Mc Graw Hill

An *Achieve3000 Literacy*™ Success Story

Health Sciences High School

Founded in 2007, Health Sciences High School (HSH) provides young people with a world-class education in health and healthcare in a safe and supportive environment. The school's faculty strives to create a nurturing space—a "home away from home" that combines openness with rigorous academic standards. Here, students work toward a meaningful diploma, backed by a commitment to "do what it takes and do no harm." The result is limitless growth in learning—for students and teachers alike.

Located in the San Diego City Heights neighborhood, Health Sciences High attracts a culturally rich and diverse student body. City Heights has long been a resettlement area for refugees and immigrants, boasting vibrant communities of Vietnamese, Somali, Cambodian, Laotian, and Latino residents. Reflecting the area's diverse racial and ethnic demographics, HSH serves a student body where over 20% are multilingual learners.

Many of these students have experienced limited or interrupted formal education—some for considerable periods of time. The HSH faculty embraces students from all backgrounds and seeks to provide them with the instruction, tools, and resources to thrive. HSH's leadership turned to *Achieve3000 Literacy* in 2009 as part of its efforts to fulfill that vision for more than 550 students who attend the school each year.
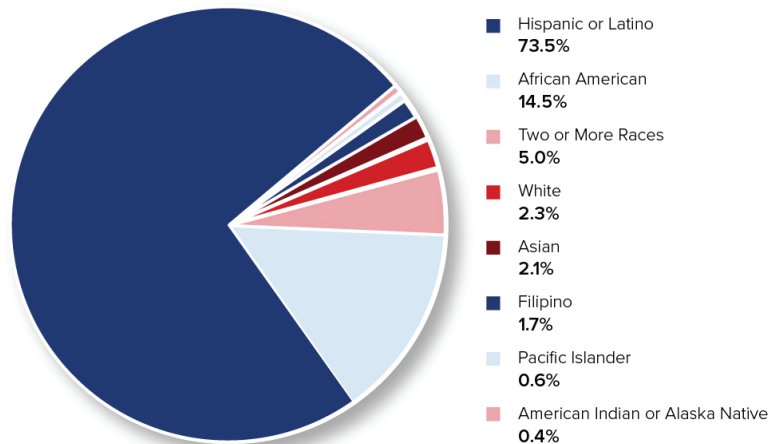
> With *Achieve3000 Literacy*, students across all grade levels achieved statistically significant reading growth—with an average of 13.3–17.5 point percentile ranking gains.

SCHOOL INFORMATION

Name:
Health Sciences High School

Location:
San Diego, California

Racial Diversity

Races/ethnicities represented by the 528 HSH Grade 9–12 students

- ■ Hispanic or Latino **73.5%**
- ■ African American **14.5%**
- ■ Two or More Races **5.0%**
- ■ White **2.3%**
- ■ Asian **2.1%**
- ■ Filipino **1.7%**
- ■ Pacific Islander **0.6%**
- ■ American Indian or Alaska Native **0.4%**

Multilingualism

Languages represented within the HSH multilingual learner population

- ■ Spanish **83.3%**
- ■ Somali **13.3%**
- ■ Other Non-English **1.7%**
- ■ Vietnamese **0.8%**
- ■ Mon-Khmer **0.8%**
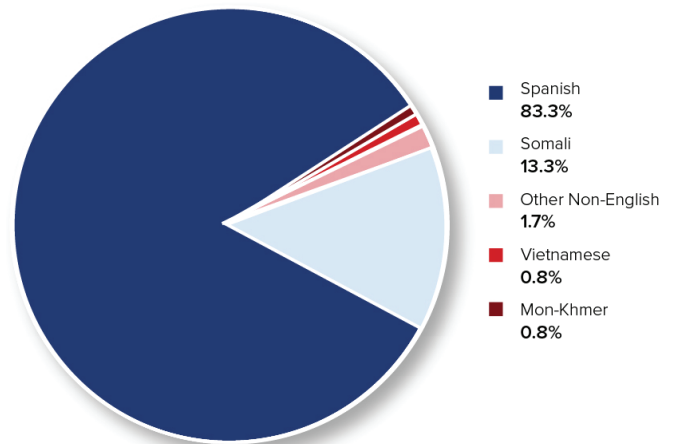
Implementing *Achieve3000 Literacy*™

Achieve3000 Literacy is predominantly utilized in history and science classes at HSH, where either students or teachers select readings to enhance the curriculum.

Administrators initially aimed for students to complete 80 activities per year (with 75% of the comprehension questions answered correctly on the first attempt). However, starting in 2020, the approach was refined to focus on students' Lexile levels. Now, the number of activities are scaled based on students' reading proficiency. Students with higher reading scores engage in fewer activities, while those at lower performance levels tackle more.

Achieve3000 Literacy has become an essential element of these courses. The school uses its extensive library of thousands of articles not only for standardized assignments but also for close reading exercises and teacher demonstrations.

In addition to history and science, *Achieve3000 Literacy* offers vital reading practice across several other content areas. English, art, and career and technical education teachers use grade-level "stretch" articles for teacher modeling, whole-class read-alouds, and close reading lessons. *Achieve3000 Literacy* provides targeted practice tailored to meet individual needs and abilities by generating readings that challenge but do not overwhelm each student, promoting productive struggle.

Reviewing the Results

An analysis of data from *Achieve3000 Literacy*™ highlights the significant achievement demonstrated by HSH students. Aggregated data from 2018 to 2024 provides a comprehensive picture of student reading progress throughout the typical school year using percentile ranks that show how a score or value compares to others in a group. For example, if a student tests at the 70th percentile, it means they did better than 70% of the individuals who took it.

An analysis by grade level using percentile rank quantifies the average (mean) growth across the typical school year. Students improved their percentile rank in dramatic ways—ranging from increases of 13.3 points in Grade 9 to 17.5 points in Grade 12. This suggests growth beyond the expected gain in a given school year because simply keeping up with the year's curriculum would otherwise find them at an identical, or nearly identical, percentile rank from one grade to the next. Pre- and post-test scores were analyzed using a paired samples t-test. Each comparison returned more than 10 points of growth (on average), with each difference proving statistically significant ($p < .001$). Thus, these growth figures represent reliable differences, rather than differences that are the result of random chance.

Statistically Significant Reading Growth Across All Grade Levels

Pre- to post-test mean percentile comparison by grade level
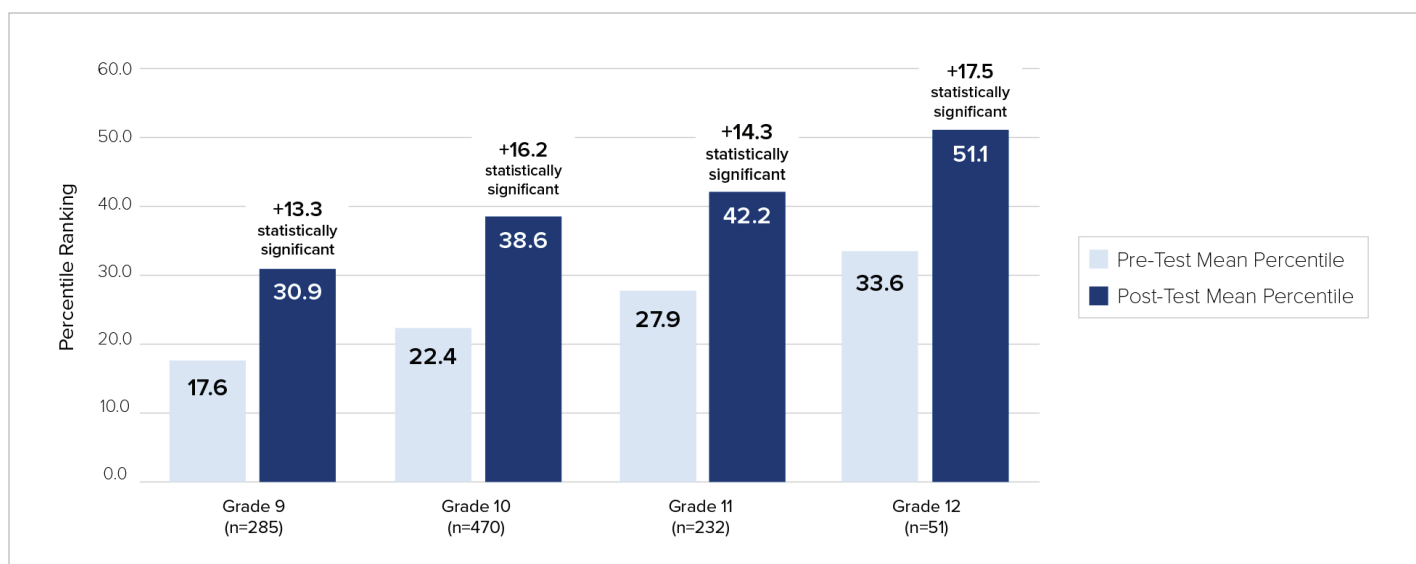
An additional analysis of HSH student performance across Grades 9–12 used pre-test percentile rankings to organize students into groups. Groups with more than 40 students were then included in the pre- to post-test comparison. Students across eight percentile-based groups showed an average increase ranging from 9.5 to 24.1 points—a statistically significant improvement. The most notable progress occurred among students initially ranked between the 11th and 50th percentiles, with gains ranging from 20.2 to 24.1 percentage points.

Using a paired samples t-test, pre- and post-test performance was compared. Each difference proved statistically significant (p <.001), with the exception of the two highest performing groups (based on pre-test placement).

Statistically Significant Reading Growth for Students Most in Need

Pre- to post-test mean percentile comparison grouped by pre-test percentile
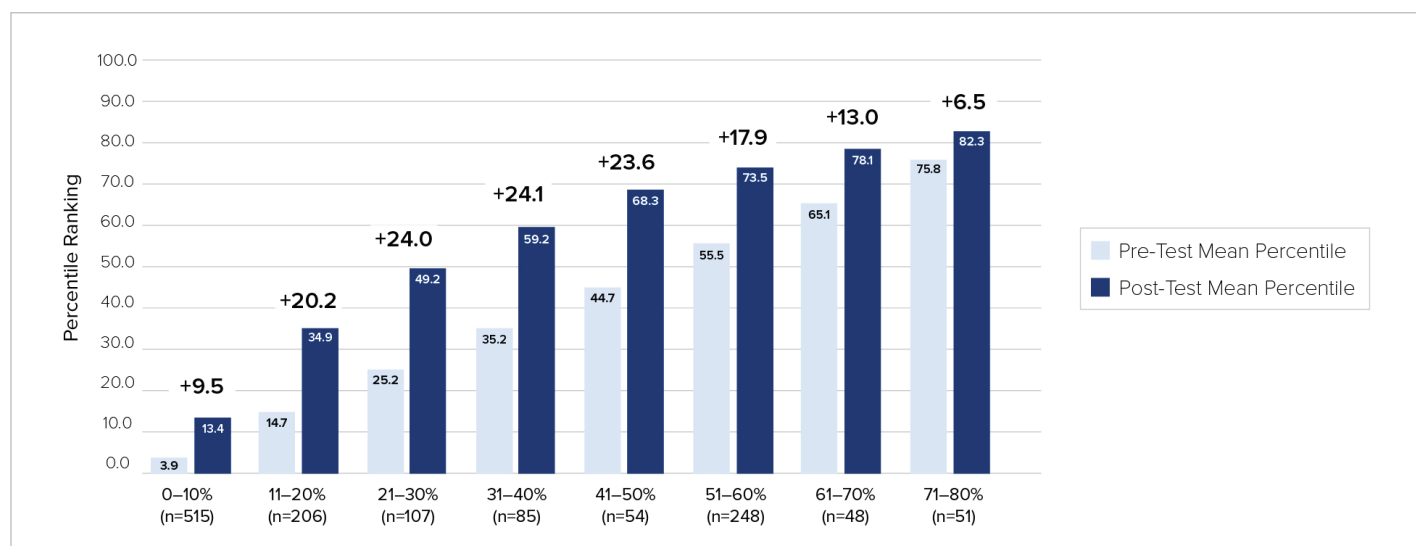
Achieve3000 Literacy™ uses Lexile scores to classify students into four proficiency levels that gauge their readiness for college and careers. Students in the "Not On Track" categories are currently falling short of their grade-level benchmarks for college and career readiness and are unlikely to achieve the goal reading level of 1300L by high school graduation. Students in the "On Track" categories are meeting or exceeding their grade-level expectations and are likely to reach or surpass a 1300L reading level by graduation, provided they maintain or exceed their current growth trajectory.

HSH's *Achieve3000 Literacy* implementation has resulted in an additional 26.6% to 32.1% of students realizing an end-of-year Lexile score that places them in the "On Track" category. Grade 10 saw the most significant shift from the beginning to the end of the year. While less than a third of students pre-tested at a level classified as "On Track," almost two-thirds of students ended the year with a post-test Lexile that placed them into the "On Track" category. In fact, the percentage of "On Track" students more than doubled in the typical school year for students in Grades 9 and 10.

An Additional 26.6% to 32.1% of Students Become "On Track" for College and Career

Pre- to post-test percentile of students with Lexile scores that are "on track"
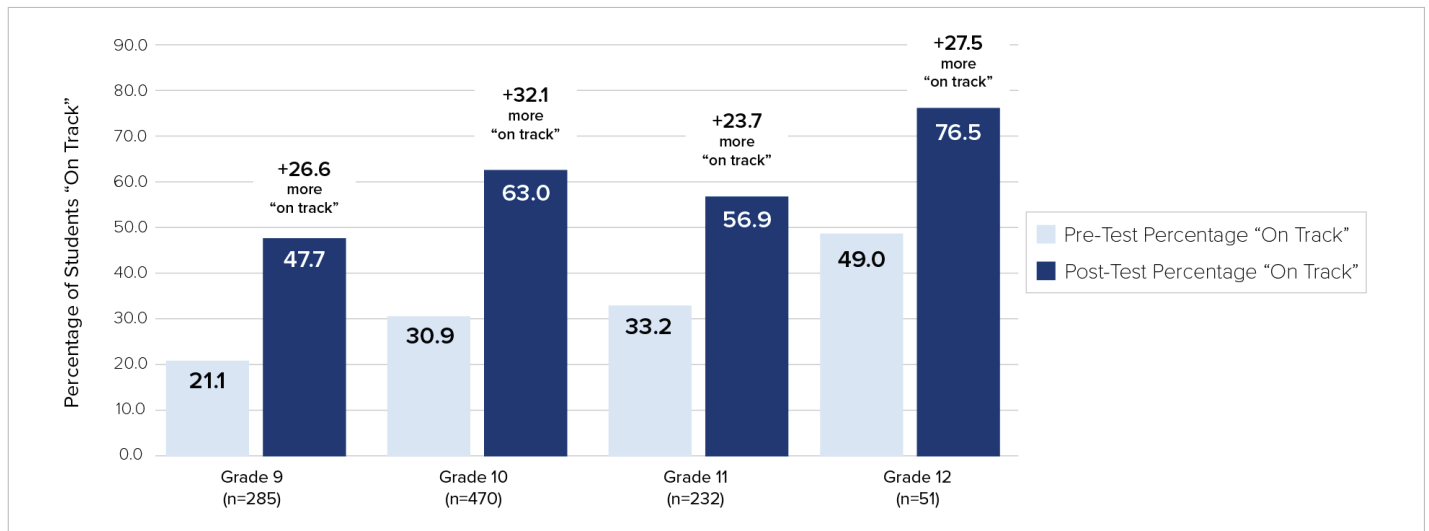
Teacher Observations

"The *Achieve3000 Literacy*™ program has positively impacted student achievement in my classroom. This program allows me to deliver differentiated text aligned to the Lexile level of each of my students, enhancing students' access and engagement with complex science content. It has supported our efforts in accelerating student learning, resulting in over 75% of our Grade 12 students reading at grade level by the time they graduate, compared to 47% reading at grade level at the end of Grade 9. As students notice their Lexile level growing, so does their confidence to participate in the science classroom."

Kristin Speck - Science Teacher

"As a history teacher, I use *Achieve3000 Literacy* for standards-aligned literacy activities that I can easily integrate into my classroom's learning goals. The program helps my students develop their reading and analysis skills, while also giving them the ability to track their growth. Since we've started using it, my students have grown by more than a grade level in reading comprehension, which gives them access to deeper understanding of classroom content and helps them develop skills that benefit them in my classroom… and beyond."

John Hervey - History Teacher

"The growth students showcase is amazing, and the wide range of articles helps me to relate *Achieve3000 Literacy*™ to the content I am teaching. Even the higher-achieving students showcase growth, which is impressive considering they might already be reading above their grade level."

Yves Ruelas - Social Studies Teacher

Analysis Methodology

This analysis incorporated all available student data collected using the *Achieve3000 Literacy* LevelSet assessment for school years from 2018 to 2024. To be included in the final analysis, the student record needed to contain a pre- and post-test score, with a minimum of 200 days separating the two scores. The final dataset included 1,145 students.

About *Achieve3000 Literacy*

Achieve3000 Literacy is an adaptive, digital solution for students in Grades 3–12 proven to reach students at their targeted reading level, accelerating literacy growth, improving high-stakes test performance, and driving college and career success. Supported by over 10 years of efficacy studies, *Achieve3000 Literacy* uses robust data and differentiated texts to meet each student exactly where they are—guiding them along an accelerated pathway to double and even triple expected literacy gains.

To learn more about *Achieve3000 Literacy*, visit:
mheducation.com/A3Ksuccess