



Dual Language Learners Outperform Monolingual Students on the CAASPP From 2015 to 2017

Implementation

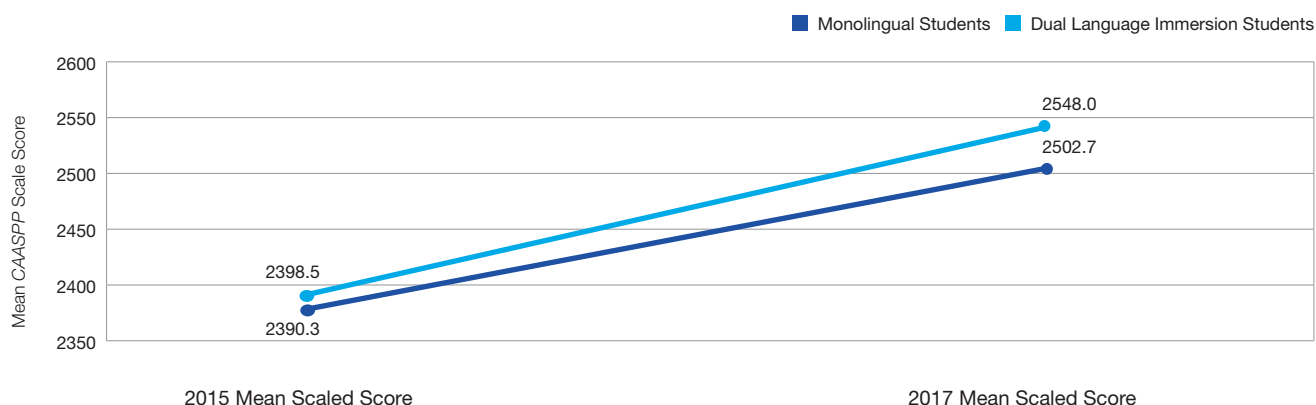
During the 2015–2016 and 2016–2017 school years, an elementary school in the Chula Vista Elementary School District implemented *Benchmark Advance* and *Benchmark Adelante* with 42 students in dual language classrooms. Meanwhile, 31 students received instruction using only *Benchmark Advance* in monolingual classrooms. The purpose of the study was to examine whether students in Dual Language Immersion (DLI) classrooms scored significantly higher than their Monolingual peers on the Spring 2017 *California Assessment of Student Performance and Progress* (CAASPP) English Language Arts assessment. Benchmark Education Company (BEC) collected and analyzed CAASPP ELA scores from these students in

Grade 3 (2015, prior to program implementation) and again in Grade 5 (2017, after two years of instruction using *Benchmark Advance* or *Benchmark Advance + Adelante*).

Impact

Independent t-tests showed no significant difference in performance between DLI and Monolingual students on the 2015 CAASPP (Monolingual mean = 2390.3; DLI mean = 2398.5; $p = .629$). However, after two years of instruction, DLI students significantly outperformed Monolingual students on the 2017 CAASPP Reading test (Monolingual mean = 2502.7; DLI mean = 2548.0; $p = .029$). The effect size was $d=0.49$, indicating a large difference in performance between the DLI and Monolingual groups on the 2017 CAASPP test.

FIGURE 1. DLI and Monolingual Students, Grades 3 and 5 ($N=73$)
Performance on the CAASPP ELA/Literacy Test, Spring 2015 and Spring 2017



Changes in CAASPP Performance Levels

The CAASPP ELA/Literacy assessment places students in four performance levels to assess student achievement: Standard Exceeded (Level 4), Standard Met (Level 3), Standard Nearly Met (Level 2), and Standard Not Met (Level 1). Each level indicates a different degree of mastery of the knowledge and skills assessed on the test.

Figure 2 shows changes in CAASPP ELA achievement levels for Monolingual students from Spring 2015 to Spring 2017. In 2015, only 22.6% of students (7 out of 31) scored at or above proficiency (Levels 3 and 4). By 2017, performance had improved significantly: 10 students scored at Level 3 and 6 at Level 4, meaning 51.6% of students (16 out of 31) achieved proficiency. This more than doubled the proficiency rate from 2015, indicating notable gains in ELA outcomes over the two-year period.

Figure 3 shows changes in CAASPP ELA achievement levels for DLI students from Spring 2015 to Spring 2017. In 2015, only 30.9% of DLI students (13 out of 42) scored at or above proficiency. By 2017, performance had improved dramatically: 17 students scored at Level 3 and 13 at Level 4, bringing the proficiency rate to 71.5% (30 out of 42 students). This marks a 40.6 percentage point increase in proficiency—outpacing the 29.0 point gain observed among Monolingual students over the same period.

FIGURE 2. Performance Levels of Monolingual Students on the CAASPP: Spring 2015 vs Spring 2017

		2017 CAASPP ELA/Literacy Achievement Level				2015 CAASPP ELA/Literacy Achievement Level
		Level 1	Level 2	Level 3	Level 4	
2015 CAASPP ELA/Literacy Achievement Level	Level 1	29.0% (9)	6.5% (2)			
	Level 2	6.5% (2)	6.5% (2)	25.8% (8)	3.2% (1)	
	Level 3			6.5% (2)	3.2% (1)	
	Level 4				12.9% (4)	
	Total Students in 2017	11	4	10	6	
	% of Students in 2017	35.5%	12.9%	32.3%	19.4%	

FIGURE 3. Performance Levels of Dual Language Immersion Students on the CAASPP: Spring 2015 vs Spring 2017

		2017 CAASPP ELA/Literacy Achievement Level				2015 CAASPP ELA/Literacy Achievement Level
		Level 1	Level 2	Level 3	Level 4	
2015 CAASPP ELA/Literacy Achievement Level	Level 1	7.1% (3)	16.7% (7)	16.7% (7)		
	Level 2		4.8% (2)	14.3% (6)	9.5% (4)	
	Level 3			9.5% (4)	11.9% (5)	
	Level 4				9.5% (4)	
	Total Students in 2017	3	9	17	13	
	% of Students in 2017	7.1%	21.4%	40.5%	31.0%	

Figures 4 and 5 visually illustrate changes across the four achievement categories from Spring 2015 to Spring 2017 for DLI and Monolingual students. In each group, the dark blue bar represents the percentage of students in that category in Spring 2015, while the light blue bar shows the percentage in Spring 2017.

FIGURE 4. Monolingual Student Achievement Levels on the CAASPP ELA/Literacy Tests
Change in Category from Spring 2015 to Spring 2017

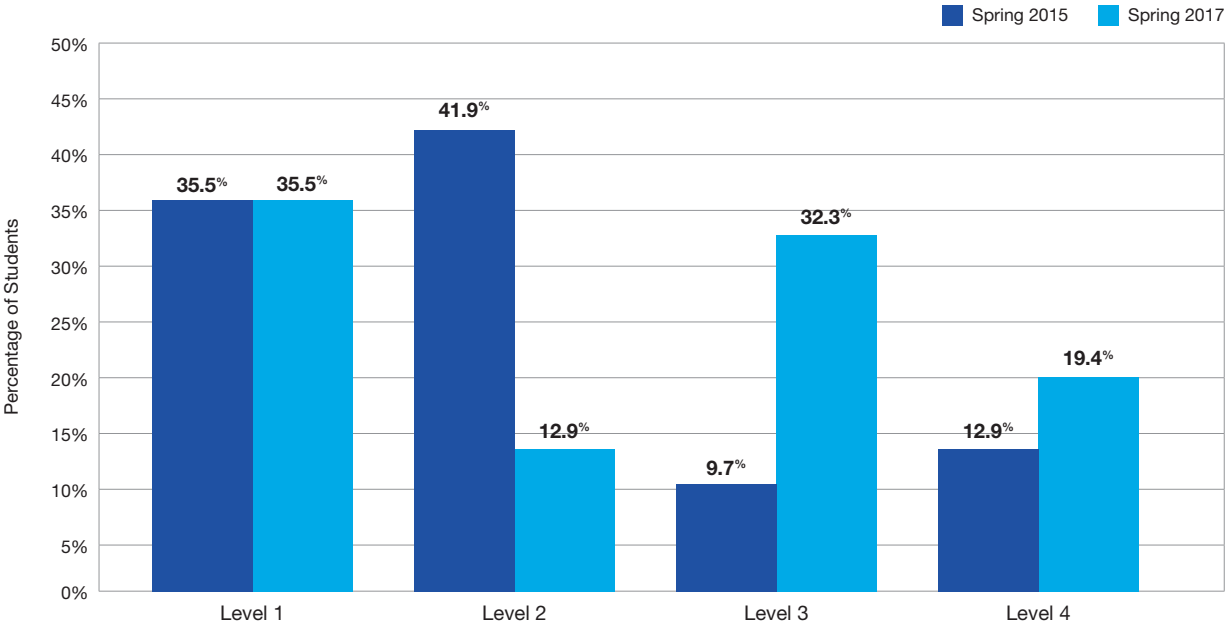
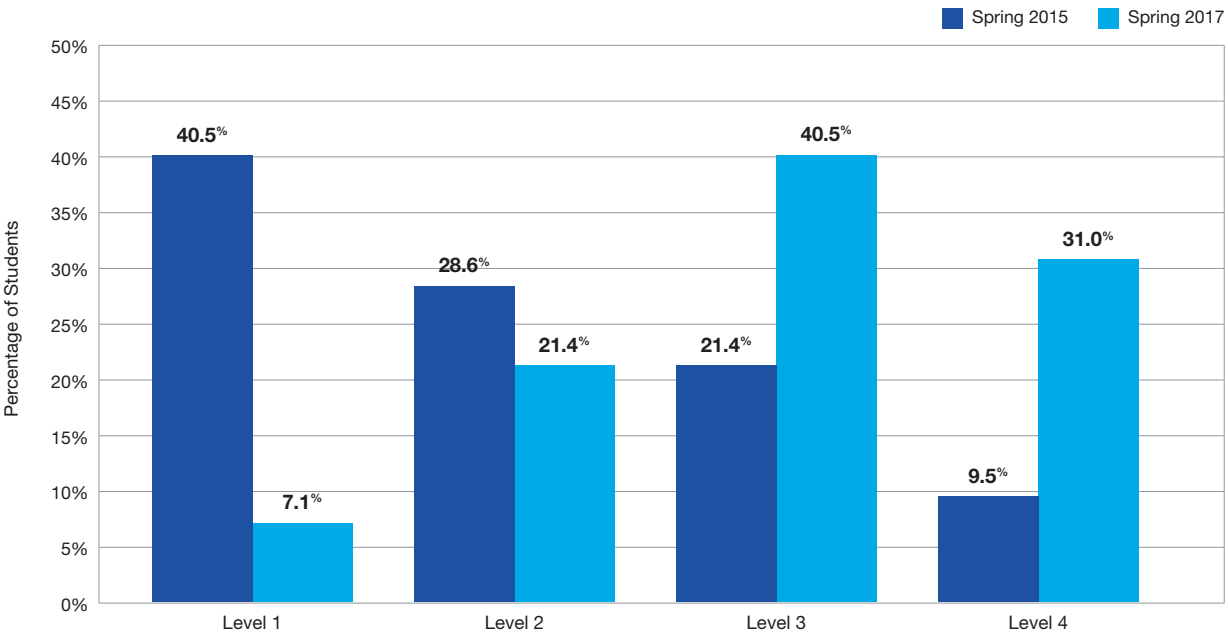


FIGURE 5. Dual Language Immersion Student Achievement Levels on the CAASPP ELA/Literacy Tests
Change in Category from Spring 2015 to Spring 2017



Conclusion

Results from the study showed that although DLI and Monolingual students performed similarly in 2015, DLI students demonstrated greater growth over time. The DLI group increased by 149.6 scaled score points on the *CAASPP*, compared to a 112.5-point gain for the Monolingual group.

Improvements in proficiency rates were also significant. The percentage of Monolingual students scoring at or above the “Met” achievement level (Levels 3 and 4) rose from 22.6% to 51.7%, meaning 29.1% more students reached proficiency over the two-year period. Among DLI students, the percentage increased from 30.9% to 71.5%, with 40.6% more students achieving proficiency or higher after two years of instruction with *Benchmark Advance* and *Benchmark Adelante*. These results highlight promising early literacy and language development trends following two years of *Benchmark Advance* and *Benchmark Adelante* implementation.

