APRIL 2024

FACT SHEET

MULTILINGUAL LEARNERS & EARLY LITERACY

Relationship Between Acadience Achievement and Achievement on Future Assessments

Acadience Reading benchmarks are empirically derived, criterion-referenced target scores that represent adequate reading skill for a particular grade and time of year. For students who score At or Above Benchmark, the overall likelihood of achieving subsequent reading benchmarks is approximately 70% to 99%. For students who score well below the benchmark, the overall likelihood of achieving subsequent reading benchmarks is approximately 10% to 20% (Acadience Learning, 2021).

Likelihood of Achieving Subsequent Reading Benchmarks Based on Acadience Achievement

Above Benchmark	90-99%
At Benchmark	70-85%
Below Benchmark	40-60%
Well Below Benchmark	10-20%
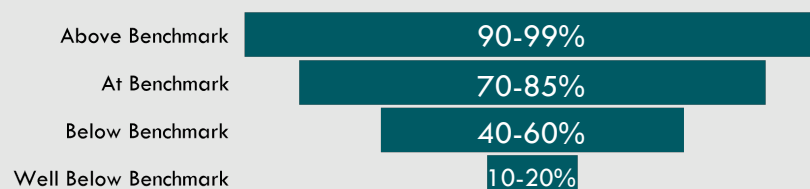
Achievement of 1st-3rd Grade Multilingual Learners (MLL) on the Acadience Reading Assessment

On the 2021-2023 End of Year (EOY) Acadience Reading assessments for grades 1-3, 68% of non-MLL students reached or exceeded the benchmark, compared to 40% of MLL students. Moreover, 68% of non-MLL students achieved a typical or better pathway (pathways are a measure of growth relative to academic peers), while for MLL students it was 56%.

40% >= Benchmark, Multilingual Learners

68% >= Benchmark, Non-Multilingual Learners

Outliers in Early Literacy Among Multilingual Learners

It is vital to close the gaps in achievement and growth between non-MLL students and MLL students to reduce inequities in student outcomes. Some schools excel in MLL early literacy. ULEAD found 12 Utah schools that scored in the top 10% in EOY Acadience Reading benchmark percentage the past two academic years among grades 1-3 multilingual learners. Out of the 273 schools that were included in the analysis, these outliers were the only ones that showcased the highest performance on both administrations of the Acadience assessment.

U ULEAD EDUCATION

Utah Leading through Effective, Actionable, and Dynamic (ULEAD) Education seeks research partners interested in qualitatively exploring how these schools have experienced success with multilingual learners and early literacy. Contact ulead@schools.utah.gov to learn more!

Outlier Schools

12 public schools representative of Utah schools

8 district schools

4 charter schools

State Average 13% charter

4 Title 1 schools

8 non-Title 1 schools

State Average 40% Title 1

3 City Schools
State Average
28% of schools

8 Suburban Schools
State Average
53% of schools

1 Town/Rural Schools
State Average
19% of schools

Criteria Rationale

Why...

Focus on grades 1-3?
Early literacy has been identified as a priority topic by the Utah Legislature (S.B. 127).

Use Acadience as the data source? And Acadience Reading as the subject test?
Acadience Reading is a benchmark assessment that is administered three times per school year to Utah students in grades 1-3 and is the only statewide standardized reading test that measures students' reading abilities in the early elementary grades.

Use At or Above Benchmark as the measure for student achievement?
Benchmark equates to level of risk, and the focus here is on an at-risk student group. Benchmark is based on Reading Composite Score, which provides the best overall estimate of students' early literacy skills and reading proficiency (Acadience Learning, 2021). Furthermore, there are known probabilities of reaching future reading milestones depending on whether a student exceeds, meets, falls short of, or lags far behind an Acadience Reading benchmark.

Focus on multilingual learners?
For each grade level and subject area, MLLs are far behind non-MLLs in proficiency rates
(U.S. Department of Education, 2019).

Acadience Learning Inc. (2021, March 11). *Acadience reading k-6 benchmark goals.* https://acadiencelearning.org/wp-content
    /uploads/2021/11/Acadience-Reading-K-6-Benchmark-Goals-handout_2021_color.pdf
U.S. Department of Education. (2019). *Academic performance and outcomes for English learners: Performance on national
    assessments and on-time graduation rates.* https://www2.ed.gov/datastory/el-outcomes/index.html

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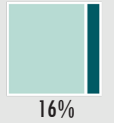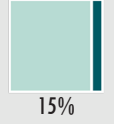| School	Title 1 Status	Locale	% Racial Minority	% Low Income	% Limited English	% Students with Disabilities
Charter Academy		Suburban - Large	49%	17%	11%	10%
Charter Academy		Suburban - Large	61%	18%	23%	11%
Traditional Public School		Suburban - Large	34%	28%	7%	18%
Traditional Public School		Suburban - Large	22%	13%	3%	11%
Charter Academy	✓	Suburban - Large	31%	14%	8%	14%
Traditional Public School		Suburban - Large	21%	13%	6%	13%
Charter Academy	✓	Suburban - Large	38%	29%	7%	16%
Traditional Public School	✓	Suburban - Large	24%	42%	8%	23%
Traditional Public School	✓	Rural - Distant	21%	25%	8%	17%
Traditional Public School		City - Midsize	27%	22%	4%	12%
Traditional Public School		City - Midsize	33%	20%	10%	16%
Traditional Public School		City - Small	17%	25%	3%	15%
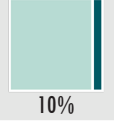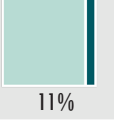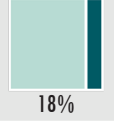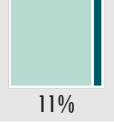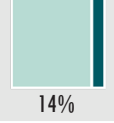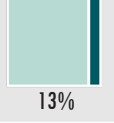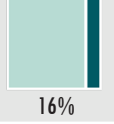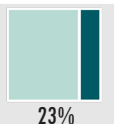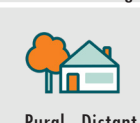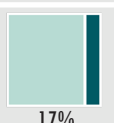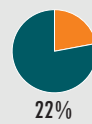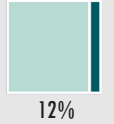
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