My Reading Academy®

My Reading Academy Significantly Increases Learning Gains Among Emergent Multilingual Students

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INSTRUCTURE
LEVEL 3 ESSA
2024

ESSA alignment has been independently verified by LearnPlatform

KEY FINDINGS

- Pre-kindergarten Emergent Multilingual Students who used *My Reading Academy* with fidelity significantly outperformed their peers who did not use the program on Rapid Letter Naming in Spanish, scoring on average 8–11 points higher.

- Students who used *My Reading Academy* with fidelity significantly outperformed their peers who did not use the program on Rapid Vocabulary in Spanish, scoring on average 3–4 points higher.

- Students who used *My Reading Academy* with fidelity caught up to their peers who did not use the program on the Phonological Awareness section of the district-administered standardized assessment in Spanish, closing the gap by 74 to 88 percent.

- Ninety percent of educators reported that *My Reading Academy* had a positive impact on their students' enjoyment in learning to read.

Background

This brief highlights Tyler Independent School District's 2022–2023 and 2023–2024 implementation of *My Reading Academy*, an adaptive, supplemental solution with interactive learning games, instruction, and books in English, designed to create fluent, strategic readers. *My Reading Academy* was offered to Emergent Multilingual Students (EMSs) in pre-kindergarten in the district. These students were identified as EMS due to their designation as having limited English proficiency in their CIRCLE Progress Monitoring System assessment records. **TABLE 1** displays the total number of schools and classrooms, along with students who used the program and those who did not in school years 22–23 and 23–24.

TABLE 1. Total number of schools, classrooms, and EMSs who used or did not use *My Reading Academy*

	Schools	Classrooms	Used MRA	Did Not Use MRA
SY22–23	10	17	127	67
SY23–24	13	25	139	71

At the end of each school year, the district shared students' CIRCLE Progress Monitoring Assessment System data with Age of Learning; students who had matched fall and spring assessment scores were included in the analytic sample.

Results

The implementation of *My Reading Academy* expanded from school year 2022–2023 to 2023–2024. **TABLE 2** below summarizes the two cohorts of EMSs' usage of *My Reading Academy* and progress within the program.

TABLE 2. Usage and progress within *My Reading Academy* across cohorts

	Hours (median)	Weeks (median)	Weekly Minutes (median)	Learning Units (median)
SY22–23 (n = 127)	9.3	14.5 (3.6 months)	33	10
SY23–24 (n = 139)	16.6	18 (4.5 months)	37	16

Students who used *My Reading Academy* and mastered at least 10 learning units in each school year were considered to have used the program with fidelity. The performance of these students was compared with that of their peers who did not use the program. The following results focus on these students who used *My Reading Academy* with fidelity. The domains/subscales of CIRCLE Progress Monitoring assessment that are highlighted— Alphabet Knowledge, Vocabulary Knowledge, and Phonological Awareness—are those that could be expected to assess transferable skills that students learn in *My Reading Academy*.

FINDING 1.

Pre-kindergarten Emergent Multilingual Students who used *My Reading Academy* with fidelity significantly outperformed their peers who did not use the program on Rapid Letter Naming in Spanish, scoring on average 8–11 points higher.

Alphabet Knowledge

TABLE 3 shows the descriptive statistics of students' CIRCLE Rapid Letter Naming (Spanish) scores from fall and spring of each school year. **FIGURE 1** displays the raw scores from fall and spring of each school year by students who used *My Reading Academy* and those who did not on CIRCLE Rapid Letter Naming (Spanish). The figure highlights the accelerated growth demonstrated by students who used *My Reading Academy*.

TABLE 3. Fall and Spring Scores on CIRCLE Rapid Letter Naming (Spanish)

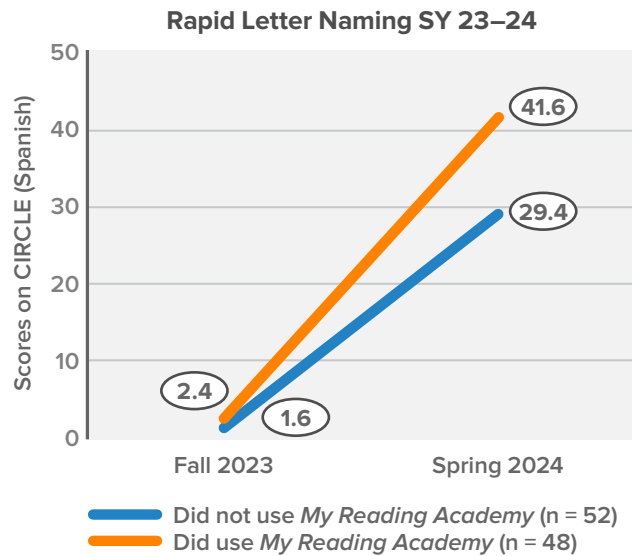| Rapid Letter Naming		Fall Mean (*SD*)	Spring Mean (*SD*)
SY22–23	Did not use *My Reading Academy* (n = 66)	1.26 (2.46)	24.88 (10.21)
	Used *My Reading Academy* (n = 51)	1.45 (1.98)	32.83 (16.74)
SY23–24	Did not use *My Reading Academy* (n = 52)	1.56 (3.07)	29.44 (12.56)
	Used *My Reading Academy* (n = 48)	2.44 (3.46)	41.58 (12.73)

Rapid Letter Naming SY 22–23

Scores on CIRCLE (Spanish)

- Did not use *My Reading Academy* (n = 66)
- Did use *My Reading Academy* (n = 51)

Fall 2022: 1.5 / 1.3
Spring 2023: 32.8 / 24.9

Rapid Letter Naming SY 23–24

Scores on CIRCLE (Spanish)

- Did not use *My Reading Academy* (n = 52)
- Did use *My Reading Academy* (n = 48)

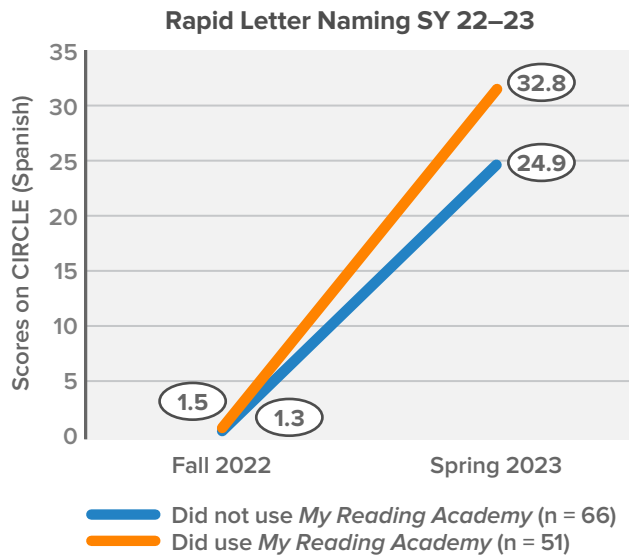Fall 2023: 2.4 / 1.6
Spring 2024: 41.6 / 29.4

FIGURE 1. Fall and Spring scores on the Rapid Letter Naming (Spanish) section of the CIRCLE Progress Monitoring Assessment system, showing that students who used **My Reading Academy** demonstrated accelerated gains from fall to spring

Based on a regression model that accounts for differences in students' fall scores and gender, a student in school year 22–23 who used *My Reading Academy* scored about 7.6 points higher on Rapid Letter Naming (Spanish) in comparison to their peers who did not use the program (effect size = 0.56, $p < .001$). Similarly, based on a regression model that accounts for differences in students' fall scores, a student in school year 23–24 who used *My Reading Academy* scored about 10.9 points higher on Rapid Letter Naming (Spanish) relative to their peers who did not use the program (effect size = 0.86, $p < .001$).

FINDING 2.

Pre-kindergarten Emergent Multilingual Students who used *My Reading Academy* with fidelity significantly outperformed their peers who did not use the program on on Rapid Vocabulary in Spanish, scoring on average 3–4 points higher.

Vocabulary Knowledge

TABLE 4 displays the descriptive statistics of students' CIRCLE Rapid Vocabulary (Spanish) scores from fall and spring of each school year. **FIGURE 2** shows the mean growth scores from fall to spring of each school year by students who used *My Reading Academy* and those who did not on CIRCLE Rapid Vocabulary (Spanish), highlighting the accelerated growth demonstrated by students who used *My Reading Academy*.

TABLE 4. Fall and Spring Scores on CIRCLE Rapid Vocabulary (Spanish)

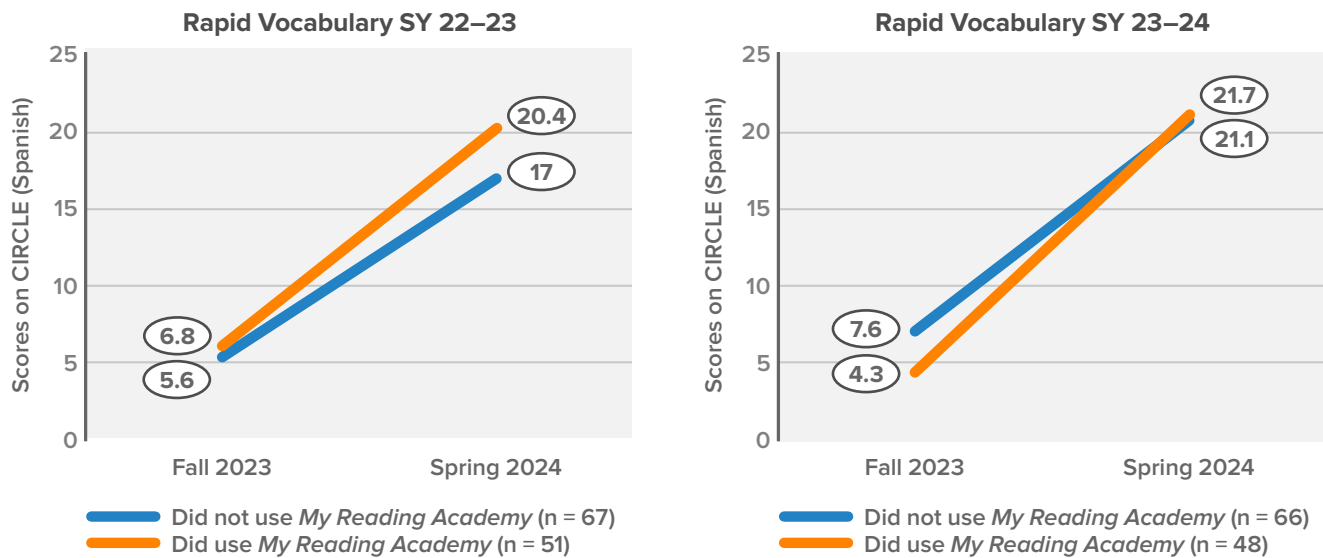| Rapid Vocabulary		Fall Mean (*SD*)	Spring Mean (*SD*)
SY22–23	Did not use *My Reading Academy* (n = 67)	5.57 (4.83)	16.96 (6.70)
	Used *My Reading Academy* (n = 51)	6.82 (5.33)	20.39 (7.34)
SY23–24	Did not use *My Reading Academy* (n = 66)	7.59 (4.18)	21.09 (6.55)
	Used *My Reading Academy* (n = 48)	4.29 (3.65)	21.69 (7.22)

Age of Learning®

FIGURE 2. Fall and Spring scores on the Rapid Vocabulary (Spanish) section of the CIRCLE Progress Monitoring Assessment system, showing that students who used ***My Reading Academy*** demonstrated accelerated gains from fall to spring

Based on a regression model that account for differences in students' fall scores and gender, a student in school year 22–23 who used *My Reading Academy* scored about 2.7 points higher on Rapid Vocabulary (Spanish) in comparison to their peers who did not use the program (effect size = 0.38, *p* < .01). Similarly, based on a regression model that accounts for differences in students' fall scores, a student in school year 23–24 who used *My Reading Academy* scored about 3.5 points higher on Rapid Vocabulary (Spanish) relative to their peers who did not use the program (effect size = 0.51, *p* < .01).

FINDING 3.

Pre-kindergarten Emergent Multilingual Students who used *My Reading Academy* with fidelity caught up to their peers who did not use the program on the Phonological Awareness section of the district-administered standardized assessment in Spanish, closing the gap by 74 to 88 percent.

Speech Sound Awareness

TABLE 5 shows the descriptive statistics of students' CIRCLE Phonological Awareness (Spanish) scores from fall and spring of each school year. FIGURE 3 shows the raw scores from fall and spring of each school year by students who used *My Reading Academy* and those who did not on CIRCLE Phonological Awareness (Spanish), highlighting how students who used *My Reading Academy* caught up to their peers who started out at a higher level in the fall.

TABLE 5. Fall and Spring Scores on CIRCLE Phonological Awareness (Spanish)

Phonological Awareness		Fall Mean (*SD*)	Spring Mean (*SD*)
SY22–23	Did not use *My Reading Academy* (n = 66)	6.36 (4.95)	19.14 (3.30)
	Used *My Reading Academy* (n = 51)	3.06 (3.62)	18.67 (2.75)
SY23–24	Did not use *My Reading Academy* (n = 66)	7.56 (4.82)	20.86 (2.78)
	Used *My Reading Academy* (n = 48)	2.33 (1.96)	19.52 (2.75)

Phonological Awareness SY 22–23

Scores on CIRCLE (Spanish)

6.4
3.1
19.1
18.7

Fall 2023 — Spring 2024

Did not use *My Reading Academy* (n = 67)
Did use *My Reading Academy* (n = 51)

Phonological Awareness SY 23–24

Scores on CIRCLE (Spanish)

7.6
2.3
20.9
19.5

Fall 2023 — Spring 2024

Did not use *My Reading Academy* (n = 67)
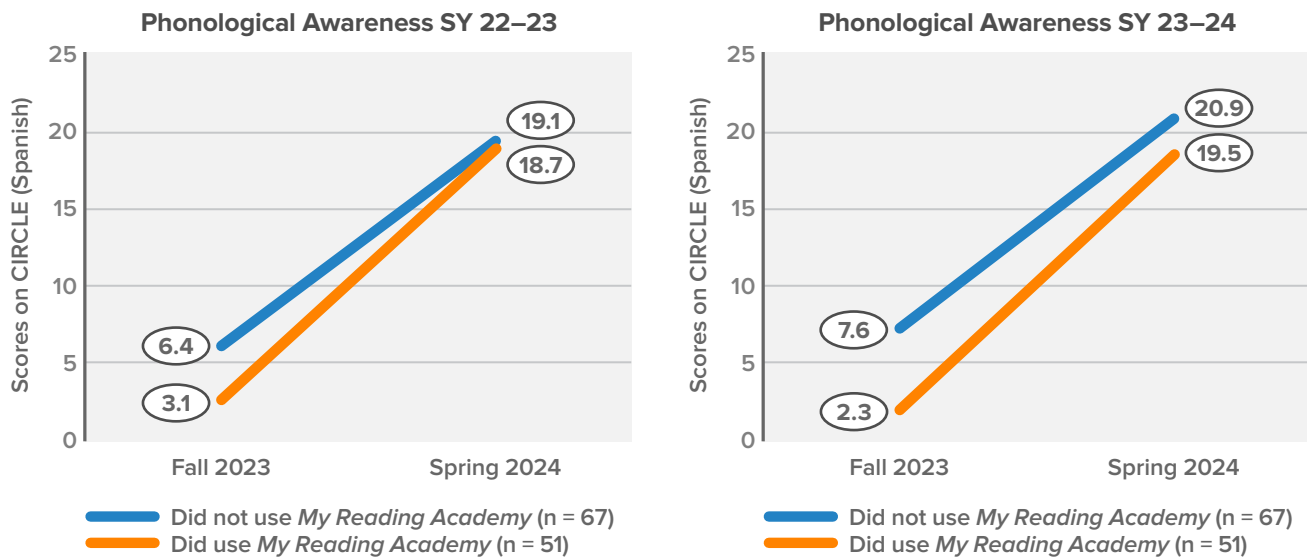Did use *My Reading Academy* (n = 51)

FIGURE 3. Fall and Spring scores on the Phonological Awareness (Spanish) section of the CIRCLE Progress Monitoring Assessment system, showing that students who used **My Reading Academy** closed the gap with their peers who started out at a higher level in the fall

Based on a regression model that account for differences in students' fall scores and gender, a student in school year 22–23 who used *My Reading Academy* scored about 0.6 points lower on Phonological Awareness (Spanish) in comparison to their peers who did not use the program; however, the difference in students' performances was not statistically significant. Similarly, based on a regression model that accounts for differences in students' fall scores, a student in school year 23–24 who used *My Reading Academy* scored about 1 point lower on Phonological Awareness (Spanish) relative to their peers who did not use the program, but again, the difference was not statistically significant.

FINDING 4.

Ninety percent of educators indicated that *My Reading Academy* had a positive impact on their students' enjoyment in learning to read.

Educator Feedback

A total of 24 educators completed end-of-year surveys, and a majority of the educators reported on the positive impact of *My Reading Academy* on student learning as well as on their affect.

- 90% of educators reported that *My Reading Academy* had a positive impact on students' enjoyment in learning to read.

- 85% of educators reported that *My Reading Academy* had a positive impact on students' confidence in learning to read.

Additionally, educators provided responses to how *My Reading Academy* has affected learning and teaching in their classrooms:

> "*As a teacher I try to reach every child in every way that I can, but at times it can be very difficult. When the students log into* My Reading Academy *it helps them learn what they are lacking.*"

> "*It was designed with the standards in mind, so it lined up with the lessons learned in class. It made my job easier and allowed students more practice time.*"

> **"**My Reading Academy *has helped my students with their literacy confidence, and it accelerated instruction of letter sounds and CVC words.***"**

> **"***It has helped them learn about technology and how to use it. It has also helped them develop their learning ability, which I love.***"**

> **"**My Reading Academy *supports English learning but at the same time Spanish learning, when we compare and contrast the letter-sound correspondences in both languages. They have a way to use their first language to support the English acquisition.***"**

The results of this study indicate that *My Reading Academy* can be an effective learning and instructional resource for Emergent Multilingual Students and their educators. Students who used *My Reading Academy*, an English language literacy program, showed improvements in their Spanish literacy assessments, which aligns with research on biliteracy development suggesting that fundamental literacy skills acquired in one language can transfer and strengthen literacy development in another language. Moreover, the positive impact of *My Reading Academy* on both achievement and engagement suggests that the program is a valuable tool for supporting Emergent Multilingual Students as they develop strong foundational literacy skills that transfer across languages.

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