

## *Achieve3000 Literacy*<sup>™</sup> **Performance in a Small Suburban District**

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The McGraw Hill Efficacy Research team was asked to examine the association between *Achieve3000 Literacy* use and students' state test scores in a small suburban district in the Northeastern United States. The state test is administered in the district from Grades 3–8. The Lexile<sup>®</sup> framework used in *Achieve3000 Literacy* measures text complexity and reader ability with the LevelSet assessment, which is administered at the start (pretest) and end (posttest) of the school year. Lexile growth is calculated to assess student progress and provide a summative measurement of student growth. Lexile growth was examined for all *Achieve3000 Literacy* users across Grades 6–8 in three years of usage (2021–2022, 2022–2023, and 2023–2024). Student performance on the state summative assessment and its relationship to program usage were also explored.

### **Data Sources and Sample**

The team merged student-level data from the summative state assessment with *Achieve3000 Literacy* data. The overall sample sizes and passing rates on the state test are listed in Table 1. The final sample included students in Grades 6–8. For the entire sample of *Achieve3000 Literacy* students, passing rates on the state test declined in Year 2 but began to rebound by Year 3. In Grade 6, the 2023–2024 performance was higher overall than at the beginning of the study. In the remainder of this report, we explore how quantity and quality of use relates to performance.

**Table 1. State Test Passing Rates Across Three Years**

Year	Grade 6		Grade 7		Grade 8	
	N	Passing Rates	N	Passing Rates	N	Passing Rates
2021–2022	494	39%	553	49%	603	50%
2022–2023	479	35%	507	42%	584	44%
2023–2024	502	45%	549	45%	553	45%

## Achieve3000 Literacy™ Usage and Lexile Growth

Table 2 presents expected and actual Lexile growth for all students by grade level, while Tables 3–5 present average usage by grade level. In general, Grade 8 students showed

the biggest Lexile gains, greatly surpassing their expected growth each year, while results were mixed for sixth and seventh graders over time. Grade 8 students also had the highest average first-try score (AFTS) and had higher passing rates on the state test than the other two grades.

**Table 2. Expected vs. Actual Lexile Growth Across Three Years**

Grade	2021–2022		2022–2023		2023–2024	
	Expected Lexile Growth	Lexile Growth	Expected Lexile Growth	Lexile Growth	Expected Lexile Growth	Lexile Growth
6	80	100	70	60	75	60
7	70	65	70	60	65	70
8	60	110	60	85	60	85

**Table 3. 2021–2022 Achieve3000 Literacy Usage**

Grade	Logins	Hours	Activities	AFTS (%)	Pretest Lexile	Posttest Lexile
6	83.1	25.67	49.12	65.95	660	765
7	57.41	16.55	34.86	66.57	745	810
8	67.48	19.40	46.85	73.05	835	945
Weighted Average	68.78	20.32	43.51	68.75	755	845

**Table 4. 2022–2023 Achieve3000 Literacy Usage**

Grade	Logins	Hours	Activities	AFTS (%)	Pretest Lexile	Posttest Lexile
6	69.36	22.04	38.86	64.58	760	815
7	51.8	15.38	30.42	68.08	760	820
8	66.34	21.05	47.06	71.71	820	905
Weighted Average	62.57	19.52	39.19	68.36	780	850

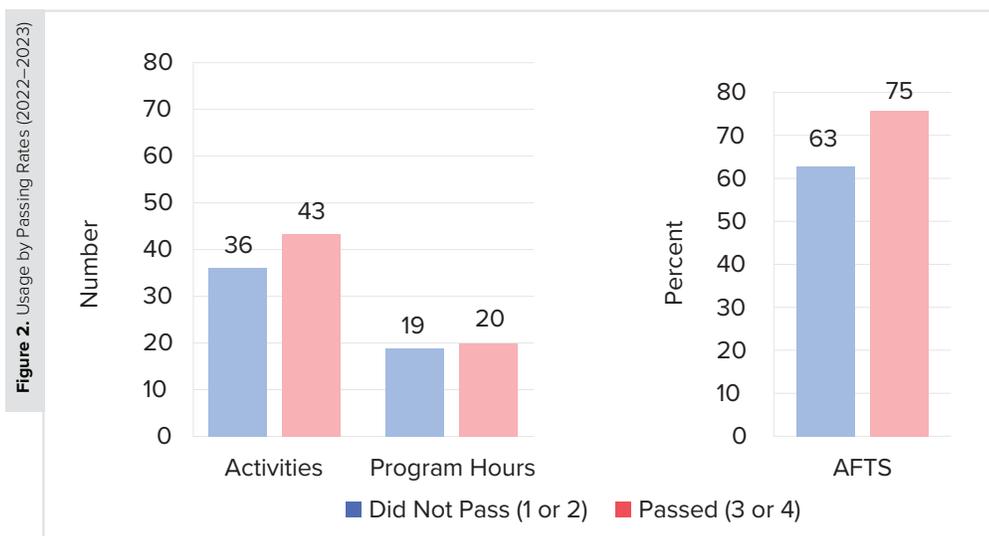
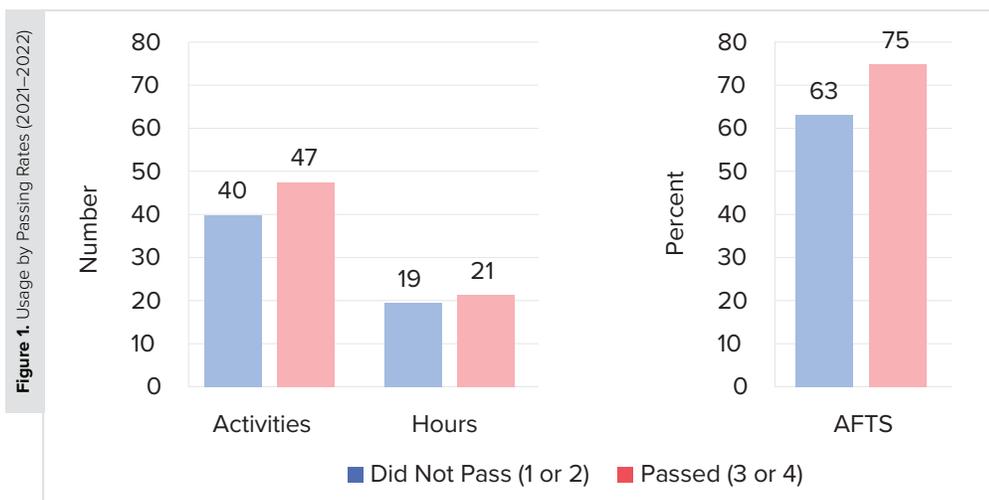
Table 5. 2023–2024 *Achieve3000 Literacy Usage*

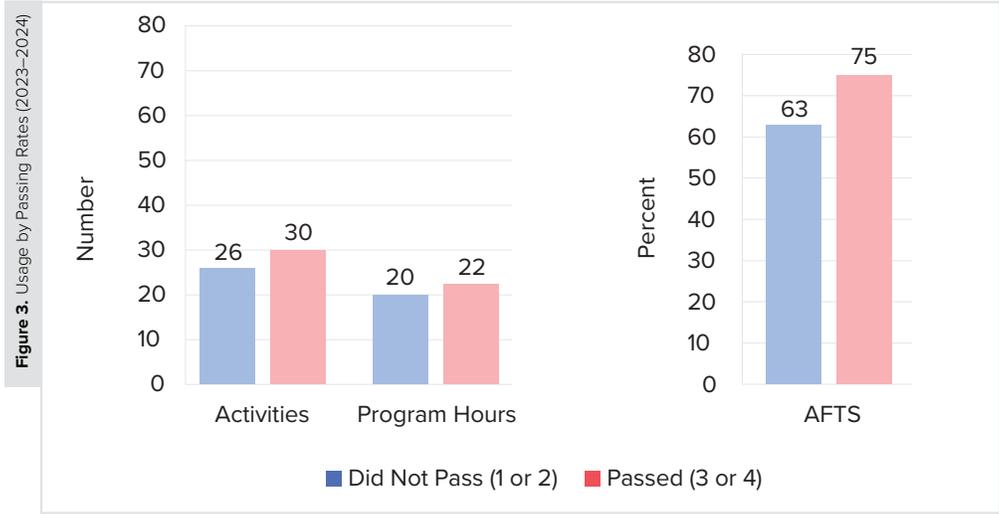
Grade	Logins	Hours	Activities	AFTS (%)	Pretest Lexile	Posttest Lexile
6	49.57	21.35	25.34	62.98	680	760
7	44.63	19.71	23.58	68.97	760	830
8	45.92	21.30	27.03	72.69	815	895
Weighted Average	46.62	20.77	25.32	68.38	760	830

## *Achieve3000 Literacy™* and State Test

Usage levels were also explored across achievement levels. In all school years, students in the highest two state-test performance levels (3 and 4 considered passing) completed

significantly more activities, program hours, and had higher AFTS than their peers in the lower two achievement levels (1 and 2). The three figures below illustrate different usage rates between students who passed and those who did not.





### High-Fidelity Use and State Test Performance

In *Achieve3000 Literacy*<sup>™</sup>, high-fidelity use is described as students completing at least 40 multiple choice activities and having an AFTS of 75% or higher. On average, about 15% of students were classified as having high-fidelity usage and, within this group, approximately 80% passed the state test each year. Moreover, in each grade level, the group of high-fidelity users had significantly higher scale scores than their peers.

### Correlations Between Lexile and State Test Scale Scores

Pearson product-moment correlations are used to explore the association between two variables. Pearson correlation coefficients (*r*) range from -1 to 1, with a value of 0 indicating that there is no association between variables. Values greater than 0 suggest a positive association; as the value of one variable increases, so does the other variable. Here, we calculated Pearson’s correlations to explore the relationship between *Achieve3000 Literacy* metrics and performance on the state tests.

**Table 6. Pearson’s Correlations**

	2021–2022	2022–2023	2023–2024
<b>Pretest Lexile and Scale Score</b>	$r = .79^{**}$	$r = .76^{**}$	$r = .77^{**}$
<b>Posttest Lexile and Scale Score</b>	$r = .81^{**}$	$r = .78^{**}$	$r = .59^{**}$
<b>AFTS and Scale Score</b>	$r = .62^{**}$	$r = .60^{**}$	$r = .56^{**}$

\*\* =  $p < .001$

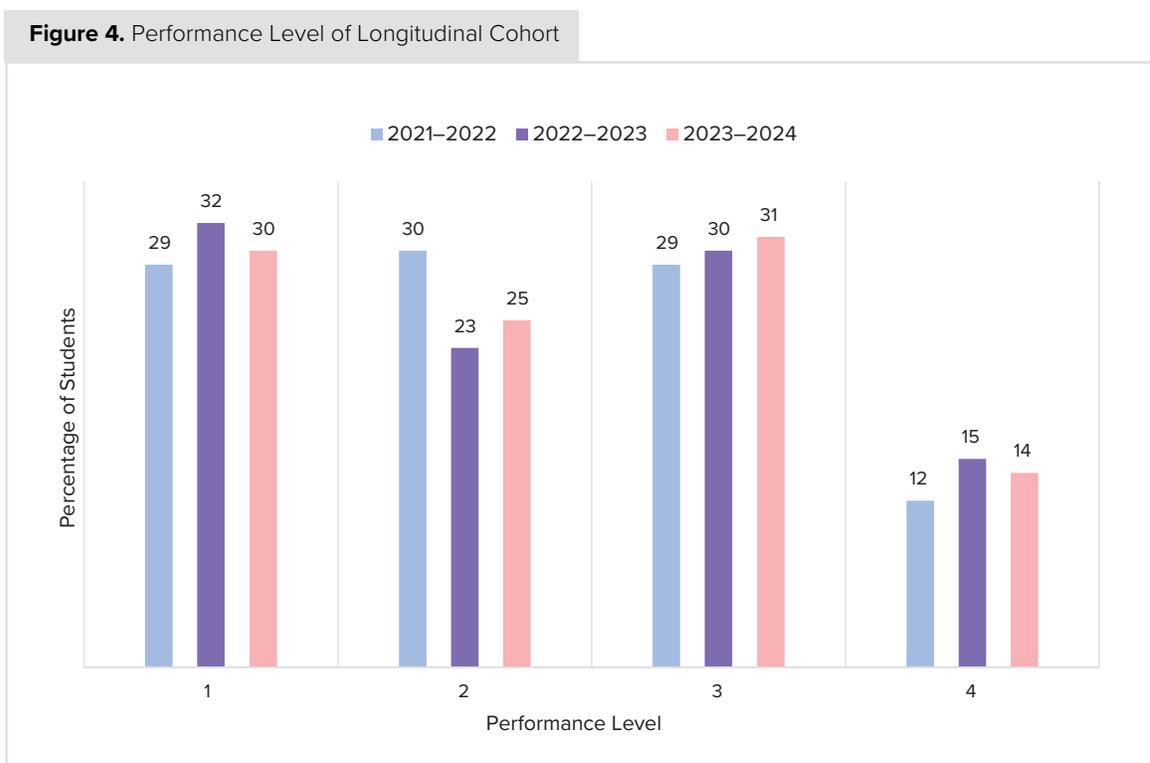
The positive correlations indicated that better performance on Lexile measures (both at the start and end of the school year) and higher AFTS are associated with higher scale score on the state test in English language arts all

three years. Small but positive and significant correlations were also found between scale score and program hours and activities completed in *Achieve3000 Literacy*.

## Longitudinal Analyses

The Efficacy Research team performed additional analyses with a subsample of 384 students who were in Grade 6 in 2021–2022, Grade 7 in 2022–2023, and Grade 8 in 2023–2024. These students had used *Achieve3000 Literacy™* during at least the last two years.

Among this cohort, passing rates increased over time, with 41% passing in 2021–2022, 45% in 2022–2023, and 2023–2024. The number of students in Achievement Levels 3 and 4 increased from 2021–2022 to 2023–2024, while the number of students in Achievement Levels 1 and 2 dropped slightly over the years (Figure 4).



Additionally, students who did not pass the state test in 2022–2023 and passed in 2023–2024 were compared with students who did not pass both years, revealing key differences in program use. As can be seen in Table 7,

students who went on to pass in 2023–2024 had higher usage in all categories, as well as higher AFTS, and they greatly exceeded their expected Lexile growth.

**Table 7. Usage Differences in State Test Passing Performance in Longitudinal Cohort in 2023–2024**

	N	Logins	Hours	Activities	AFTS (%)	Pretest Lexile	Posttest Lexile
<b>No Pass 2022–23; Pass 2023–24</b>	32	61.72	29.58	38.59	76.17	50	100
<b>No Pass 2022–23; No Pass 2023–24</b>	178	44.67	21.36	25.66	67.94	90	70

Lastly, the usage numbers above also reflect greater usage when compared to the overall Grade 8 sample (Table 8).

**Table 8. Overall Grade 8 *Achieve3000 Literacy* Usage in 2023–2024**

Grade	N	Logins	Hours	Activities	AFTS (%)	Pretest Lexile	Posttest Lexile
8	553	45.92	21.30	27.03	72.69	815	895

In general, it appears that this cohort of middle school students increased their state test passing rates in Grade 7 and maintained this level in Grade 8. Students who went from not passing the state test to passing the following year had higher use and better performance in the program than students who did not pass either year.

## Summary

This study examined the performance of students in a small suburban district in the Northeastern United States who used *Achieve3000 Literacy*™ in middle schools across three years. There were mixed findings in terms of students surpassing their expected Lexile growth, but Grade 8 students as a whole, who consistently exceeded their expected growth, had the highest average program usage. In general, better performance on Lexile measures was associated with better state test performance, and students who used the program with high fidelity saw better

scores and were overwhelmingly in the highest achievement levels. Students in the longitudinal cohort who used the program at least the last two years increased their passing rates in Grade 7 and held steady in Grade 8. We examined lower-performing students who did not pass the state test in Grade 7 and passed in Grade 8. We found higher *Achieve3000 Literacy* usage among these students, as well as Lexile growth that far exceeded expected growth compared with their peers who did not pass either year.

## Disclaimer

Class performance can improve due to a number of factors, including the innate ability and prior education of the students participating, as well as differences among teachers and their pedagogies. We believe that, even taking these factors into account, *Achieve3000 Literacy* can contribute to improvements in student outcomes.

To learn more about *Achieve3000 Literacy*, visit

[mheducation.com/A3KLiteracyforall](https://mheducation.com/A3KLiteracyforall)

