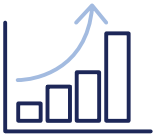
Research and Results
National Lexile® Study

About *Achieve3000 Literacy*™

Achieve3000 Literacy believes literacy is the key to unlocking students' success. Since 2001, we have partnered with schools and districts to accelerate literacy growth for all students in Grades 2–12 with our PRO Solutions. Our solutions help all preschool through adult learners reach their full potential and succeed in a rapidly changing global economy with increasing information demands.

Today, we serve three million academically diverse students, offering tools and resources for literacy instruction powered by:

Equity
Our precisely differentiated content and scaffolds give ALL students access to the same standards-aligned information and ideas so EVERY reader, struggling or advanced, can progress toward college and career success.



Acceleration
Our methodology for "just-right, just-on-time" content-matching enables students to move their Lexile measures up, level by level. Students who use *Achieve3000 Literacy* with recommended frequency and quality can attain up to three times their expected Lexile gains over the course of a single school year.

Depth
We support practices to deepen literacy instruction, both by providing frameworks for teacher-facilitated learning and by pushing students to synthesize and extend their learning through critical thinking and reflection.

Flexibility
We have 18 years of experience partnering with every kind of district, school, and classroom to provide solutions and services that easily integrate within your educational ecosystem.

Proven Results
Independent studies and ongoing analyses demonstrate our core platform's strong positive effects on student outcomes.

Foreward

As founder and chairman of the Successful Practices Network (SPN), a not-for-profit education organization that supports school improvement and transformation, I applaud this year's National Lexile Study and bring these new findings to the attention of all stakeholders interested in moving the needle on literacy skills development. Increasing literacy is of vital interest not only to educators across disciplines and credential levels, but also to other stakeholders, including: those who support health and quality of life; those who understand the transformative power of early success in reading; those seeking a workforce able to adapt and respond to complicated and often evolving workplace challenges; those concerned about GDP and the economy; and those who strive to equip our young people with the literacy and applied literacy skills that will be needed to handle future challenges.

There is a gap between the skills students acquire through formal education and those required in the workplace. How big this skills gap is and whose responsibility it is to close the gap (parents, schools, employers, or employees) can be debated, but never is it argued that schools should not give students the best chance to thrive by equipping them, and equipping them early, with literacy skills. Literacy—chiefly reading, writing, language, speaking, and listening—is fundamental to all learning, and the earlier and more firmly it is strengthened, the better. The data in this year's National Lexile Study shows how an early, differentiated approach to literacy skills acquisition and assessment can have tremendous impact on literacy measures, targeted interventions, and ultimately student success.

Beyond just increasing literacy skills, improved literacy development also plays a big part in increasing student engagement in learning as well as emotional and intellectual resilience. Last year, SPN partnered with the National Dropout Prevention Center (NDPC) to increase our resources and capacity to provide evidence-based materials and customized technical assistance for practitioners, administrators, and policymakers. Several strategies have been identified by NDPC's research as having a positive impact on school dropout rates, which may manifest as physically dropping out of middle or high school, but nearly always begins much earlier with intellectual or emotional disconnection from learning:

- Early literacy development is a critical strategy for student engagement, confidence, and later skills building.
- Lexile norming allows literacy development to be practiced systemically across grade levels and subject matter. This is the systemic approach that is so important for unifying and transforming a school system.
- A differentiated approach boosts each student's sense of accomplishment as well as autonomy—two keys to overcoming a sense of failure, and two important resiliency factors leading to improved student outcomes and improved school climate.

- Engaging digital delivery systems capitalize on current technology and active learning, two strategies especially effective with students struggling academically or emotionally.
- Appealing to students with possibly limited interests and unbalanced skill levels yet raising all literacy levels is an example of effective individualized instruction.
- Tying literacy to job preparation and future careers is yet another way to engage sometimes struggling students through career and technical education.

On that latter note, SPN is deeply involved in improving career and technical education efforts, looking especially at the academics, technology, and skills needed for today's workforce. Our school systems must do a better job preparing our young people for future careers. Increasing literacy skills is a crucial first step.

Literacy levels are everyone's concern. Adults with lower literacy levels are many times more likely to be receiving public financial aid. Low literacy skills also translate to low wages. Even controlling for education and other personal characteristics, those who have difficulty working with and filling out forms, such as job applications, are at a higher risk for being low-wage employees. Health sector research also points to lower quality of life and increased health issues for the less literate.

Efforts to analyze, provide transparency, and work to improve systems and products through feedback, year-to-year data analyses, and sharing of findings serve to benefit all districts and schools. Comprehensive reports such as this National Lexile Study provide effectiveness data that school systems can use to help them meet their own needs.

Bill Daggett, Ed.D.

Founder and Chairman of the Successful Practices Network

https://spnetwork.org/

NUMBER OF SCHOOLS
6,142

NUMBER OF STUDENTS
1,208,884

50 STATES
(plus Washington, D.C. and five U.S. territories)

NUMBER OF DISTRICTS
1,271

NUMBER OF LOGINS
86,417,486

65% OF STUDENTS LOG IN AFTER SCHOOL

OVER 65 MILLION ACTIVITIES!

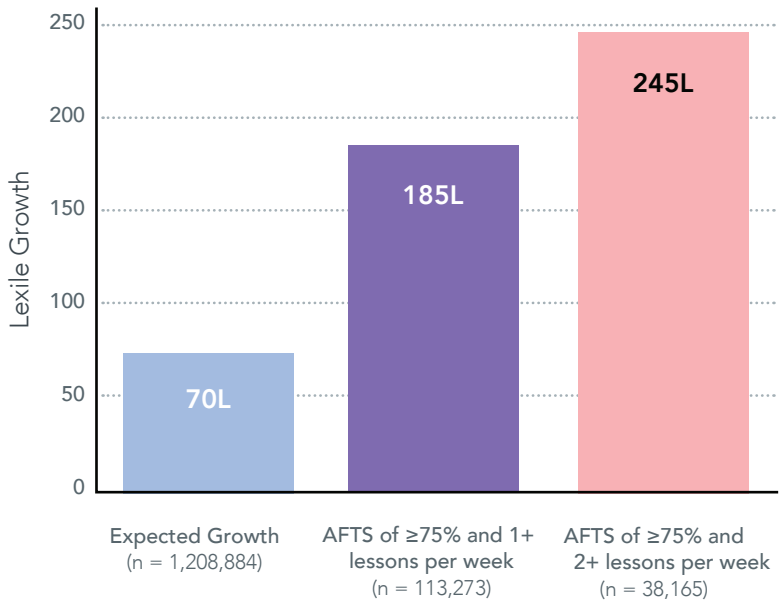
Introduction

The innovative technology within *Achieve3000 Literacy*™ makes blended learning a reality, extending teachers' reach in school while 24/7 access empowers students to work independently anytime, anywhere, online and offline. *Achieve3000 Literacy* drives decision-making for improved instruction and accelerated gains by making critical data available through real-time online analyses, comprehensive customer reports, and the powerful Leadership Edition. This National Lexile Study demonstrates how students engaging with the *Achieve3000 Literacy* platform truly benefit from their time and effort, often increasing their reading gains beyond what is expected in a single instructional year.

Achieve3000 Literacy's PRO solutions examined in this study—KidBiz3000® (Grades 2–5), TeenBiz3000® (Grades 6–8), and Empower3000™ (Grades 9–12)—use a patented methodology that enables the same grade-appropriate lessons to be delivered to an entire class while simultaneously tailoring vocabulary and length to each student's Lexile reading level. These solutions have been proven to accelerate reading comprehension, fluency, writing proficiency, and vocabulary development.

The following report summarizes the findings for *Achieve3000 Literacy* student Lexile growth and progress towards being on track for college and career readiness over the course of the 2017–2018 school year.

LEXILE GROWTH FOR STUDENTS USING THE *ACHIEVE3000 LITERACY* PLATFORM WITH HIGH QUANTITY AND QUALITY OF PRACTICE



Students see nearly 3.5 times their expected Lexile growth when completing two or more lessons with an average first-try score (AFTS) of ≥75% each week (highest quantity and quality of practice).

Students see more than 2.5 times their expected Lexile growth when completing >1 and <2 lessons with an AFTS of ≥75% each week (high quantity and quality of practice).

Note: Average actual Lexile growth for Highest and High Quantity and Quality of practice groups combined (n = 151,438 with 40+ activities and 75% AFTS) was 200L, greater than the expected growth of 70L, and that difference was statistically significant, $t = 644.13$, $p < 0.001$.

Key Findings

Higher Than Expected Growth

At every grade level, *Achieve3000 Literacy*™ students obtained higher than expected Lexile growth. On average, students gained 100L, which was 30L higher than their expected growth of 70L. (See page 12.)

Fidelity of Use

Students using the program with Highest Quantity, High Quality demonstrated nearly 3.5 times their expected Lexile growth, while students using the program with High Quantity, High Quality demonstrated 2.5 times their expected Lexile growth. (See chart above.)

Increase in College and Career Readiness (CCR)

The percentage of students who were On Track (Meets or Exceeds) increased from 17% to 28% over the course of the school year. Overall, 28% of students improved a college and career readiness performance level. (See page 13.)

Gains for English Learners

Students classified as English learners using *Achieve3000 Literacy* with Highest Quantity, High Quality realized three times their expected growth, with an average gain of 275L. (See page 27.)

Methodology

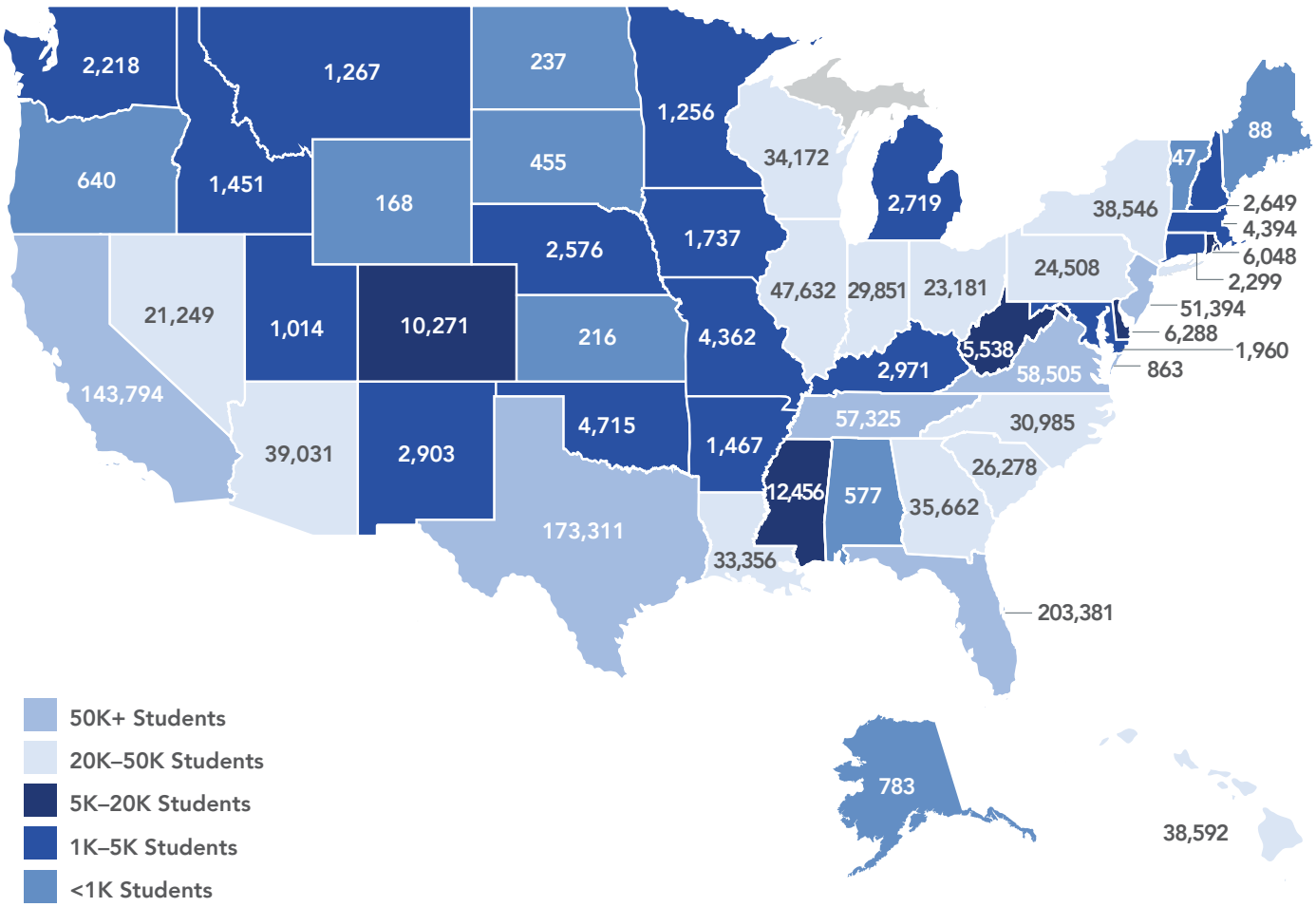
Sample

The sample in this report includes 1,208,884 *Achieve3000 Literacy*™ students who were enrolled in Grades 2–12 during the 2017–2018 school year. The data in this report includes English-only program usage and performance data. The final sample includes students from all 50 states, Washington, D.C., and five U.S. territories. (See chart below.)

Students were included in the analytic sample if they met the following criteria:

- Had a pre-test LevelSet Lexile measure (from beginning of school year)
- Had an end-of-year Lexile measure (from either a post-test LevelSet or automatic monthly adjustment by the *Achieve3000 Literacy* system)
- Had at least 150 days between the pre-test LevelSet Lexile measure and the end-of-year Lexile measure
- Completed one or more multiple-choice activities
- Were associated to only one school
- Did not receive any manual adjustments
- Did not use the *Achieve3000 Literacy* Intensive (summer program) during May or June 2018

Chart: Number of students by state

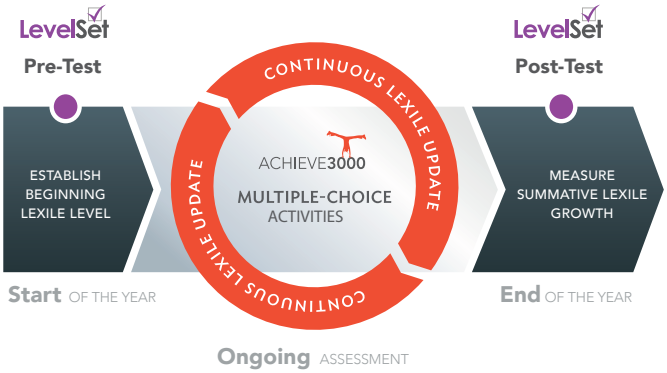


The Lexile Framework and the Power of Levelset

Developed by MetaMetrics®, the Lexile Framework for Reading is the result of more than 20 years of research and is the most widely adopted reading measure in use today. The Lexile Framework is a scientific approach to reading and text measurement. A key advantage of the Lexile Framework is that it measures both text complexity and reader ability using the same scale. This means that the ability to comprehend and the material being comprehended are evaluated using the same criteria.

LevelSet measures reading comprehension of nonfiction text in English and Spanish. Developed by *Achieve3000 Literacy*™ in conjunction with MetaMetrics, the LevelSet assessment identifies each student's Lexile measure and is a reliable means of matching student reading levels to informational text. The LevelSet assessment is administered twice a year—a pre-test at the beginning of the school year and a post-test at the end of the school year—to measure student progress and provide a benchmark measurement of student growth.

Based on performance on a pre-test LevelSet, a student is placed into their "just-right" reading level in the *Achieve3000 Literacy* system. *Achieve3000 Literacy* uses a Bayesian scoring algorithm, also developed by MetaMetrics, to provide continually updated measures that reflect the students' progress in reading development. As students read and respond to nonfiction text during the 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.



Implementation Descriptors

Each of the lessons in *Achieve3000 Literacy's* PRO solutions include the **Five-Step Literacy Routine**. Students must finish the activity (an embedded assessment) in Step 3 to complete the lesson. Throughout this study, we will examine both students' performance on (quality) as well as the number of (quantity) lessons/activities completed.

Step 1
Before Reading Poll

Step 2
Article

Step 3
Multiple-Choice Activity

Step 4
After Reading Poll

Step 5
Thought Question

How *Achieve3000 Literacy*™ Measures Lexile Growth and College and Career Readiness

Achieve3000 Literacy reports both actual and expected Lexile growth. Expected growth is based on MetaMetrics' proprietary formula, which takes into account the student's initial Lexile measure and the length of time from the student's beginning-of-year measure to the end-of-year measure. Actual growth is calculated by subtracting the student's beginning-of-year Lexile measure from her end-of-year Lexile measure.

Achieve3000 Literacy uses four proficiency ranges in each grade (see chart below) to identify each learner's level of college and career readiness (MetaMetrics, Inc. & *Achieve3000*, Inc., 2016). Students who are in the two "Not on Track" categories are not meeting the college and career readiness targets for their grade level and are not expected to reach the 1300L level by the end of high school without significant intervention and acceleration. Students in the two "On Track" categories are meeting grade-level targets and can be expected to read at or above 1300L by the time they graduate as long as they continue to achieve expected or greater growth every year.

Chart: *Achieve3000 Literacy* college and career readiness proficiency ranges

COLLEGE AND CAREER READINESS PROFICIENCY RANGES				
	Not On Track		On Track	
Grade	Falls Far Below	Approaches	Meets	Exceeds
1	BR115 and Below	BR110–185L	190L—530L	535L and Above
2	150L and Below	155L—415L	420L—650L	655L and Above
3	265L and Below	270L—515L	520L—820L	825L and Above
4	385L and Below	390L—735L	740L—940L	945L and Above
5	500L and Below	505L—825L	830L—1010L	1015L and Above
6	555L and Below	560L—920L	925L—1070L	1075L and Above
7	625L and Below	630L—965L	970L—1120L	1125L and Above
8	660L and Below	665L—1005L	1010L—1185L	1190L and Above
9	775L and Below	780L—1045L	1050L—1260L	1265L and Above
10	830L and Below	835L—1075L	1080L—1335L	1340L and Above
11–12	950L and Below	955L—1180L	1185L—1385L	1390L and Above

SOURCE: Metametrics

It's useful to think of college and career readiness as a journey. Since expectations have shifted toward a more rigorous outcome, it is critical to understand that, for many students, it will take two or three years to reach college and career readiness reading levels.

Reporting Groups

Achieve3000 Literacy™ disaggregated the data for students into reporting groups based on available information. Below is a description of each reporting group.

School Level: Students were grouped by school level based on their grade. Students in Grades 2–5 are considered to be elementary school students, students in Grades 6–8 are considered to be middle school students, and students in Grades 9–12 are considered to be high school students.

Struggling Readers: In order to disaggregate results for students who were struggling readers, *Achieve3000 Literacy* examined the fall percentiles based on pre-test LevelSet measures. Students who were performing at or below the 35th percentile based on their fall pre-test LevelSet Lexile measure were included in the analysis of struggling readers. Percentiles were derived from MetaMetrics' cross-sectional grade-level norms.

Advanced Readers: In order to disaggregate results for students who were advanced readers, *Achieve3000 Literacy* examined the fall percentiles based on pre-test LevelSet measures. Students who were performing at or above the 75th percentile based on their fall pre-test LevelSet Lexile measure were included in the analysis of advanced readers. Percentiles were derived from MetaMetrics' cross-sectional grade-level norms.

Scaffolds: *Achieve3000 Literacy* supports students of varying learning profiles by providing three types of scaffolding: intervention, language, and enrichment. Results were disaggregated for students who met the general sample inclusion criteria and had a scaffold turned on at any point during the school year. Note that students could have more than one scaffold turned on throughout the school year and, as such, a small percentage of students may be included in more than one of the scaffold subanalyses.

Demographic Date: *Achieve3000 Literacy* analyzed the results for two specific populations: English learners (EL) and students receiving special education services (SPED). Students were identified as EL or as SPED based on categorical information that school or district personnel uploaded into the *Achieve3000 Literacy* system. While it is not required for school or district personnel to upload demographic information, many users choose to do so to inform reporting. Given that demographic information is not a requirement, results for EL and SPED students should be interpreted with caution, as these reporting groups may be under-representative and therefore not highly generalizable.

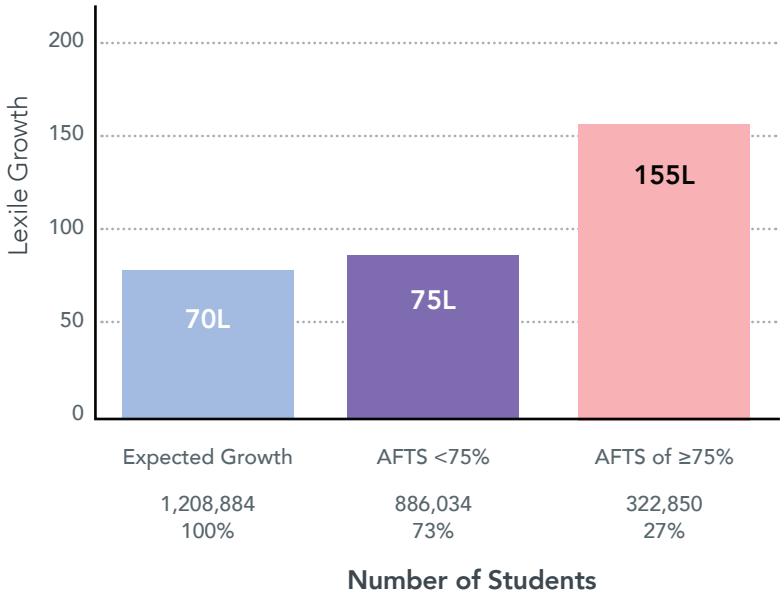
The Relevance of Quantity and Quality When Assessing Impact

This study focuses its examination of students' Lexile growth on implementation models with a minimum level of quantity and quality of use. Each of *Achieve3000 Literacy's* lessons include an embedded assessment within Step 3 of the Five-Step Literacy Routine. *Achieve3000 Literacy* defines quantity and quality of use according to the number of activities they complete over the course of the school year, and the average first-try score (AFTS) students receive on their assessments. (See chart below.)

Implementation Category	Description
Highest Quantity, High Quality	AFTS greater than or equal to 75% and on track to complete 80 lessons in a year (2+ activities per week)
High Quantity, High Quality	AFTS greater than or equal to 75% and on track to complete 40–79 lessons in a year (1+ activities per week)
Highest Quantity, Lower Quality	AFTS less than 75% and on track to complete 80 lessons in a year (2+ activities per week)
High Quantity, Lower Quality	AFTS less than 75% and on track to complete 40–79 lessons in a year (1+ activities per week)

This study focuses on the results gained from the first two implementation categories, which include the high-quality measure of a 75% AFTS. The AFTS not only assesses a student's ability, but their level of engagement with the lessons. Because the texts are leveled to their individual reading level, 75% is a reasonable expectation for student performance.

LEXILE GROWTH RELATED TO QUALITY OF PROGRAM USAGE



Key Findings Measures

Students with high quality usage (AFTS ≥75%) experienced more than two times their expected growth. Regardless of how many lessons or activities students completed, if they were engaged, they exceeded their expected growth by 85L.

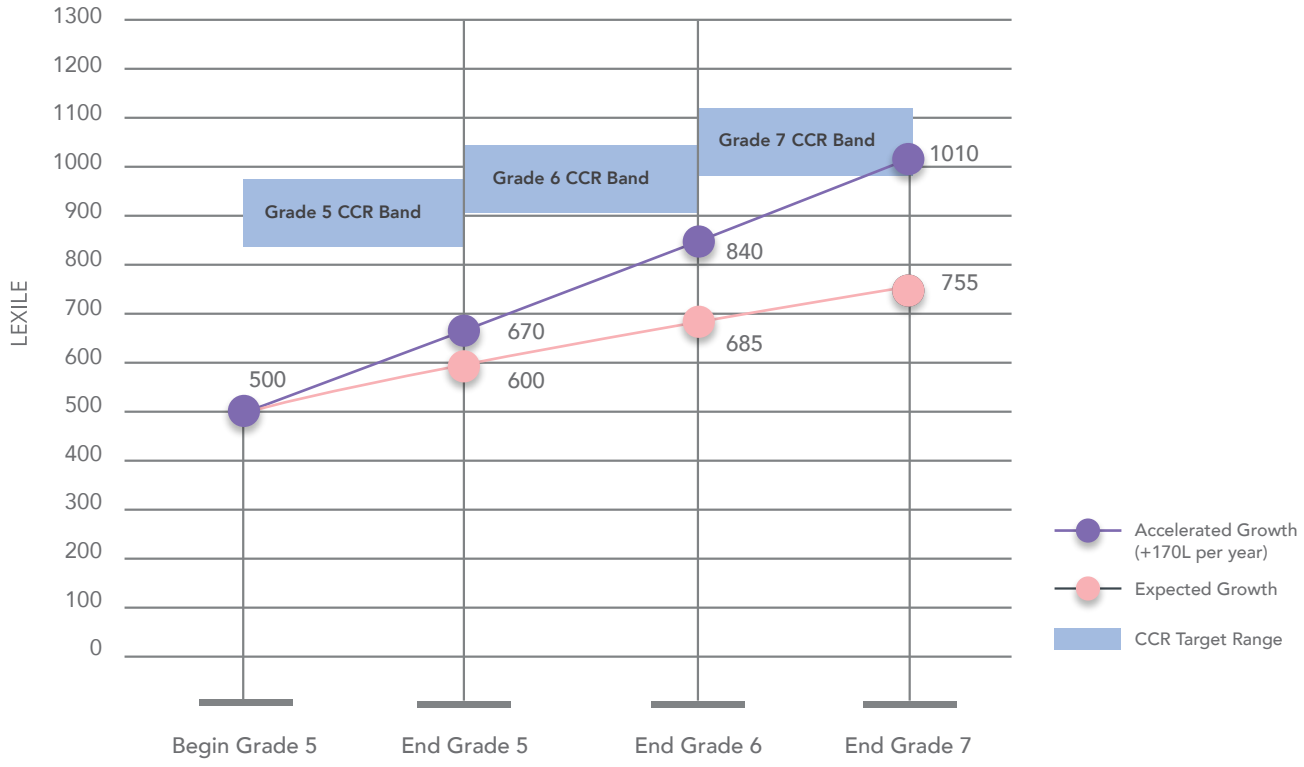
Analytic Method

Achieve3000 Literacy™ researchers first completed a descriptive analysis of the student sample and then ran two tailed t-tests to determine the statistical significance of the differences in mean Lexile measures between the fall LevelSet pre-test and their final Lexile measure in the spring, or between actual and expected Lexile growth. Statistical significance is defined as a p-value of less than .05, indicating a 95% level of confidence for the results found.

A Note About Accelerated Growth

You will notice that each chart in this report is accompanied by a call-out defining the rate of accelerated growth experienced by students with high quantity and quality of practice. *Achieve3000 Literacy* is especially committed to making this level of literacy growth accessible to more students, especially below grade-level readers. When we consider shifts in Lexile growth, it is important to remember that students who are performing below grade-level often need to double or triple their expected growth over the course of two to three years in order to achieve college and career readiness by high school graduation. For example, a fifth grader who is reading two years below grade level would need to grow 70L beyond what's expected in year one, 155L in year two, and 255L in year three in order to meet expectations for college and career readiness by the end of Grade 7. The slope to catch up grows steeper and higher each year the student does not get on track for college and career readiness. (See chart below.)

GROWTH TRAJECTORIES FOR A GRADE 5 STUDENT READING TWO YEARS BELOW GRADE LEVEL

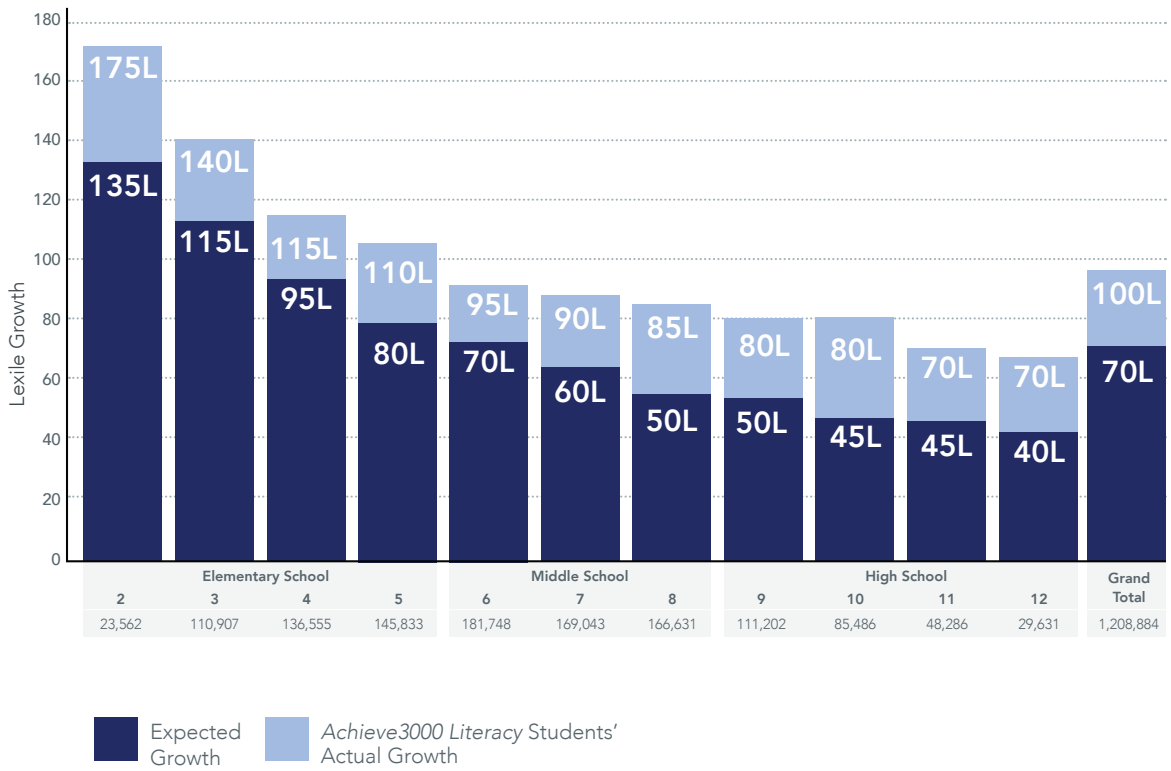


Growth Above Expected

Achieve3000 Literacy's™ PRO increases student performance across all grade levels.

On average, PRO users across all grade levels made gains in Lexile reading performance over and above the growth expected with typical instruction.

ACTUAL VS. EXPECTED LEXILE GROWTH BY GRADE

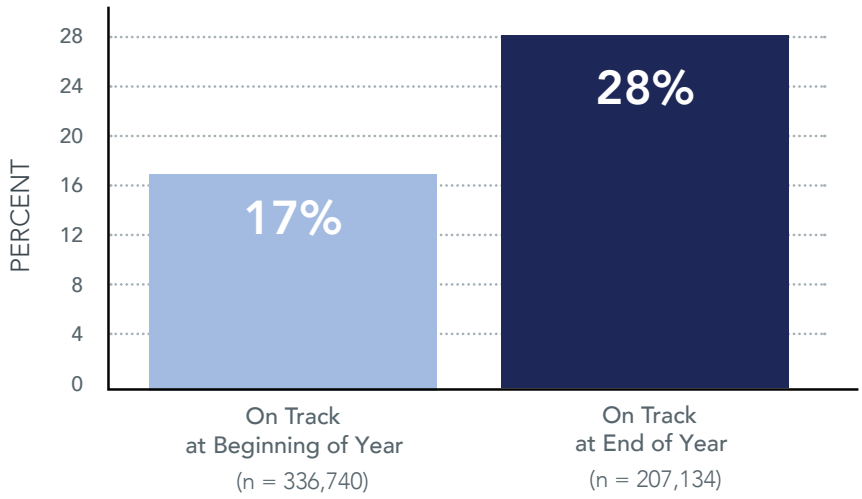


Note: The average actual Lexile growth for *Achieve3000 Literacy* users at all grades combined was 100L, greater than the expected growth of 70L, and that difference was statistically significant, $t = 334.32$, $p < 0.001$.

College and Career Readiness

The College and Career Readiness Report supports the current emphasis on post-secondary education, workforce readiness, and the increased rigor required by new state standards by showing students' readiness based on their current Lexile reading levels. Research demonstrates that giving teachers and administrators access to relevant student data allows them to be more targeted in their instruction and translates to better student performance on high-stakes tests. After reviewing the College and Career Readiness Report, educators can maximize differentiated instruction within *Achieve3000 Literacy*™ by offering students the targeted intervention they need to be successful.

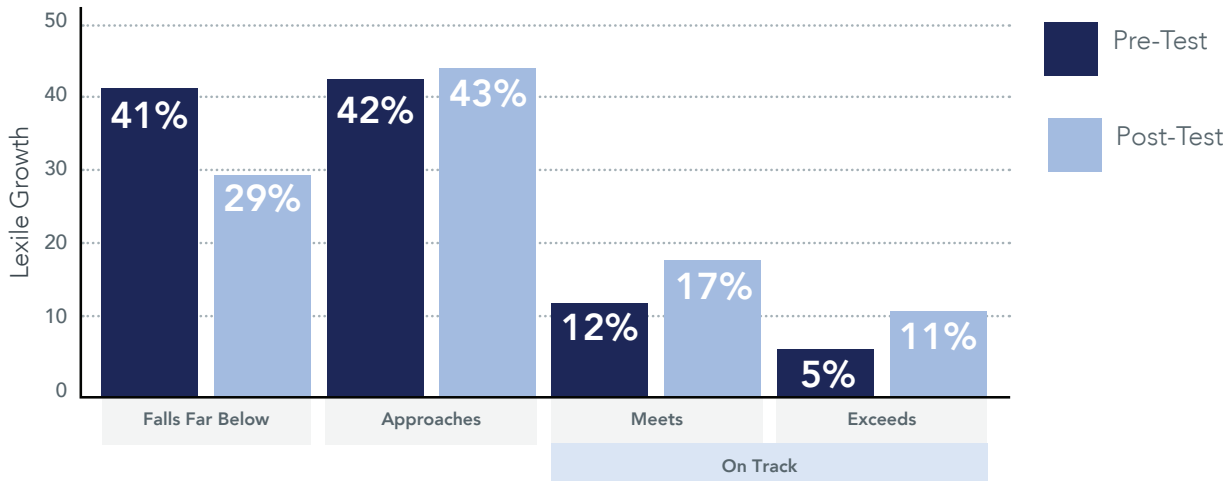
Growth in College and Career Readiness



Overall, the percentage of students who were On Track increased from fall to spring (17% to 28%), while the percentage of students who were Not On Track decreased (83% to 72%). There was a 63% increase in the percentage of students who were On Track by spring, with over 129,606 more students reaching these benchmarks by the end of the year.

Note: Students' initial CCR is based on their pre-test LevelSet. Students' ending CCR is based on their post-test LevelSet or auto-adjustment.

Movement in College and Career Readiness



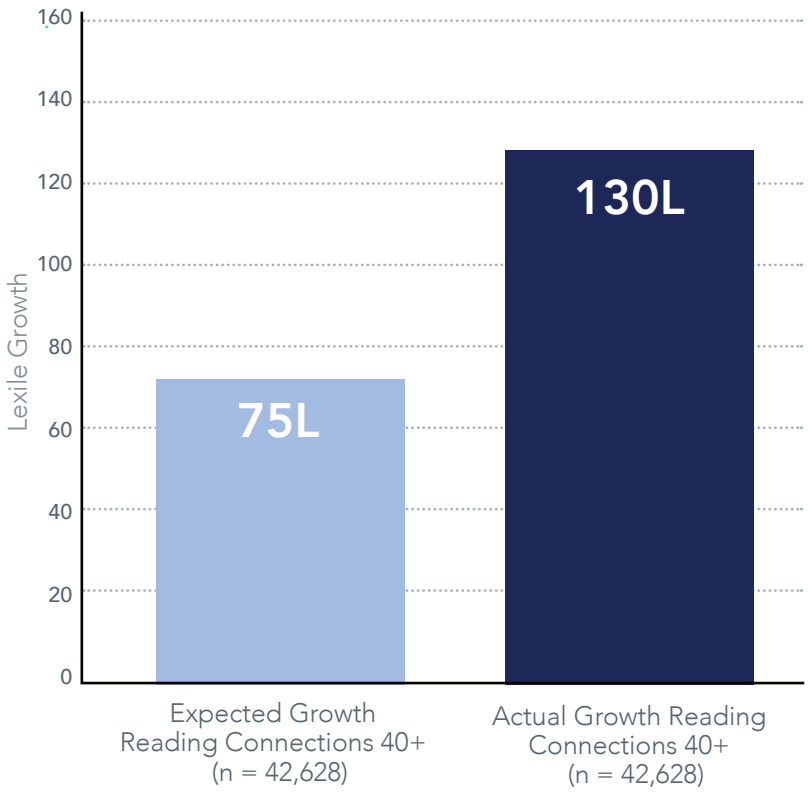
Note: The percentage of students who were On Track at the end of the year was greater than the percentage who were On Track at the beginning of the year, and this difference is statistically significant, $t = 366.97$, $p < 0.001$.

Instructional Practices Matter

Reading Connections

Reading Connections help develop students' close-reading skills, comprehension, and citation of evidence from the text by enabling students to make digital annotations as they read. A student selects the text they'd like to highlight as they read. When they finish the article, all of the highlighted text is copied into a new window so that it is easily accessible when they move on to the writing exercise.

LEXILE GROWTH RELATED TO READING CONNECTIONS



Students who completed 40 or more Reading Connections during the course of the year exceeded the expected Lexile growth of the sample by 55L, on average—more than 1.5 times the expected reading growth.

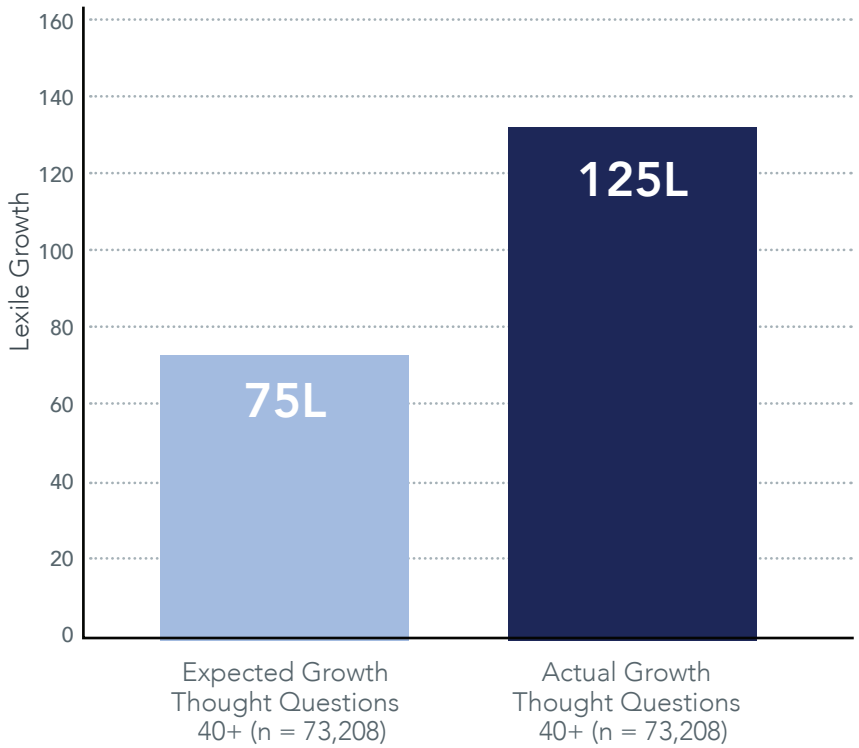
Note: Students who completed at least 40 Reading Connections had an average actual Lexile growth (130L) that was greater than their expected growth (75L), and this difference is statistically significant, $t = 95.69$, $p < 0.001$.

The Reading-Writing Connection

Thought Questions

The Thought Question is the fifth step in the Five-Step Literacy Routine and purposefully engages students in a formal writing process that allows them to cite evidence from the text when expressing their own thoughts and opinions in writing assignments. Emphasis is placed on persuasive or argumentative writing with prompts that encourage the use of academic vocabulary to reinforce and assess students' learning in the content-area courses.

LEXILE GROWTH RELATED TO THOUGHT QUESTIONS

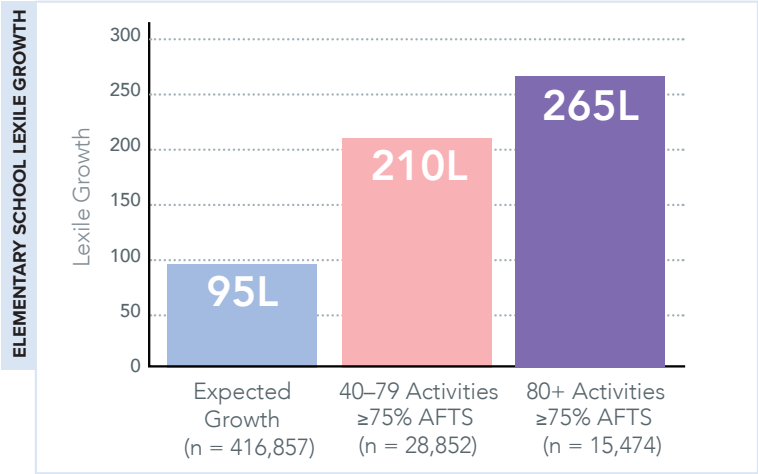


Students who completed 40 or more Thought Questions during the course of the year exceeded their expected Lexile growth by 50L, on average—more than 1.5 times the expected reading growth.

Note: Students who completed at least 40 Thought Questions had an average actual Lexile growth (125L) that was greater than their expected growth (75L), and this difference is statistically significant, $t = 102.03$, $p < 0.001$.

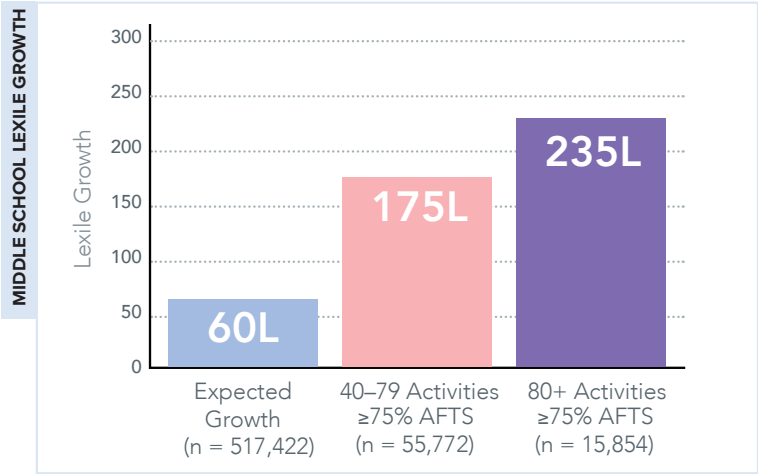
Results by School Level

At all school levels (elementary school, middle school, and high school), students using *Achieve3000 Literacy*™ with High Quantity and Quality of Practice exceeded their expected growth.



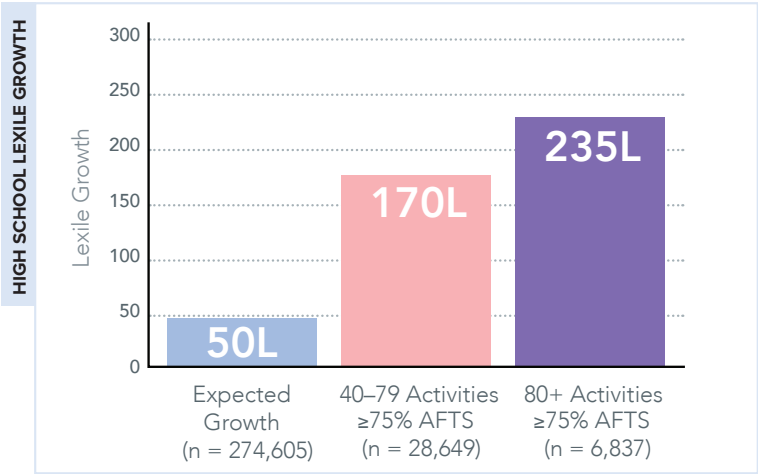
HIGHEST QUANTITY, HIGH QUALITY:
Elementary school students exceeded the expected growth of the sample by 170L—more than 2.5 times the expected reading growth.

HIGH QUANTITY, HIGH QUALITY:
Elementary school students exceeded the expected growth of the sample by 115L—more than two times the expected reading growth.



HIGHEST QUANTITY, HIGH QUALITY:
Middle school students exceeded the expected growth of the sample by 175L—nearly four times the expected reading growth.

HIGH QUANTITY, HIGH QUALITY:
Middle school students exceeded the expected growth of the sample by 115L—nearly three times the expected reading growth.



HIGHEST QUANTITY, HIGH QUALITY:
High school students exceeded the expected growth of the sample by 185L—nearly five times the expected reading growth.

HIGH QUANTITY, HIGH QUALITY:
High school students exceeded the expected growth of the sample by 120L—more than 3.5 times the expected reading growth.

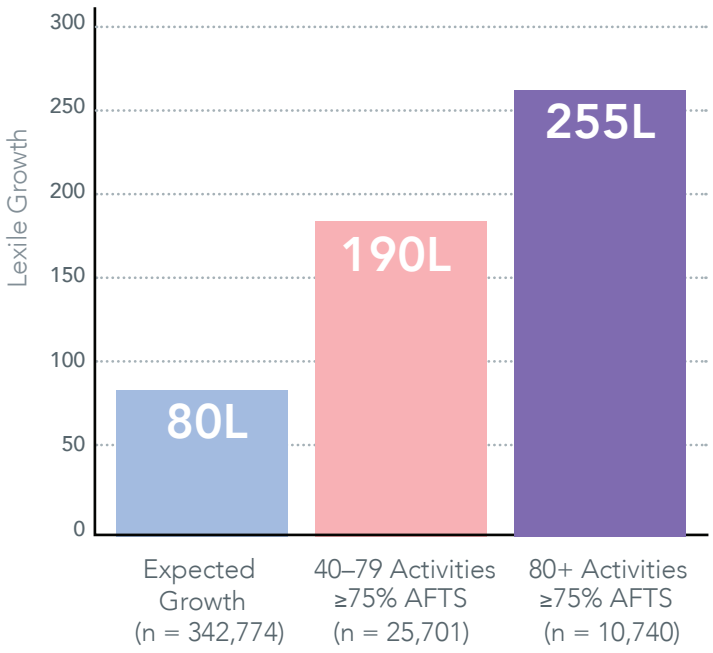
Results by Scaffold

With its foundational belief in providing equity for all, *Achieve3000 Literacy*™ supports students of varying learning profiles by providing three types of embedded scaffolding: intervention, language, and enrichment. In this study, results were disaggregated for students who met the general sample inclusion criteria and had a scaffold turned on at any point during the school year. Note that students could have more than one scaffold turned on throughout the school year and, as such, a small percentage of students may be included in more than one of the scaffold subanalyses.

Intervention Scaffold

Students in need of intervention benefit from a literacy routine that bridges their gaps in knowledge and skills even while accelerating their literacy gains. The data below highlights the Lexile growth for students who have been designated to receive extra scaffolding and intervention supports. When the intervention scaffold is turned on, students will see sentence frames, paragraph frames, audio supports, digital highlighting, and numbered steps in the / Five-Step Literacy Routine.

LEXILE GROWTH FOR STUDENTS WITH HIGH QUANTITY AND QUALITY OF PRACTICE

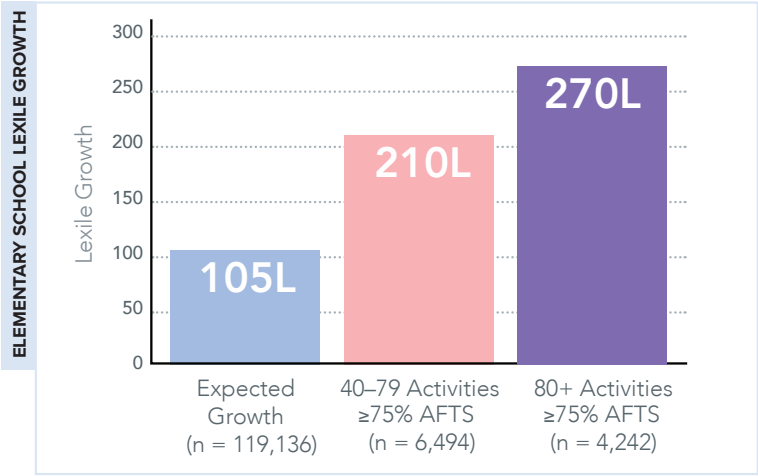


HIGHEST QUANTITY, HIGH QUALITY:
Intervention students exceeded the expected growth of the sample by 175L—more than three times the expected reading growth.

HIGH QUANTITY, HIGH QUALITY:
Intervention students exceeded expected growth by 110L—nearly 2.5 times the expected reading growth.

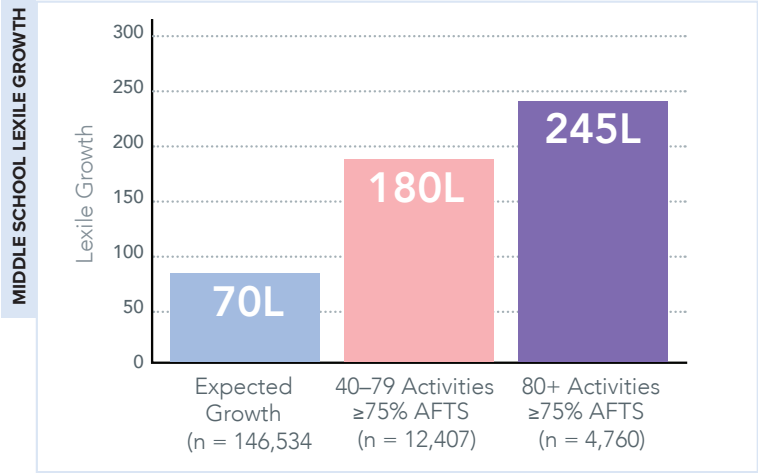
Note: Among students using the intervention scaffold, the average actual Lexile growth for Highest Quantity and High Quality groups combined (n = 36,441 with 40+ activities and 75% AFTS) was 210L, greater than the expected growth of 55L, and that difference was statistically significant, $t = 262.89$, $p < 0.001$.

Intervention Scaffold Results by School Level



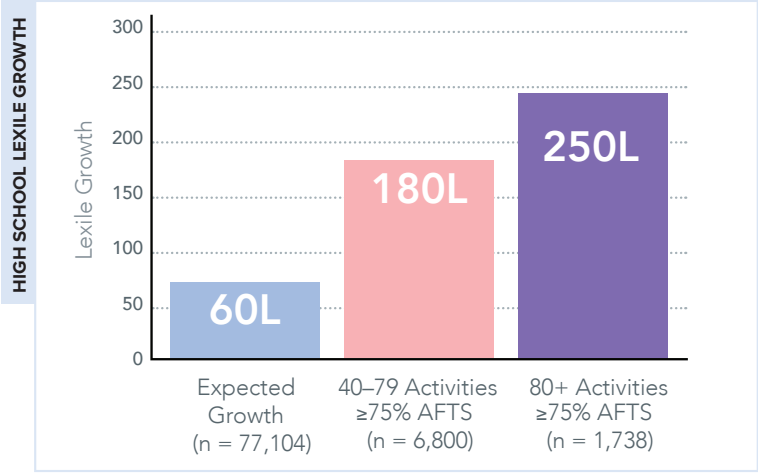
HIGHEST QUANTITY, HIGH QUALITY:
Elementary school intervention students exceeded the expected growth of the sample by 165L—more than 2.5 times the expected reading growth.

HIGH QUANTITY, HIGH QUALITY:
Elementary school intervention students exceeded the expected growth of the sample by 105L—two times the expected reading growth.



HIGHEST QUANTITY, HIGH QUALITY:
Middle school intervention students exceeded the expected growth of the sample by 175L—more than three times the expected reading growth.

HIGH QUANTITY, HIGH QUALITY:
Middle school intervention students exceeded the expected growth of the sample by 110L—more than 2.5 times the expected reading growth.



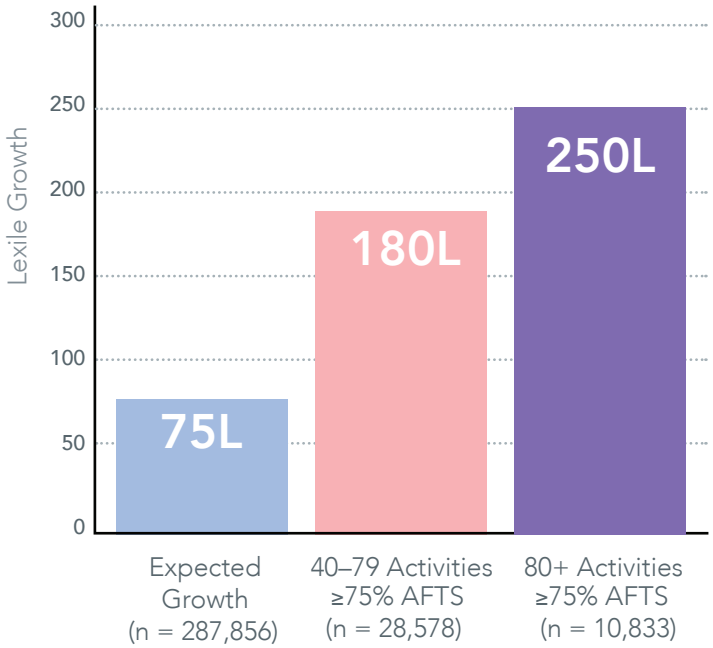
HIGHEST QUANTITY, HIGH QUALITY:
High school intervention students exceeded the expected growth of the sample by 190L—more than four times the expected reading growth.

HIGH QUANTITY, HIGH QUALITY:
High school intervention students exceeded the expected growth of the sample by 120L—more than three times the expected reading growth.

Results by Language Scaffold

English learners benefit from a literacy routine that builds their academic language and English proficiency while simultaneously accelerating their literacy gains. The data below highlights the Lexile growth for students who have been designated to receive language supports. When the language scaffold is turned on, students have access to a dual-language dictionary, visual vocabulary, sentence frames, paragraph frames, audio supports, digital highlighting, and the numbered steps in the Five-Step Literacy Routine.

LEXILE GROWTH FOR STUDENTS WITH HIGH QUANTITY AND QUALITY OF PRACTICE

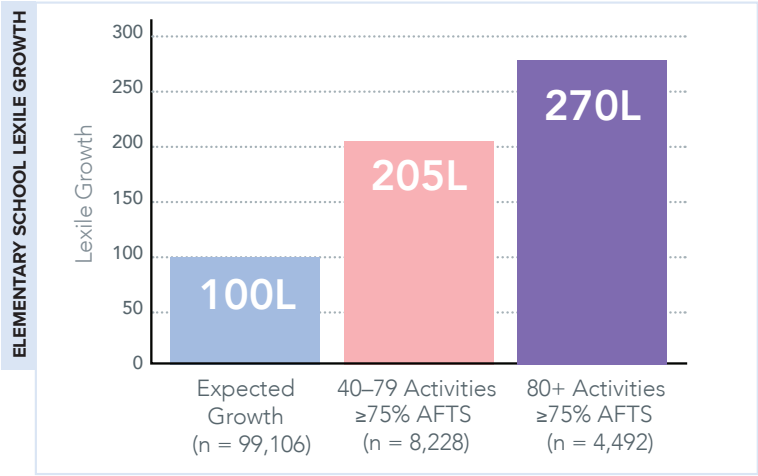


HIGHEST QUANTITY, HIGH QUALITY:
Students exceeded the expected growth of the sample by 175L—nearly 3.5 times the expected reading growth.

HIGH QUANTITY, HIGH QUALITY:
Students exceeded the expected growth of the sample by 105L—nearly 2.5 times the expected reading growth.

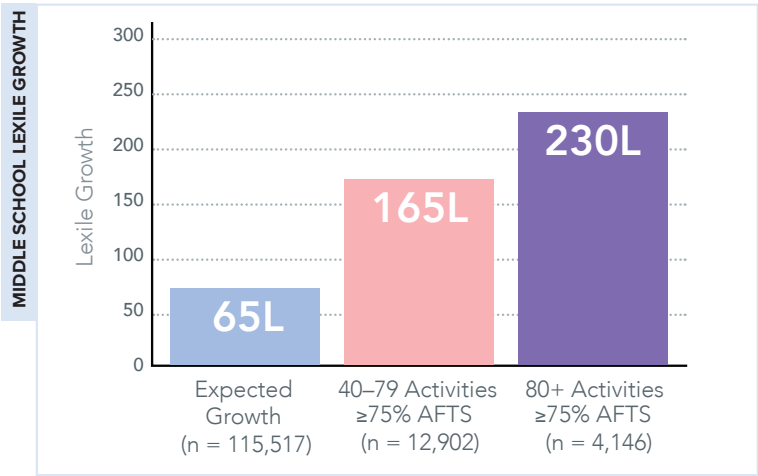
Note: Among students using the language scaffold, the average actual Lexile growth for Highest Quantity and High Quality groups combined (n = 39,411 with 40+ activities and 75% AFTS) was 200L, greater than the expected growth of 50L, and that difference was statistically significant, $t = 277.59$, $p < 0.001$.

Language Scaffold Results by School Level



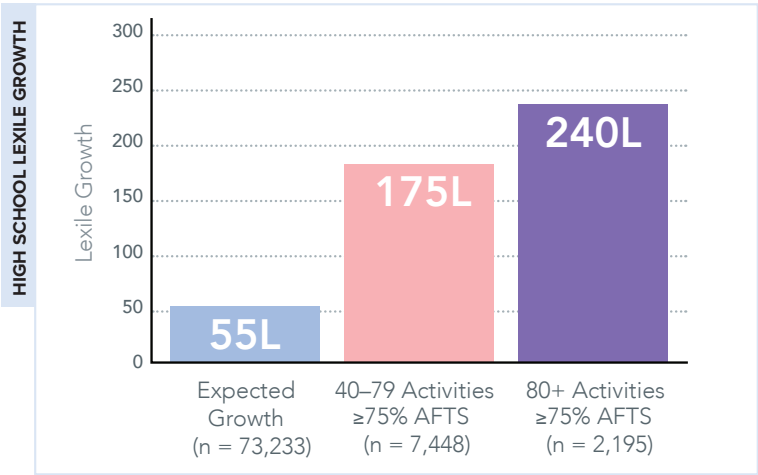
HIGHEST QUANTITY, HIGH QUALITY:
Elementary school students exceeded the expected growth of the sample by 170L—more than 2.5 times the expected reading growth.

HIGH QUANTITY, HIGH QUALITY:
Elementary school students exceeded the expected growth of the sample by 105L—more than two times the expected reading growth.



HIGHEST QUANTITY, HIGH QUALITY:
Middle school students exceeded the expected growth of the sample by 165L—more than 3.5 times the expected reading growth.

HIGH QUANTITY, HIGH QUALITY:
Middle school students exceeded the expected growth of the sample by 100L—more than 2.5 times the expected reading growth.



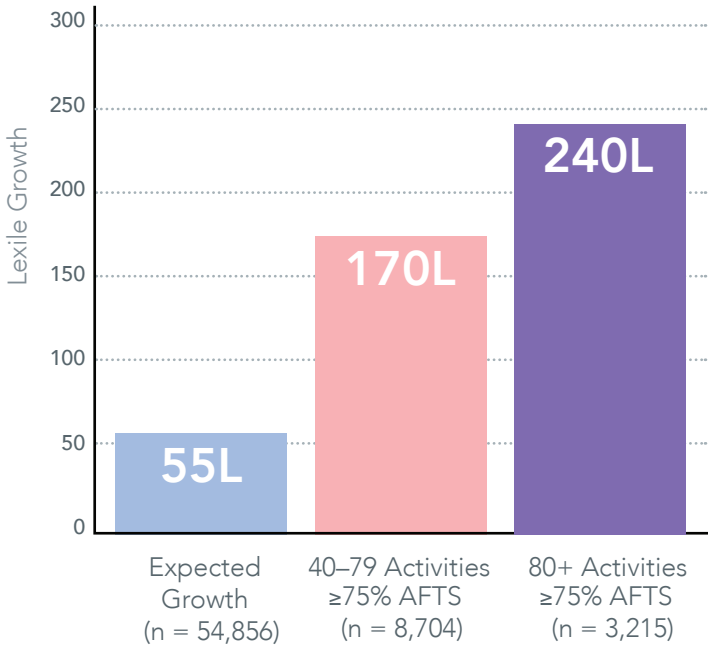
HIGHEST QUANTITY, HIGH QUALITY:
High school students exceeded the expected growth of the sample by 185L—nearly 4.5 times the expected reading growth.

HIGH QUANTITY, HIGH QUALITY:
High school students exceeded the expected growth of the sample by 120L—more than three times the expected reading growth.

Results by Enrichment Scaffold

Advanced and gifted students benefit from a literacy routine that builds reading strategies and close reading techniques even while further accelerating their literacy gains. The data below highlights the Lexile growth for students who have been designated to receive enrichment supports. When the enrichment scaffold is turned on, students have access to advanced grade-appropriate materials that meet the needs of high-ability learners to promote higher-order thinking skills, related links to other online content, and extension readings and activities.

LEXILE GROWTH FOR STUDENTS WITH HIGH QUANTITY AND QUALITY OF PRACTICE

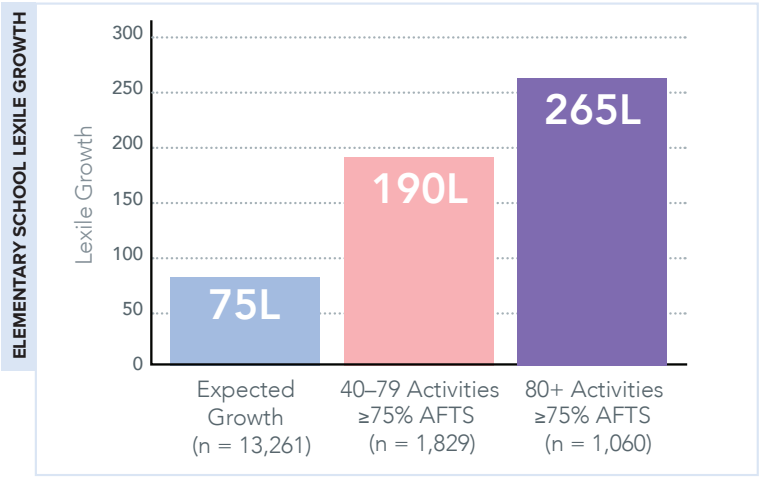


HIGHEST QUANTITY, HIGH QUALITY:
Students exceeded the expected growth of the sample by 185L—nearly 4.5 times the expected reading growth.

HIGH QUANTITY, HIGH QUALITY:
Students exceeded the expected growth of the sample by 115L—more than three times the expected reading growth.

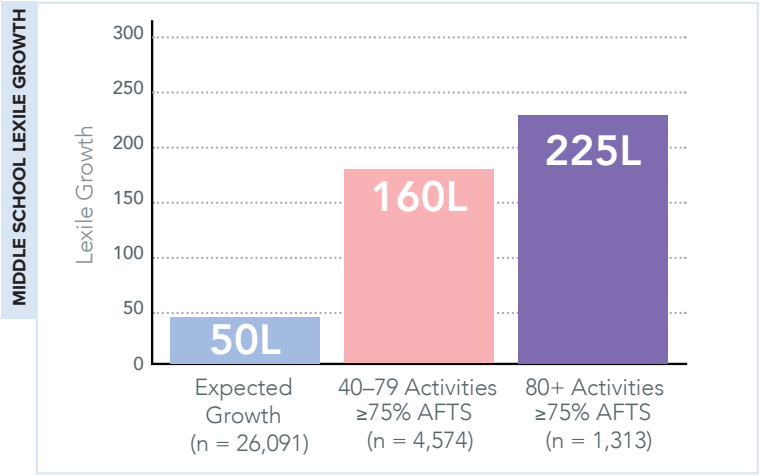
Note: Among students using the enrichment scaffold,, average actual Lexile growth for Highest Quantity and High Quality groups combined (n = 11,919 with 40+ activities and 75% AFTS) was 190L, greater than the expected growth of 35L, and that difference was statistically significant, $t = 160.28$, $p < 0.001$.

Enrichment Scaffold Results by School Level



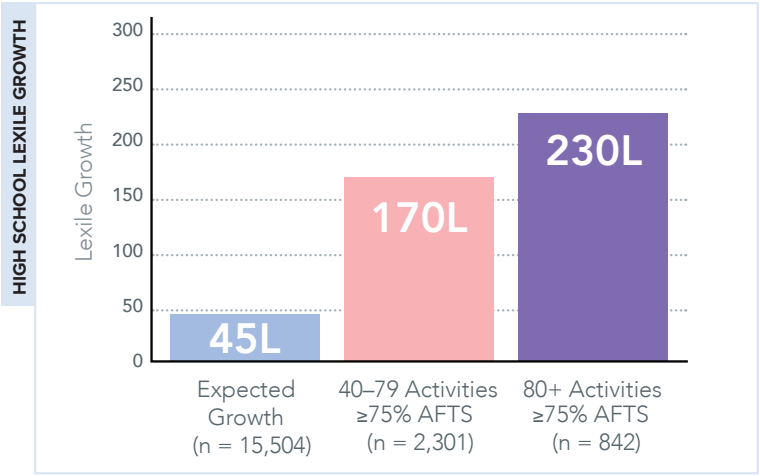
HIGHEST QUANTITY, HIGH QUALITY:
Elementary school students exceeded the expected growth of the sample by 190L—more than 3.5 times the expected reading growth.

HIGH QUANTITY, HIGH QUALITY:
Elementary school students exceeded the expected growth of the sample by 115L—more than 2.5 times the expected reading growth.



HIGHEST QUANTITY, HIGH QUALITY:
Middle school students exceeded the expected growth of the sample by 175L—more than 4.5 times the expected reading growth.

HIGH QUANTITY, HIGH QUALITY:
Middle school students exceeded the expected growth of the sample by 110L—nearly 3.5 times the expected reading growth.



HIGHEST QUANTITY, HIGH QUALITY:
High school students exceeded the expected growth of the sample by 185L—nearly five times the expected reading growth.

HIGH QUANTITY, HIGH QUALITY:
High school students exceeded the expected growth of the sample by 125L—more than 3.5 times the expected reading growth.

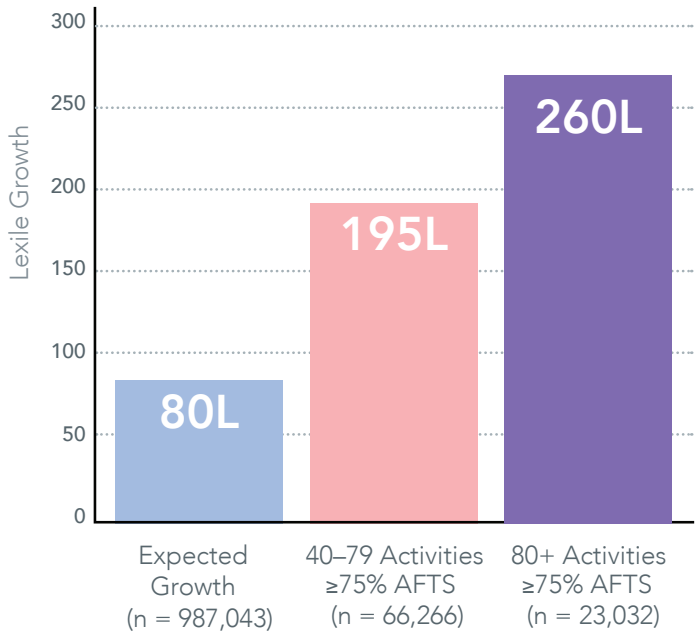
Results for Struggling and Advanced Readers

Achieve3000 Literacy™ is designed to meet the needs of all students. Students were designated as struggling or advanced based on the fall percentile corresponding to their pre-test LevelSet Lexile measures. For the purposes of this analysis, struggling students were defined as performing at or below the 35th percentile and advanced students were defined as performing at the 75th percentile or above. Overall, 86% of the analytic sample fell under the 35th percentile, and 4% of the analytic sample was performing at or above the 75th percentile. The remaining 10% of students in this sample were performing between the 36th and the 74th percentile at the time of the pre-test LevelSet.

Results for Struggling Readers

The following analysis includes only those students who were performing at or below the 35th percentile based on their fall pre-test LevelSet Lexile measures.

LEXILE GROWTH FOR STUDENTS WITH HIGH QUANTITY AND QUALITY OF PRACTICE



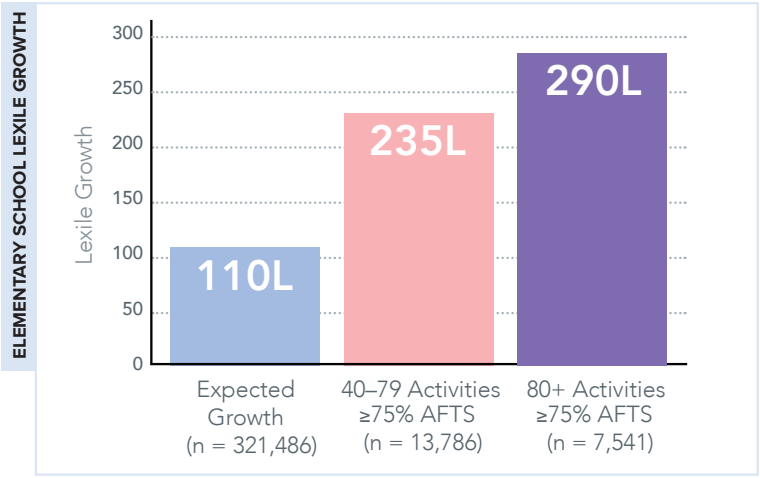
27% of struggling readers increased their Lexile measures one proficiency level closer toward being on track for college and career readiness.

HIGHEST QUANTITY, HIGH QUALITY:
Struggling readers exceeded the expected growth of the sample by 180L—more than three times the expected reading growth.

HIGH QUANTITY, HIGH QUALITY:
Struggling readers exceeded the expected growth of the sample by 115L—nearly 2.5 times the expected reading growth.

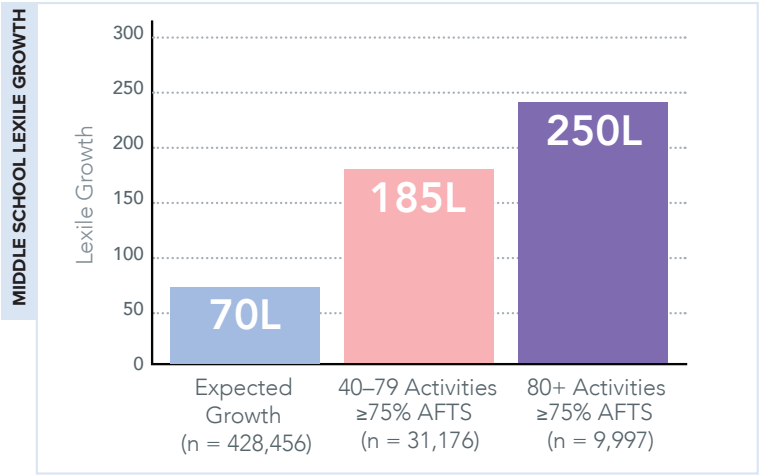
Note: Among struggling readers, the average actual Lexile growth for Highest Quantity and High Quality groups combined (n = 89,298 with 40+ activities and 75% AFTS) was 210L, greater than the expected growth of 80L, and that difference was statistically significant, $t = 406.26$, $p < 0.001$.

Results for Struggling Readers by School Level



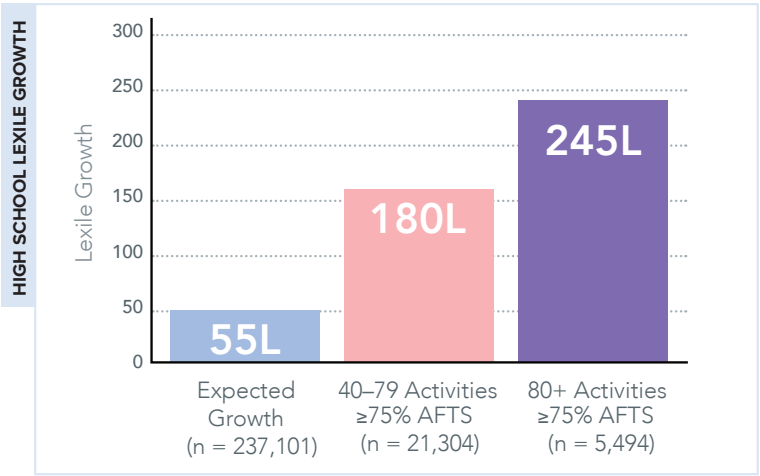
HIGHEST QUANTITY, HIGH QUALITY:
Elementary school struggling readers exceeded the expected growth of the sample by 180L—more than 2.5 times the expected reading growth.

HIGH QUANTITY, HIGH QUALITY:
Elementary school struggling readers exceeded the expected growth of the sample by 125L—more than two times the expected reading growth.



HIGHEST QUANTITY, HIGH QUALITY:
Middle school struggling readers exceeded the expected growth of the sample by 180L—more than 3.5 times the expected reading growth.

HIGH QUANTITY, HIGH QUALITY:
Middle school struggling readers exceeded the expected growth of the sample by 115L—more than 2.5 times the expected reading growth.



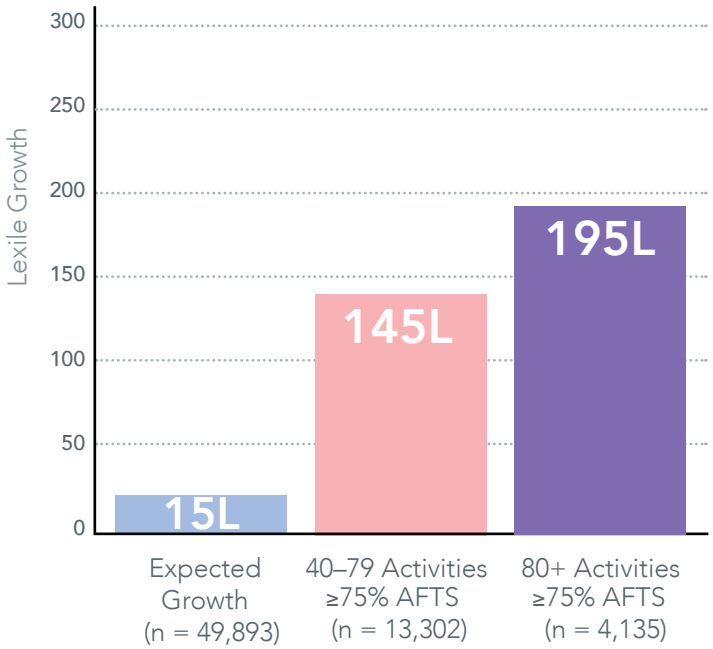
HIGHEST QUANTITY, HIGH QUALITY:
High school struggling readers exceeded the expected growth of the sample by 190L—more than 4.5 times the expected reading growth.

HIGH QUANTITY, HIGH QUALITY:
High school struggling readers exceeded the expected growth of the sample by 125L—more than three times the expected reading growth.

Results for Advanced Readers

The following analysis includes only those students who were performing at or above the 75th percentile based on their fall pre-test LevelSet Lexile reading measures.

LEXILE GROWTH FOR STUDENTS WITH HIGH QUANTITY AND QUALITY OF PRACTICE

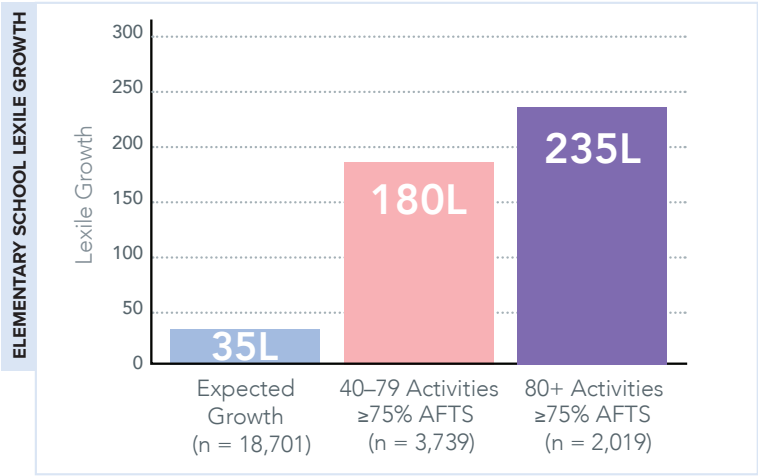


HIGHEST QUANTITY, HIGH QUALITY:
Advanced readers exceeded the expected growth of the sample by 180L—more than 11 times the expected reading growth.

HIGH QUANTITY, HIGH QUALITY:
Advanced readers exceeded the expected growth of the sample by 130L—more than eight times the expected reading growth.

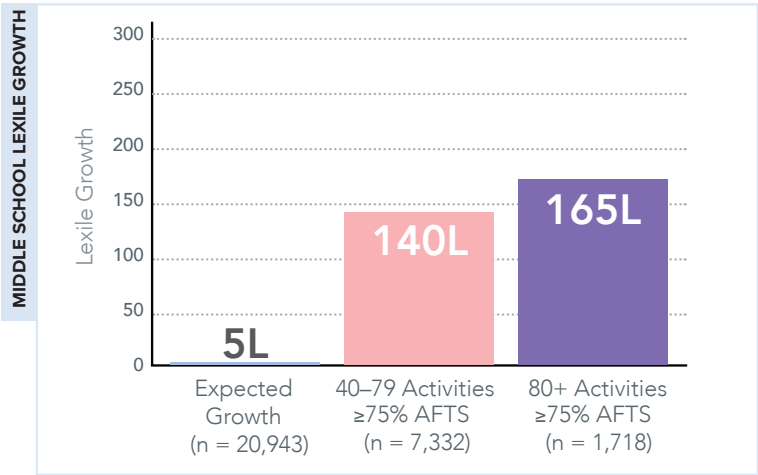
Note: Among advanced readers, the average actual Lexile growth for Highest Quantity and High Quality groups combined (n = 15,267 with 40+ activities and 75% AFTS) was 155L, greater than the expected growth of 20L, and that difference was statistically significant, $t = 207.83$, $p < 0.001$.

Results for Advanced Readers by School Level



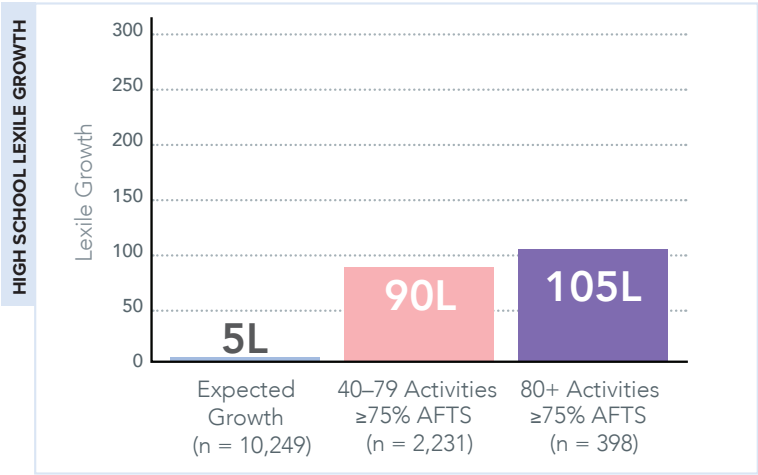
HIGHEST QUANTITY, HIGH QUALITY:
Elementary school advanced readers exceeded the expected growth of the sample by 200L—more than 6.5 times the expected reading growth.

HIGH QUANTITY, HIGH QUALITY:
Elementary school advanced readers exceeded the expected growth of the sample by 145L—nearly five times the expected reading growth.



HIGHEST QUANTITY, HIGH QUALITY:
Middle school advanced readers exceeded the expected growth of the sample by 160L—more than 23.5 times the expected reading growth.

HIGH QUANTITY, HIGH QUALITY:
Middle school advanced readers exceeded the expected growth of the sample by 135L—more than 20 times the expected reading growth.



HIGHEST QUANTITY, HIGH QUALITY:
High school advanced readers exceeded the expected growth of the sample by 100L—more than 17 times the expected reading growth.

HIGH QUANTITY, HIGH QUALITY:
High school advanced readers exceeded the expected growth of the sample by 85L—more than 15 times the expected reading growth.

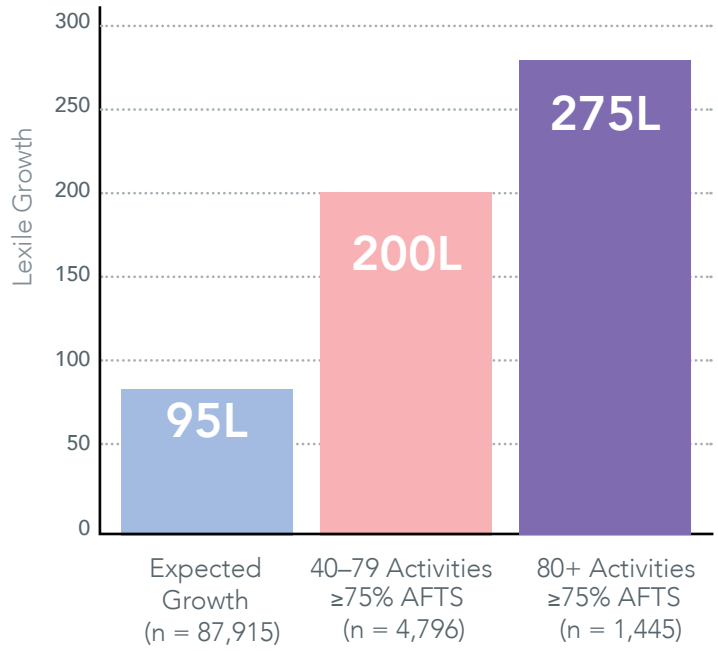
Results for English Learners and SPED Students

The following section looks at the results for students identified as English learners or as students receiving special education services based on categorical information that school or district personnel uploaded into the *Achieve3000 Literacy*™ system.

Results for English Learners

Students were identified as English learners based on information that was available in the *Achieve3000 Literacy* system. As such, results should be interpreted with caution, as these reporting groups may be underrepresentative and, therefore, not highly generalizable.

LEXILE GROWTH FOR STUDENTS WITH HIGH QUANTITY AND QUALITY OF PRACTICE

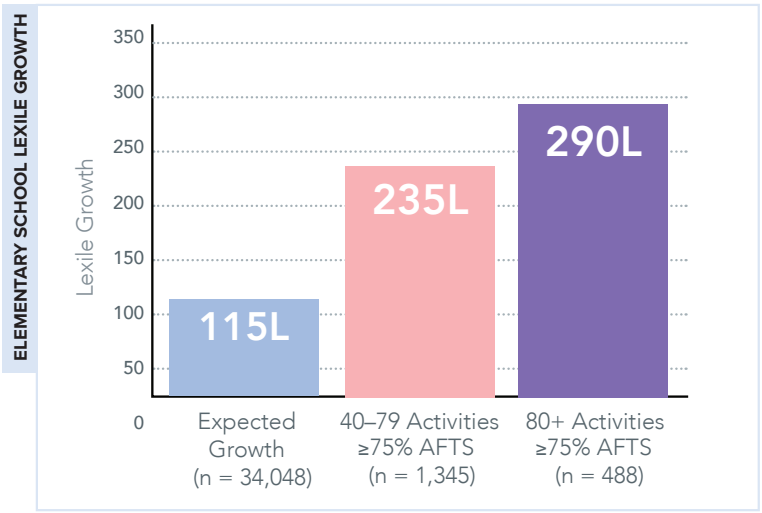


23% of EL students increased one or more proficiency levels closer toward being on track for college and career readiness.

HIGHEST QUANTITY, HIGH QUALITY:
English learner students exceeded the expected growth of the sample by 180L—nearly three times the expected reading growth.

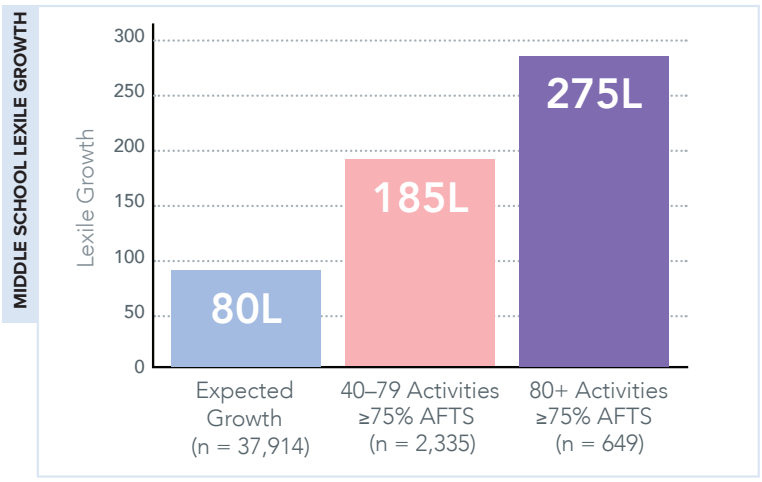
HIGH QUANTITY, HIGH QUALITY:
English learner students exceeded the expected growth of the sample by 105L—more than two times the expected reading growth.

Results For EL Students by School Level



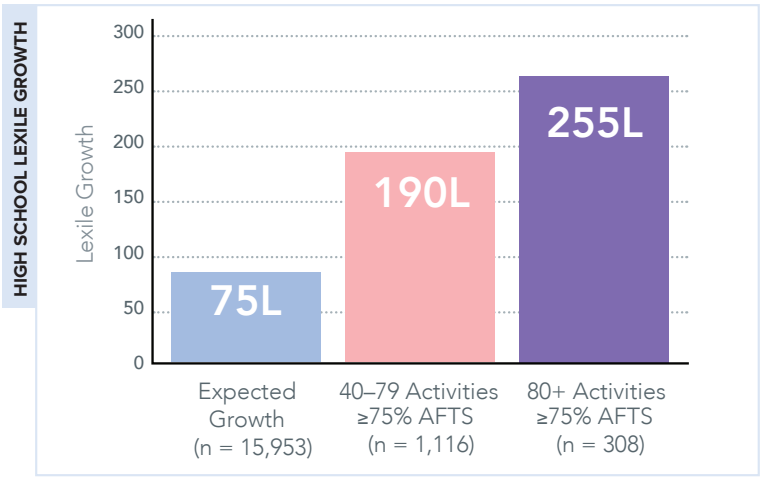
HIGHEST QUANTITY, HIGH QUALITY:
Elementary school EL students exceeded the expected growth of the sample by 175L—nearly 2.5 times the expected reading growth.

HIGH QUANTITY, HIGH QUALITY:
Elementary school EL students exceeded the expected growth of the sample by 120L—more than two times the expected reading growth.



HIGHEST QUANTITY, HIGH QUALITY:
Middle school EL students exceeded the expected growth of the sample by 195L—nearly 3.5 times the expected reading growth.

HIGH QUANTITY, HIGH QUALITY:
Middle school EL students exceeded the expected growth of the sample by 105L—more than two times the expected reading growth.



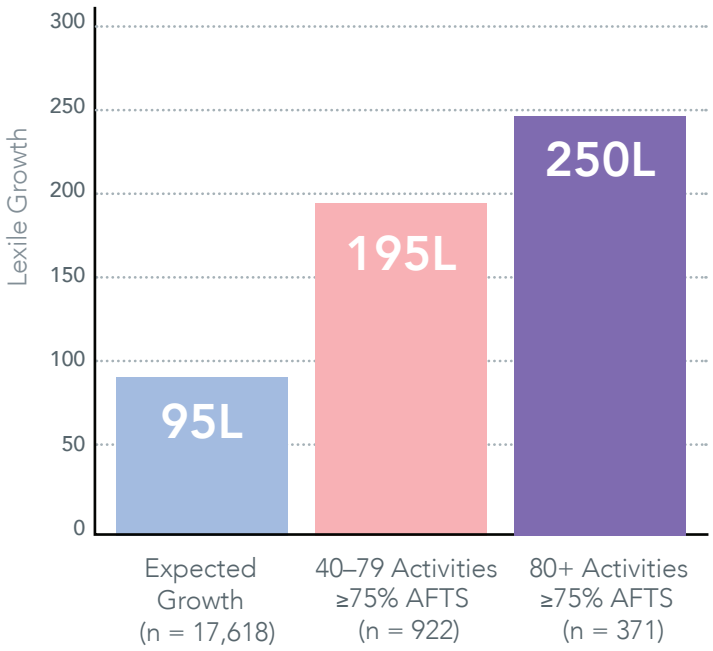
HIGHEST QUANTITY, HIGH QUALITY:
High school EL students exceeded the expected growth of the sample by 175L—more than three times the expected reading growth.

HIGH QUANTITY, HIGH QUALITY:
High school EL students exceeded the expected growth of the sample by 110L—nearly 2.5 times the expected reading growth.

Results for Students Recieving Special Education Services

Students were identified as in need of special education services (SPED) based on information that was available in the *Achieve3000 Literacy*™ system. As such, results should be interpreted with caution, as these reporting groups may be underrepresentative and, therefore, not highly generalizable.

LEXILE GROWTH FOR STUDENTS WITH HIGH QUANTITY AND HIGH QUALITY OF PRACTICE

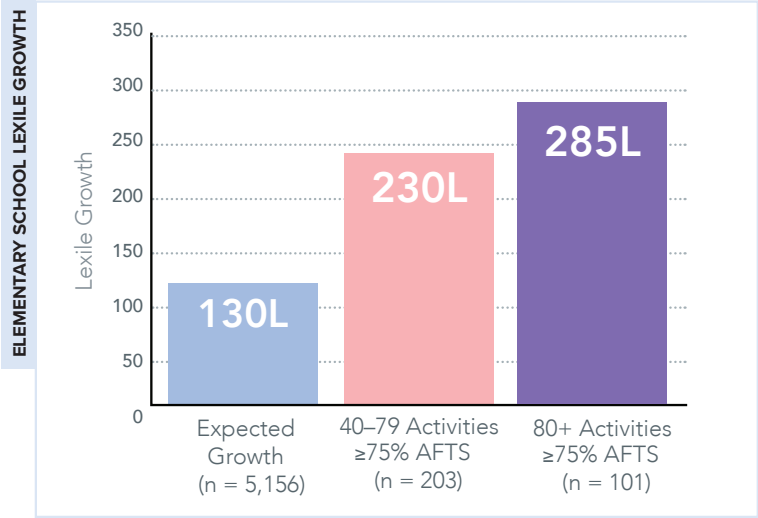


19% of SPED students increased one or more proficiency levels closer toward being on track for college and career readiness.

HIGHEST QUANTITY, HIGH QUALITY:
Students receiving special education services exceeded the expected growth of the sample by 155L—2.5 times the expected reading growth.

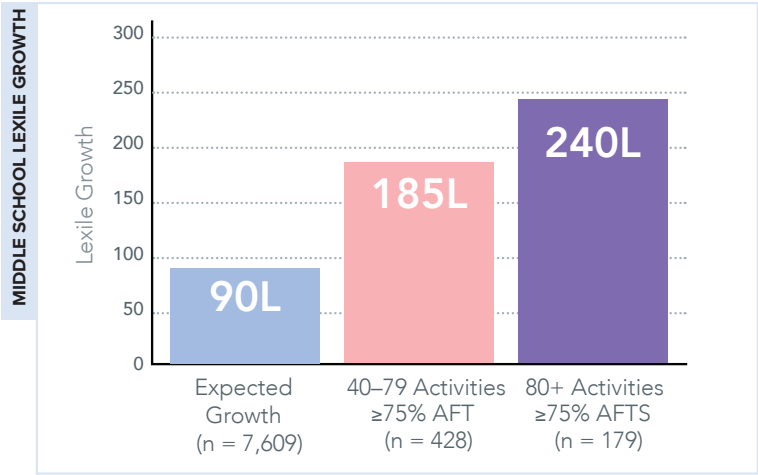
HIGH QUANTITY, HIGH QUALITY:
Students receiving special education services exceeded the expected growth of the sample by 100L—two times the expected reading growth.

SPED Student Demographic Results by School Level



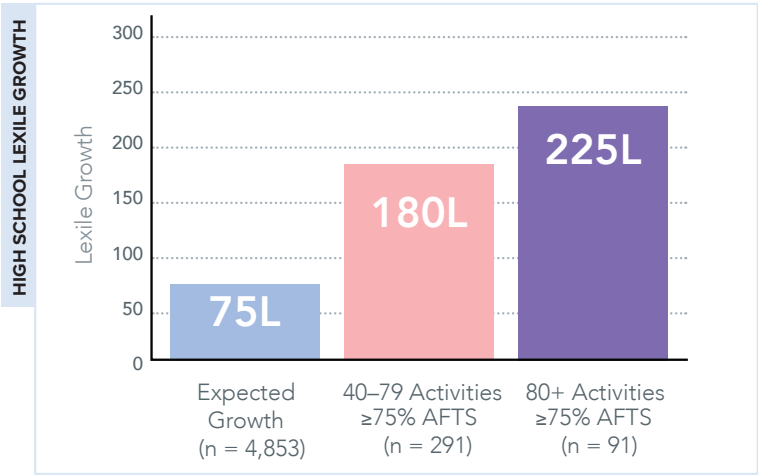
HIGHEST QUANTITY, HIGH QUALITY:
Elementary school students receiving special education services exceeded the expected growth of the sample by 155L—more than two times the expected reading growth..

HIGH QUANTITY, HIGH QUALITY:
Elementary school students receiving special education services exceeded the expected growth of the sample by 100L—nearly two times the expected reading growth.



HIGHEST QUANTITY, HIGH QUALITY:
Middle school students receiving special education services exceeded the expected growth of the sample by 150L—more than 2.5 times the expected reading growth.

HIGH QUANTITY, HIGH QUALITY:
Middle school students receiving special education services exceeded the expected growth of the sample by 95L—two times the expected reading growth.



HIGHEST QUANTITY, HIGH QUALITY:
High school students receiving special education services exceeded the expected growth of the sample by 150L—nearly three times the expected reading growth.

HIGH QUANTITY, HIGH QUALITY:
High school students receiving special education services exceeded the expected growth of the sample by 105L—nearly 2.5 times the expected reading growth.

Conclusion

The findings in this report suggest that *Achieve3000 Literacy*™ is an effective solution for many kinds of student learners, across all grades and various learner profiles, including advanced readers, English learners, and students with reading difficulties. At every grade level, *Achieve3000 Literacy* students achieved higher than expected Lexile growth.

- Students gained an average of 100L compared to their expected Lexile growth of 70L.
- Students who used *Achieve3000 Literacy* with the highest quantity and high quality demonstrated an average Lexile gain of 245L which was more than three times their expected Lexile growth of 70L.
- Students who used the language support scaffolds showed Lexile gains of 250L, which was more than three times their expected Lexile growth of 75L.
- Students who used the intervention support scaffolds saw Lexile gains of 255L, which was more than three times their expected Lexile growth of 80L.

With more than one million students included in the analytic sample, *Achieve3000 Literacy* is proud of these outstanding results.

2017–2018 National Lexile Study

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