelihood of Adults with High Literacy Reporting Positive Outcomes Compared to Adults with Low Literacy*



Note: International Average. Odds ratios are adjusted for age, gender, educational attainment and immigrant and language background. High literacy includes adults scoring at level 4/5, while low literacy includes adults scoring at or below level 1 literacy on the Survey of Adult Skills.

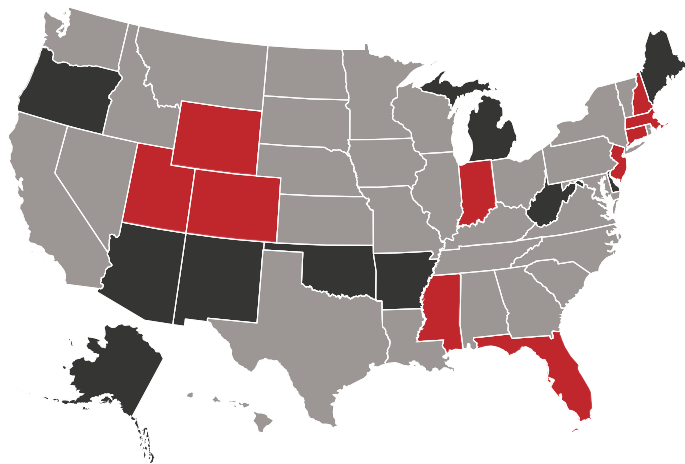
Source: 2012 Survey of Adult Skills. Programme for the International Assessment of Adult Competencies (PIAAC).

# How Does Utah Compare to the Nation?

Reading achievement challenges extend beyond Utah. National assessments show that many states have struggled to make sustained progress in early reading, with recent declines reversing gains made in earlier decades. Utah performs above the national average, but follows the same overall trajectory.

- **A national challenge** – National Assessment of Educational Progress (NAEP) data show that fourth-grade reading scores rose modestly in the early 2000s, then plateaued, and declined sharply after 2013 (Figure 9). These recent declines have affected most states and student groups, signaling a broad national challenge.
- **Utah mirrors the nation** – Utah ranked among the top states in fourth-grade reading in 2024 and generally scores above the U.S. average. However, Utah’s reading trends track closely with national patterns, including recent declines (Figure 9).
- **Widening gaps** – National data show increasing disparities between higher- and lower-performing students. Since 2013, top-performing students made modest gains or maintained their reading proficiency rates, while the rates among the lowest-performing students declined. These widening gaps appear nationally and in many states (including Utah), reflecting an uneven distribution of early literacy skills (Figure 10).

**Figure 8: 4th Grade Reading Scores by State, 2024**



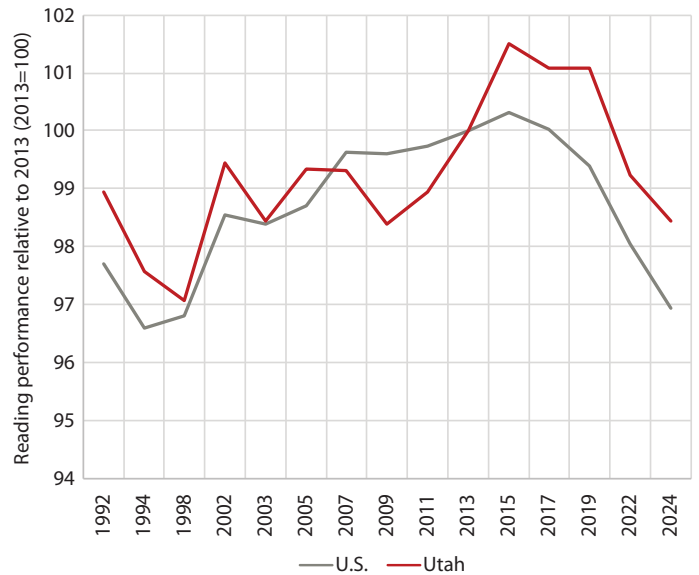
Relationship to U.S. Average:

■ Significantly Higher   ■ Not Significantly Different   ■ Significantly Lower

Note: As Measured by the National Assessment of Educational Progress. Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 4th Grade Reading Assessments

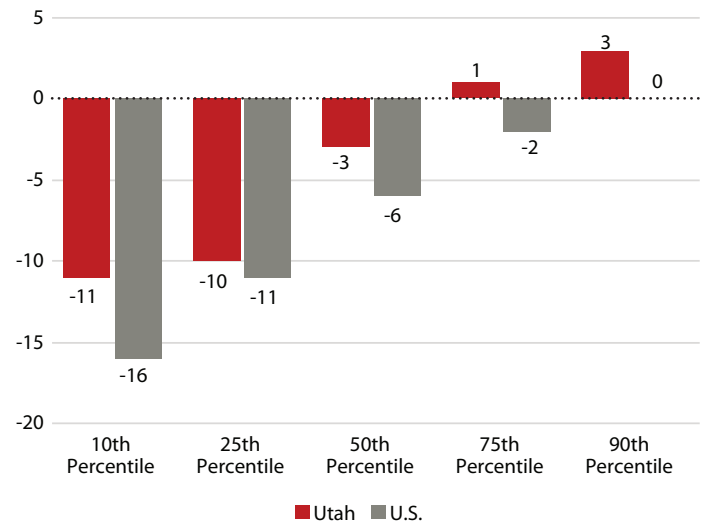
**Figure 9: 4th Grade Reading Trends in Utah and the U.S., 1992-2024**

Indexed to 2013 (2013=100)



Note: Scores are indexed to 2013 (2013 = 100) to emphasize changes over time rather than absolute score levels. As Measured by the National Assessment of Educational Progress. Accommodations were not permitted for the 1992 and 1994 assessments Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 4th Grade Reading Assessments

**Figure 10: Change in 4th Grade Reading Scores by Percentile in Utah and the U.S., 2013 to 2024**



Note: As Measured by the National Assessment of Educational Progress. Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 4th Grade Reading Assessments

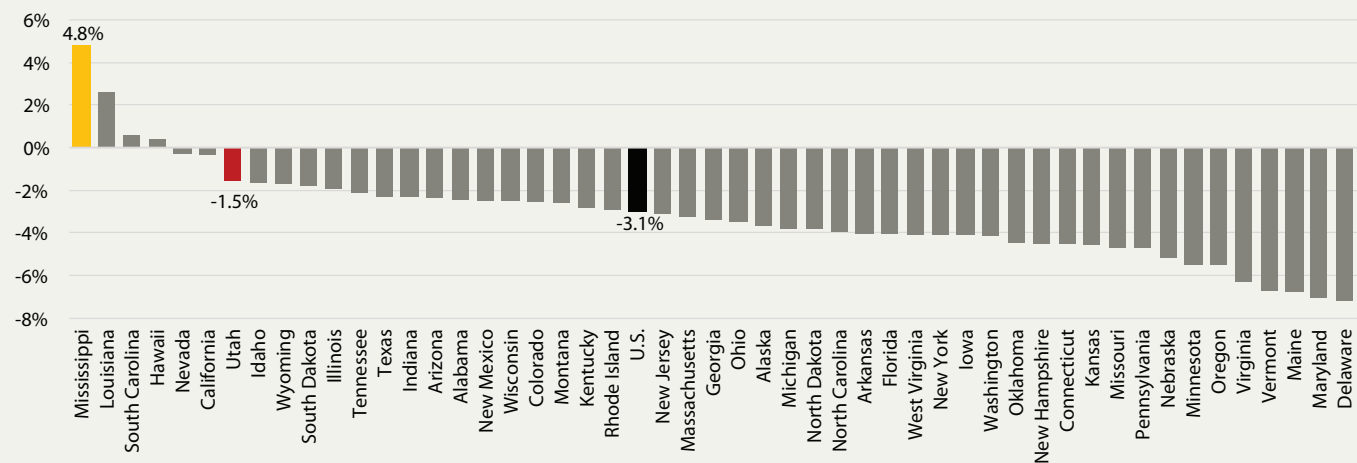
## Mississippi's Reading Gains

Mississippi showed sustained improvement in fourth-grade reading scores over the past decade, a period when most states experienced declines (Figure 11). The state ranked 49th nationally in 2013, rose to 29th in 2019, and reached 9th in 2024. These gains are particularly notable given Mississippi has the largest share of economically disadvantaged children in the country (Figure 12).

Mississippi's progress reflects a long-term, comprehensive effort rather than a single policy change.<sup>15</sup> Over roughly ten years, the state aligned curriculum, expanded statewide

coaching, provided sustained professional learning, strengthened early screening and intervention, implemented third-grade retention, and invested in early learning supports. A recent quasi-experimental study found that Mississippi's improvement is associated with this multi-year, coordinated approach and the state's emphasis on implementation quality, rather than any individual reform acting alone.<sup>\*16</sup> States exploring literacy improvement often point to Mississippi to illustrate how a coherent, persistent focus on early reading can improve outcomes.

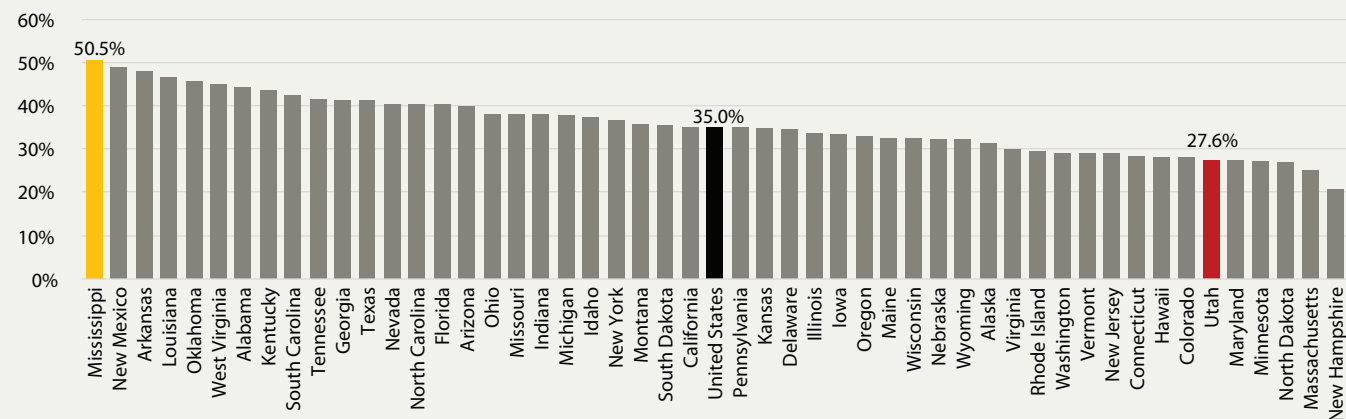
**Figure 11: Percent Change in Average 4th Grade Reading Scores by State, 2013-2024**



Note: As Measured by the National Assessment of Educational Progress.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 4th Grade Reading Assessments

**Figure 12: Share of Children at 200% of the Federal Poverty Line or Below by State, 2023**



Source: U.S. Census Bureau American Community Survey 2023 5-year Estimates

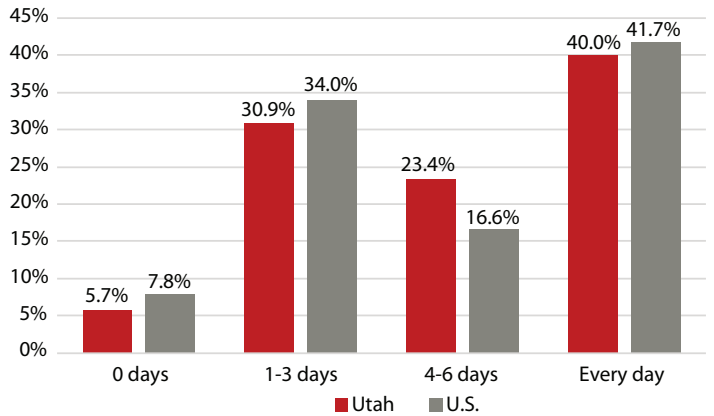
\*Some critics initially argued that retention explained Mississippi's gains, but analyses indicate that retention alone does not produce the patterns seen in National Association of Education Progress (NAEP) data and cannot account for Mississippi's sustained improvement.<sup>17</sup>

# How Do Early Experiences (Birth to Age 5) Shape Literacy Development?

Early literacy development begins long before children enter kindergarten. During the first five years of life, rapid brain growth, early language exposure, and everyday interactions with caregivers lay the foundation for later reading success. These early experiences can help build children’s vocabulary, oral language development, and readiness to learn to read.

- **Rapid early brain development** – Children form neural connections at extraordinary rates in the first five years of life, making early experiences—conversation, shared reading, and play—especially influential in shaping language and literacy pathways (Figure 9). Exposure to rich language helps children recognize words and make sense of what they read once they begin formal reading instruction.<sup>18</sup>
- **Caregiver engagement** – Daily reading, storytelling, and conversational back-and-forth contribute directly to vocabulary and oral language growth.<sup>19</sup> In Utah, 40.0% of parents report that their child is read to every day, while 36.6% report reading to their children three days per week or fewer (Figure 13). One study estimates that children who are read to frequently in early childhood may hear over 1.4 million more words from shared storybook reading by kindergarten than children who are rarely or never read to.<sup>20</sup>

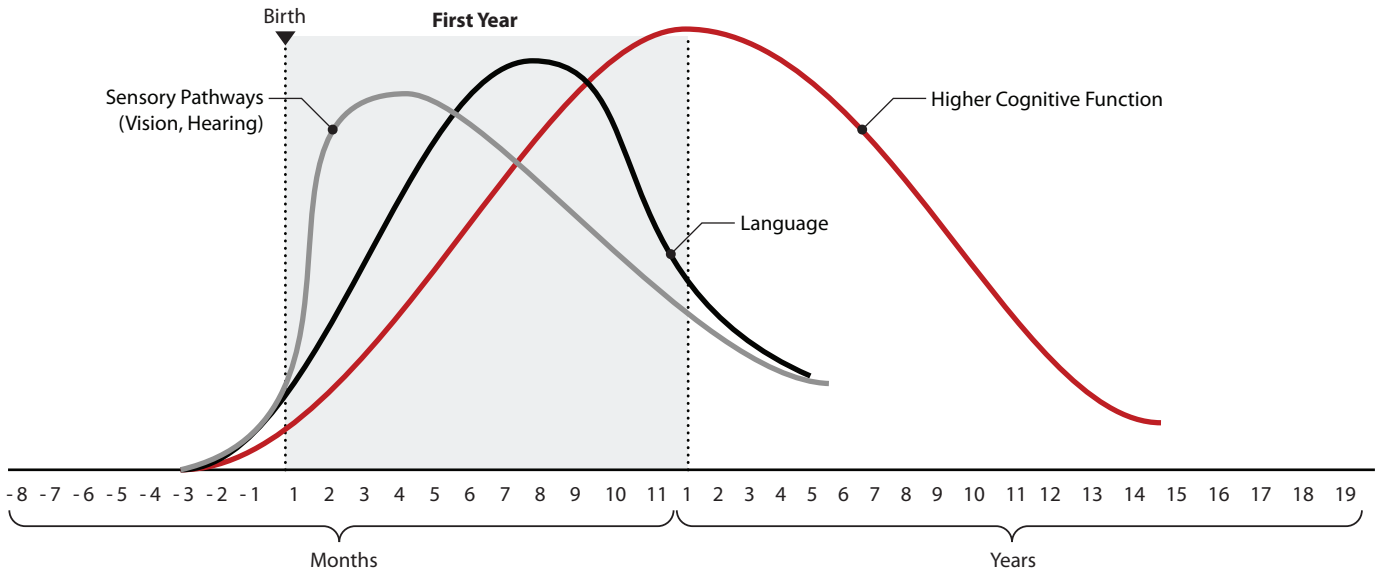
**Figure 14: Number of Days per Week Children were Read to by a Parent or Family Member in Utah and the U.S., 2023**



Note: Based on survey responses to the question: During the past week, how many days did you or other family members read to this child, age 0-5 years?  
 Source: The Child & Adolescent Measurement Initiative National Survey of Children's Health

- **High-quality early learning** – Access to enriching early learning environments (including pre-K programs) strengthens vocabulary, emergent literacy skills, and kindergarten readiness, particularly for children with fewer early literacy experiences at home.<sup>21</sup>

**Figure 13: Development of Neural Connections for Sensory, Language, and Cognitive Functions Over Time**



Source: Center on the Developing Child, Harvard University (2024). Graph adapted from Nelson, 2000.

## Impacts of Third-Grade Retention

Third-grade reading retention policies generally require students who do not meet a minimum reading proficiency standard to remain in third grade and receive additional instruction rather than be promoted to the next grade. Many states have incorporated third-grade reading retention policies into early literacy legislation.

A large body of research has examined these test-based retention policies and show that most retained students experience reading gains, though long-term outcomes are mixed. That said, more recent evaluations occurred in states that provide extensive supports alongside retention, making disentanglement of reading retention and intensive interventions difficult. The strongest evidence suggests that the supports students receive when flagged for retention—not retention alone—primarily drive the improvement.

- **Short-term reading gains** – Retained students in Mississippi, Indiana, and Florida saw large and immediate gains in English Language Arts, with Mississippi showing especially strong effects for Black and Hispanic students.<sup>22</sup> A policy in Chicago also increased third grade outcomes when retention was paired with mandatory summer programming.<sup>23</sup>
- **Mixed long-term outcomes** – Indiana’s reading gains persisted through middle school and Florida’s gains persisted through grade 10 when compared to same-grade peers. Florida students saw increases in students’

grade point averages and decreases in remedial course taking; however, they did not see an increase in the probability of students graduating high school.<sup>24</sup> While some studies of retention find elevated dropout risk (particularly retention in older grades), recent evaluations of third-grade retention policies implemented with academic supports do not show similar effects.<sup>25</sup>

- **Neutral nonacademic effects** – Evaluations in Mississippi and Indiana found no significant effects of retention on attendance, disability identification, or disciplinary incidents through middle school.<sup>26</sup> Recent causal studies also do not detect any consistent social-emotional harms.<sup>27</sup>
- **Limits of retention** – Studies attempting to isolate the effects of retention find that it does not improve reading scores on its own.<sup>28</sup> States with gains in reading proficiency typically pair retention policies with substantial academic support—assignment to a high-performing teacher, individualized reading plans, extended literacy blocks, tutoring, and access to summer programs—often beginning in kindergarten. These supports, rather than retention itself, appear to primarily drive the observed improvements. In Michigan, for example, simply identifying students for support and providing targeted interventions led to meaningful gains even when the students were not ultimately retained.<sup>29</sup>

## What Improves Early Literacy Outcomes?

Research identifies a focused set of approaches that reliably strengthen early reading outcomes. Effective systems combine high-quality instruction, strong educator support, targeted interventions, and enriched early learning environments. Dedicated school leadership and implementation structures ensure these practices are carried out consistently across classrooms and over time.

- **Evidence-based instruction and materials** – Structured literacy (systematic phonics, phonological awareness, decoding, fluency, vocabulary, comprehension, and writing) paired with high-quality, evidence-aligned curriculum produces consistent gains in early reading.<sup>30</sup>
- **Strong teacher support** – Effective systems invest in teacher knowledge through aligned pre-service training, ongoing science-of-reading professional development, and coaching and mentoring that supports high-fidelity instruction.<sup>31</sup>
- **Data-driven identification** – Regular K–3 screening and progress monitoring helps schools identify students early, match instruction to need, and guide placement into tiered supports.<sup>32</sup>
- **Intensive interventions** – Evidence-based small-group or one-on-one intervention by trained and knowledgeable educators—delivered frequently and focused on systematic foundational skills (typically 20–40 minutes, 3–5 times per week)—produces meaningful gains for students.<sup>33</sup> Summer programs also show promise in supporting struggling readers.<sup>34</sup>
- **Early learning and family engagement** – High-quality preschool and early learning experiences strengthen vocabulary, phonological awareness, and emergent literacy. Daily reading, rich conversation, and responsive interactions at home further build the language foundation essential for early reading success.<sup>35</sup>
- **Leadership and implementation** – Strong school and district leadership, protected instructional time, aligned schedules, and consistent use of evidence-based practices create the conditions for high-quality literacy instruction. Effective systems monitor implementation, support teachers, and ensure instructional coherence across grades, which helps sustain improvement in early reading outcomes.<sup>36,37</sup>

## Conclusion

Utah’s early literacy data, together with national trends, show both the scale of the challenge and the importance of early reading for later educational, economic, and civic outcomes. Research demonstrates that nearly all children can learn to read with effective instruction and timely support. Results typically emerge from a combination of coordinated strategies—high-quality early learning experiences, preparation and support for educators, evidence-aligned classroom instruction, and targeted interventions—and from the contributions of families, schools, and communities working together.

Fortunately, Utah has already taken significant steps to strengthen the foundations of early literacy. As the state continues to implement its policies, the experiences of states

that have significantly improved early reading outcomes highlight the importance of coherent systems and sustained implementation over time.

Strong early reading skills shape children’s opportunities in school, work, and community life. Students who read proficiently in early grades move through later coursework with greater confidence, experience stronger long-term educational and economic outcomes, and participate more fully in civic life. As more Utah children develop these skills, the state will benefit from a better-prepared workforce, stronger communities, and a more prosperous future.

## SB 127: Early Literacy Outcomes Improvement

SB 127: Early Literacy Outcomes Improvement (2022) established Utah's current framework for strengthening early grade reading. The law aligns expectations across curriculum, assessment, professional learning, teacher preparation, and family engagement to support more robust and consistent early literacy practices statewide.

### Key Components of SB 127:

- **Statewide Goal** – Established a statewide target of 70% third-grade reading proficiency by 2027.
- **Science of Reading Expert Panel** – Established a panel of experts to advise the Utah State Board of Education on implementation of the science of reading, review curriculum and assessments, support professional learning, and collaborate with educator preparation programs.
- **Professional Learning in Early Literacy** – Requires K–3 educators and leaders to complete state-approved early literacy professional learning (LETRS or equivalent). Provides grants to support this training and to offer additional science-of-reading-aligned professional learning opportunities.
- **Curriculum Requirements** – Requires each school district and charter school to adopt science-of-reading-aligned core curriculum and intervention programs, as advised by the Science of Reading Panel.
- **Literacy Coaching** – Provides, trains, and assigns early literacy coaches to schools with low reading achievement to support K–3 teachers through job-embedded coaching, data analysis, and implementation of evidence-based instructional practices.
- **Benchmark Assessments** – Approves and requires a statewide benchmark reading assessment in grades 1–6 at the beginning, middle, and end of the year, with results reported to parents. USBE Board Rule R277-406 further requires kindergarten students to participate in this assessment.
- **Supports for Students Below Benchmark** – Requires schools to administer diagnostic assessments, provide specific and individualized intervention or tutoring, supply evidence-informed core materials and evidence-based intervention materials, and inform parents about at-home activities and extended-day or summer intervention options when benchmark assessments indicate a student is lagging. Students will be progress monitored to ensure intervention is effective.
- **Educator Preparation Program Alignment** – Requires teacher preparation programs to teach the science of reading, prepare candidates for and require passage of an approved literacy preparation assessment, hire faculty with science-of-reading expertise (supported with matching funds), and participate in ongoing monitoring and improvement efforts.
- **Online Repository** – Develops and maintains a statewide digital repository of science-of-reading instructional resources for teachers, leaders, families, and educator preparation programs.
- **Community Engagement Supports** – Partners with private businesses or nonprofits to provide home-use, age-appropriate books to students in qualifying schools. Develops and promotes a statewide literacy website with resources to help families support reading at home.
- **Partnerships for Student Success Grants** – Continues and expands grant opportunities for cross-sector partnerships focused on improving early literacy and related student outcomes.
- **Change Management Professional Learning** – Requires elementary principals, principal supervisors, LEA leaders, and LEA literacy specialists to complete professional learning in change management by 2027 to support consistent, sustained implementation of early literacy practices.

State and district implementation of SB 127 continues in phases, reflecting the time required for the state board of education, schools, districts, and preparation programs to adopt new materials, strengthen training, and build capacity. Research shows that the impact of early literacy reforms depends not only on policy design but also on consistent, high-quality implementation, underscoring the importance of continued attention to fidelity, monitoring, and support.<sup>38</sup>

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# **Beaver County School District Policy & Procedures**

Subject: FDE-Wellness/Nutrition/Physical Activities/Classroom

Index: Student Services, Health & Welfare, Wellness

**Revised: 2025**

## **Beaver County School District Policy & Procedures**

### **Section: FDE.1**

### **Policy: Wellness Policy**

#### **I. INTRODUCTION**

The Beaver County School District is committed to providing a school environment that enhances learning and development of life-long wellness practices. To accomplish these goals:

- Child Nutrition Programs comply with federal, state and local requirements. Child Nutrition Programs are accessible to all children.
- Sequential and interdisciplinary nutrition education is provided and promoted.
- Patterns of meaningful physical activity connect to students' lives outside of physical education.
- All school-based activities are consistent with local wellness policy goals.
- All foods and beverages made available on campus during the school day are consistent with current Dietary Guidelines for Americans.
- All foods made available on campus adhere to food safety and security guidelines.
- The school environment is safe, comfortable, pleasing, and allows adequate time and space for eating meals.
- Food is not used as a reward or punishment.
- Physical activity is not used as punishment.

## II. NUTRITION EDUCATION

- A. Implement the Nutrition Core Curriculum (Utah State Office of Education) at each school.
- B. Achieve or exceed the federal regulations for the school breakfast and lunch programs.
- C. Students receive consistent nutrition messages throughout the school, classroom, cafeteria, home, community and media.
- D. Educate teachers, parents and students on benefits of limiting celebrations and of using healthy foods and non-food prizes for celebrations (i.e. class parties, birthday parties). Encourage birthday parties to be combined and celebrated once each month so that treats are brought less frequently.
- E. Encourage non-food rewards for classroom use (i.e. stickers, erasers, bookmarks, business coupons, verbal praise). Using food as a reward creates a negative lifetime pattern.
- F. Parents may request in writing that their children not receive food in the classroom. Food shall not be used as a reward or punishment for students.
- G. Allow adequate time for breakfast and lunch. (Target: 15 minutes for lunch once seated). Assure adequate facilities for each student to eat sitting down in the cafeteria.
- H. Incorporate pricing that encourages the consumption of healthy foods in a la carte lines, vending and school stores.
- I. The Food Service Department shall limit the use of processed foods and increase the use of basic fresh foods that emphasize fruits, vegetables, whole grains and dairy foods which are low in fat, added sugars and sodium (Dietary Guidelines for Americans).

## PHYSICAL EDUCATION

- A. Physical activity will be integrated across the curriculum and throughout the school day. Movement can be made a part of science, math, social studies and language arts.
- B. Physical education courses will provide an environment where students learn, practice and are assessed on developmentally appropriate motor skills, social skills and knowledge.
- C. Policies ensure that state-certified educators teach all physical education classes.
- D. Time allotted for physical activity will be consistent with national and state standards. This includes recommendations for children 5 to 12 years of age at least 60 minutes and up to several hours of activity per day at school and at home. Children should have several opportunities for physical activity lasting 15 minutes or more, especially during the daytime hours.
- E. Physical education includes the instruction of individual activities as well as competitive and non-competitive team sports to encourage life-long physical activity.
- F. Adequate and appropriate equipment is available for all students to participate in physical education.
- G. The school provides a physical and social environment that encourages safe and enjoyable activity for all students, including those who are not athletically gifted.
- H. Information will be provided to families to help them incorporate physical activity into their students' lives.
- I. Schools are encouraged to provide community access to and encourage students and community members to use the school's physical activity facilities outside the normal school day.
- J. Schools encourage families and community members to institute programs that support physical activity.

# **NUTRITION GUIDELINES FOR ALL FOODS ON CAMPUS**

All foods made available on campus will comply with the current USDA Dietary Guidelines for Americans.

Elementary School: The school food service program will approve and provide all food and beverage sales to students in elementary schools. Given young children's limited nutrition skills, food in elementary schools should be sold as balanced meals.

Junior High and High Schools: The school food service program will approve and provide all foods and beverages sold individually as a la carte (as applicable).

## **A. Student Stores, Vending Machines, Concession Stands**

1. Food providers will offer a variety of age appropriate healthy food and beverage selections (i.e. fresh fruit and vegetables, 100% fruit or vegetable juice, fruit based drinks that are at least 50% fruit juice, bottled water, soft drinks with caloric sweeteners should not exceed 50% of available beverages).

2. Encourage schools to limit portion sizes in foods and in beverages sold individually. This includes recommendations to limit the following:

a. One and one-quarter ounces of chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky;

b. Two and one-half ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels and other bakery items;

c. Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream;

d. Eight ounces for non-frozen yogurt.

## **B. Fundraisers**

Promotional activities will be limited to programs that are requested by school officials to support teaching and learning and extra-curricular activities. On campus fundraisers will be connected to activities that encourage physical activity, academic achievement or positive youth development. This includes recommendations to have activities that do not involve food or will use only foods that meet the nutrition and portion size standards (i.e. greeting cards, stationary, gift wrap, lotions, picture frames, calendars, balloons, cookbooks, key chains, Frisbees, apparel, stadium blankets).

## **WELLNESS**

- A. Pre-K
  - a. Students will be able to identify emotions, recognize physical and social needs, ask for help and participate in guided wellness activities.
- B. K-2
  - a. Students will be able to explore self-awareness, participate in wellness activities and develop self-advocacy skills to express physical and social-emotional needs appropriately with trusted adults
- C. 3-5
  - a. Students will be able to develop self-awareness, participate in wellness routines and practice self-advocacy skills by asking for help with mental, physical and social-emotional needs from trusted relationships.
- D. 6-8
  - a. Students will be able to practice self-awareness and self-advocacy, set goals and build routines towards balance through mental, physical and social-emotional wellness.
- E. 9-12
  - a. Students will be able to apply self-awareness to assess and monitor needs, set goals and routines and self-advocate for the supports they need to develop balance through mental, physical and social-emotional wellness.
- F. Postsecondary
  - a. Lifelong learners will be able to evaluate and adjust self-awareness and self-advocacy skills, be adept in achieving goals, maintain wellness habits and seek out supports to create lifelong balance through mental, physical and social-emotional well-being.

## **OTHER SCHOOL BASED ACTIVITIES**

- A. Schools encourage families and community members to institute programs that support physical activity, such as a walk-to-school program.
- B. Community school/recreation program will encourage physical activity and healthy habit formation.
- C. Local wellness policy goals are considered in planning all school-based activities (such as school events, field trips, dances, and assemblies).
- D. Support for the health of all students is demonstrated by hosting health fairs and health screenings.
- E. Encourage schools to develop and/or participate in local, state, and federal sponsored programs that encourage life skills related to nutrition and healthy lifestyles.

# **IMPLEMENTATION OF WELLNESS POLICY**

## **Duties of Committee:**

- Meet yearly to implement and evaluate physical activity and nutrition Guidelines Every 3 years when we meet we will have each school complete the triennial assessment tool making sure each site is following the policy. We will then publish the assessments from each school on our website and notes from our Wellness Policy Committee meeting.
- Establish recommendations for wellness promotion to staff, teachers, administrators and parents.

## **Measurement:**

- The committee will survey schools to find out how many fundraisers are held and to find out what products are sold.
- The committee will educate administrators to decrease the number of fundraisers where food is used.
- The committee will survey schools to find out how many programs are being used that promote healthier students.

## **Monitor:**

- The committee will compare survey results from year to year and educate administrators and teachers on the new policy.
- One administrator in each school will be responsible to facilitate this policy.