

Glynn County, Georgia Students Reach New Milestones with *Achieve3000 Literacy*[™]

Overview

McGraw Hill conducted an analysis of Glynn County School District students' performance on the Georgia Milestones English Language Arts (ELA) test in relation to their usage of *Achieve3000 Literacy* during the 2017–2018 school year.

Glynn County School District is based in Brunswick, Georgia and serves the communities of Brunswick, Country Club Estates, Dock Junction, Everett, St. Simons Island, and Sterling. This large school district is one of Georgia's oldest public education systems, originally chartered in 1788. It includes 21 schools and approximately 13,000 students (Glynn County School System, 2018). Thirty-six percent of students receive free and reduced lunch.

Glynn County School District initially partnered with McGraw Hill in 2012 to provide differentiated literacy instruction for their struggling readers in Grades 6–8. During the 2017–2018 school year, *Achieve3000 Literacy* was incorporated into the instructional strategy for struggling readers in Grades 3–5 as well as students with limited English proficiency. The district set an expectation for every student to complete one lesson every week. Some schools encouraged students most in need of acceleration to complete two lessons each week.

Methodology

This report relies on *Achieve3000 Literacy*'s usage and Lexile® data as well as Georgia Milestones ELA data from spring 2017 and spring 2018 for students in Grades 4–8. To examine the impact of usage on Lexile growth and performance on the state assessment, a sample of 4,378 students who met the following inclusion criteria was identified:

DISTRICT INFORMATION



Name:

Glynn County School District

Location:

Brunswick, Georgia

Grades:

3–8

- Had valid pre-test and end-of-year Lexile scores during the 2017–2018 school year.
- Had at least 60 days between the date of their most recent Lexile assessment and their pre-test.
- Completed at least 10 embedded assessments after reading a differentiated nonfiction article assigned by the teacher with *Achieve3000 Literacy*™.

Results were disaggregated for the 4% (n = 157) of English language learner (ELL) students, 15% (n = 641) of students with disabilities (SWD), and 64% (n = 2,797) of students qualified to receive free or reduced-price lunch (FRL).

Measures

Lexiles and College and Career Readiness

Developed by McGraw Hill in partnership with MetaMetrics®, the LevelSet™ assessment identifies each student’s Lexile reading measure and is a reliable means of matching student reading levels to informational text. The LevelSet assessment is administered two to three times a year to measure student progress and provide a benchmark measurement of student growth in English or Spanish.

McGraw Hill and MetaMetrics developed four grade-specific achievement level descriptors for college and career readiness: falls far below, approaches, meets, and exceeds. McGraw Hill considers students performing in the higher two achievement levels (meets and exceeds) to be “on track” for college and career readiness, whereas students performing in the lower two achievement levels (falls far below and

approaches) are considered to be “not on track.”

McGraw Hill uses a Bayesian scoring algorithm, also developed by MetaMetrics, to provide continually updated measures that reflect the students’ progress in reading development. As the student reads and responds to nonfiction text during their reading lessons, the Bayesian approach refines each student’s Lexile measure.

By using multiple measures over time, the Bayesian scoring improves the accuracy of measurement as students learn. With this approach, *Achieve3000 Literacy*’s proprietary engine is able to improve its ability to match students with appropriate texts and to forecast student readiness for college and career benchmarks.

Georgia Milestones ELA

Students enrolled in Grades 3–8 in Glynn County School District participate in Georgia Milestones, which measures student achievement in English language arts and mathematics. Students typically take the test one time per year, at the end of the spring semester. Georgia Milestones provides norm-referenced items in all content areas and courses to complement the criterion-referenced information and to provide a national comparison. Student scores are categorized into one of four levels: Level 4: Distinguished Learner; Level 3: Proficient Learner; Level 2: Developing Learner; and Level 1: Beginning Learner (GA DOE, n.d.).

Results

Achieve3000 Literacy[™]

Program Usage

Over the course of the 2017–2018 school year, participating students in Grades 4–8 logged in an average of 77 times, completed 54 lessons (with embedded assessments), and

demonstrated an average first-try score of 73% on embedded assessments (see Table 1). On average, students spent 24 hours using *Achieve3000 Literacy*.

Table 1: *Achieve3000 Literacy* students' program usage summary, 2017–2018 school year

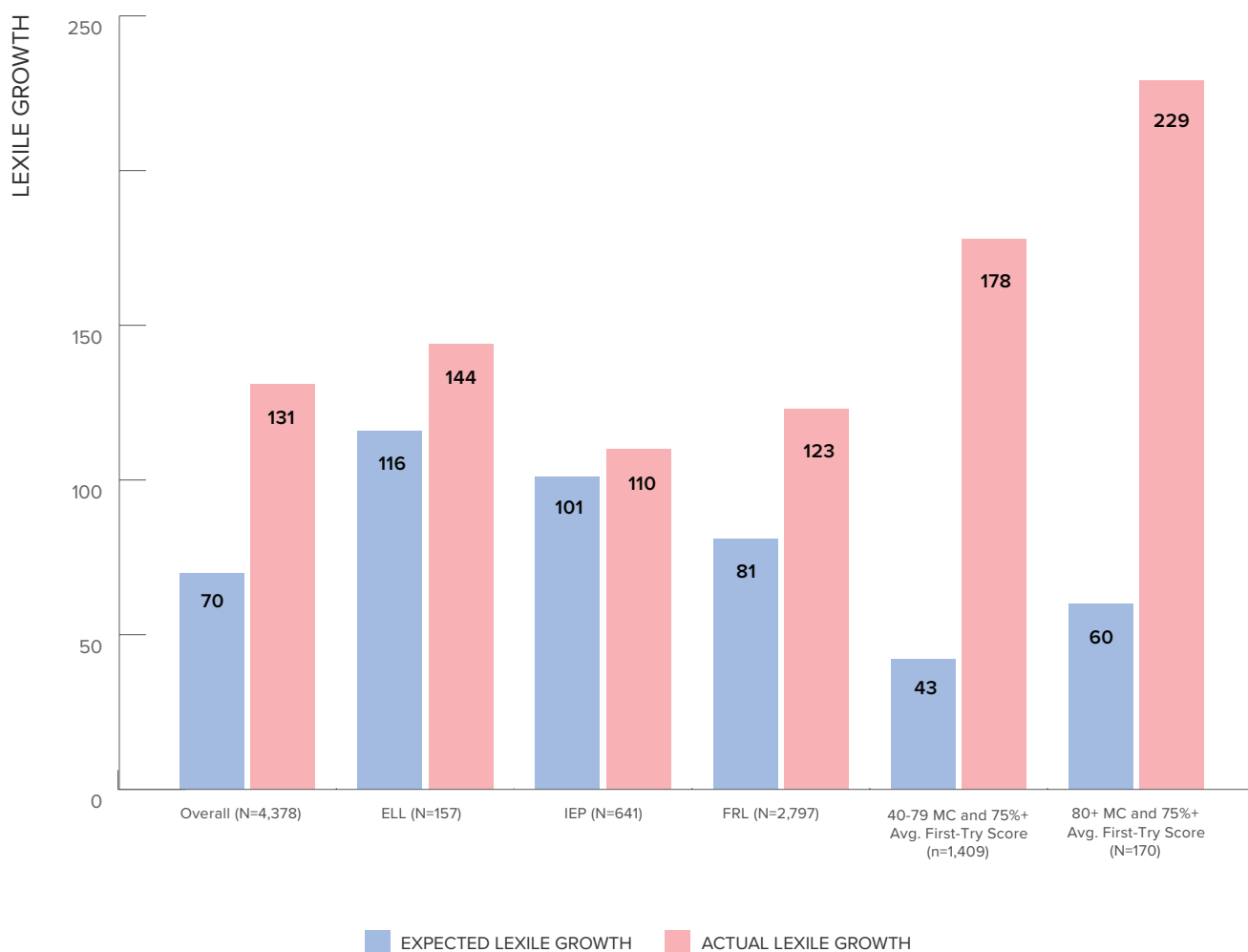
	Average # Logins	Average # Program Hours	Average # Multiple-Choice Activities	Average First-Try Score
ELL (N = 157)	79	25	66 (total) 52 (eligible for auto adjust)	64%
SWD (N = 641)	71	21	71 (total) 48 (eligible for auto adjust)	64%
SWD (N = 641)	77	24	71 (total) 48 (eligible for auto adjust)	70%
All (N = 4,378)	77	24	65 (total) 54 (eligible for auto adjust)	73%

Impact of *Achieve3000 Literacy* on LevelSet Performance

Overall, students using *Achieve3000 Literacy* demonstrated an average Lexile growth of 130L, which was 50L above their average expected growth of 70L. Students who used *Achieve3000 Literacy* with greater fidelity saw larger Lexile gains. Specifically, students who completed 40 or more lessons and had an average first-try score of greater than or equal to 75% on the embedded assessment

achieved gains of 185L on average, which was over four times their expected growth of 45L (see Graph 1 for these results as well as those disaggregated for ELL, SWD, and FRL students). In addition, the percentage of students in this sample who were college and career ready increased from 21% to 35% over the course of the 2017–2018 school year.

Graph 1: Actual compared to expected Lexile growth for students using *Achieve3000 Literacy*™ with high fidelity



Results (cont.)

Impact of *Achieve3000 Literacy* on Students' Georgia Milestones ELA Performance

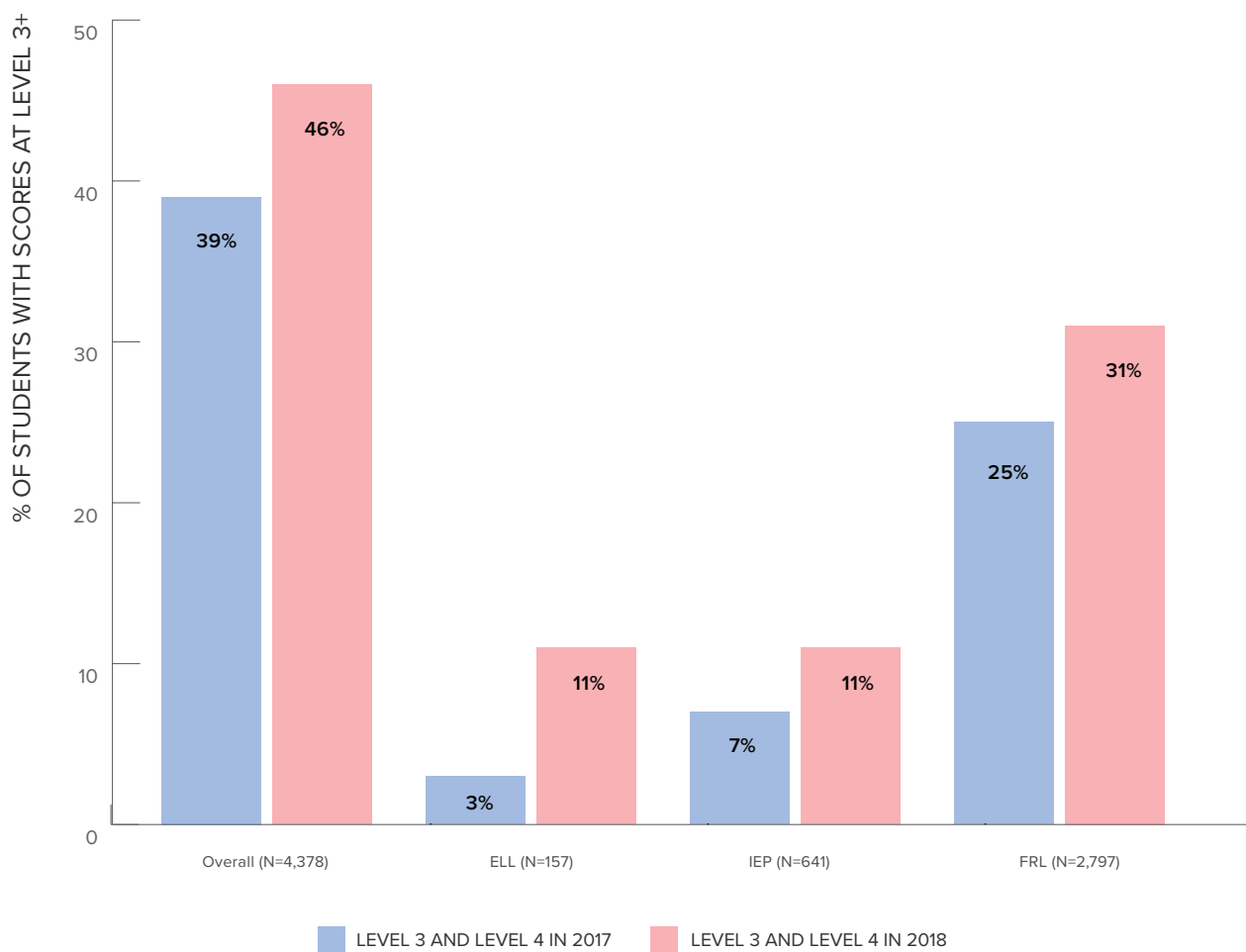
From spring 2017 to spring 2018, more than a quarter of students (27%) who used *Achieve3000 Literacy* improved at least one Achievement Level on the Georgia Milestones ELA assessment. By spring 2018, almost half (46%) of the students using *Achieve3000 Literacy* in Glynn County School District achieved proficiency at Achievement Level 3 or above, an increase of 7% from the prior

spring. Notably, 11% of ELL students were performing at Achievement Level 3 or above by 2018 compared with only 3% in 2017. Students with an IEP made progress as well, with 11% performing at Achievement Level 3 or above by 2018 as compared with 7% in 2017. Students who qualify for free and reduced-price lunch made similar gains with 31% performing in Level 3 or higher in 2018 compared to 25% in 2017.

As seen with Lexile score gains, students who used *Achieve3000 Literacy* with greater fidelity saw greater increases in Georgia Milestones ELA performance level (see Graph 2). Three-quarters (74%) of students who completed over

80 lessons and maintained an average first-try score of 75% or above on *Achieve3000 Literacy*'s embedded assessment performed in Achievement Level 3 or above after one year of usage, an increase of 11% from the prior spring.

Graph 2: Percent of students using *Achieve3000 Literacy*™ with proficient scores (Level 3+) on the Georgia Milestones Assessment for English Language Arts



The number of students with proficient performance on the Georgia Milestones ELA exam increased by 7% after one school year of reading, writing, and thinking with

Conclusion

Overall, students in Glynn County School District showed improvement on both the LevelSet and the Georgia Milestones ELA tests after using *Achieve3000 Literacy* during the 2017–2018 school year. While students who used *Achieve3000 Literacy* with higher fidelity demonstrated the greatest gains on both the LevelSet and the Georgia Milestones ELA tests, students of different learning profiles such as English learners, students with an individualized education plan (IEP), and those who qualify for

free and reduced-price lunch, showed improvements on both their growth in reading ability via Lexile gains and mastery of state standards on the Georgia Milestones ELA test. Together, these results demonstrate that students using *Achieve3000 Literacy* will see improvements on measures of reading achievement, and these improvements are more pronounced for students using *Achieve3000 Literacy* more frequently and with higher engagement.

References

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Case Study

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Published by McGraw Hill

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