

# Aldine ISD Raised their STAAR Reading Scores with *Achieve3000 Literacy + Boost*

## DISTRICT PROFILE

### Name

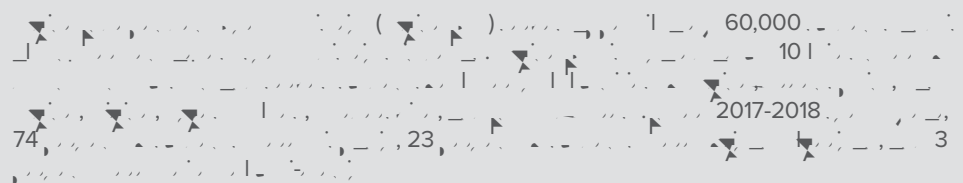
Aldine Independent School District

### Locations

Forth Worth, TX

### Grades

PreK-12



Aldine ISD middle schools began using *Achieve3000 Literacy + Boost* in their reading labs for students in need of reading intervention during the 2017-2018 school year as part of an effort to incorporate a data-driven approach into their literacy instruction. Professional development was provided to all the reading lab teachers three times a year with data review and analysis sessions scheduled with district leadership every six weeks. Students who were designated as RtI Tier II were placed into a reading lab where they used *Boost* as a supplement to their regular English language arts (ELA) core class. Reading lab teachers facilitated *Boost* lessons using direct instruction, small group work, and independent practice. Educators were encouraged to schedule monthly data chats with students and to celebrate their Lexile® growth by posting highly visible charts in the hallways and reading labs.

McGraw Hill conducted an analysis of Aldine ISD's seventh- and eighth-grade students' performance on the STAAR Reading test in relation to students' usage of McGraw Hill's solutions during the 2017-2018 school year. The solution examined in this document, *Boost* (grades 6-8), is powered by a patented methodology that delivers grade-appropriate lessons to the entire class, and simultaneously tailors them according to each student's Lexile reading level.

This report relies on internal *Boost* usage and Lexile data as well as STAAR Reading assessment data from Spring 2017 and Spring 2018. To examine the impact of *Boost* usage on students' reading achievement, a sample of 1,161 seventh- and eighth-grade students who met the following inclusion criteria was identified: college and career benchmarks.

Valid pre-test and end-of-year Lexile measures during the 2017-2018 school year

At least 60 days had passed in between the date of their most recent Lexile assessment and their pre-test

Completed at least 10 embedded assessments within *Boost* lessons

Had a STAAR scale score from spring 2017 and spring 2018 (DOE, n.d.).

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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." *Boost* 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, *Boost'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.

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Students enrolled in grades 3-8 participate in the State of Texas Assessments of Academic Readiness (STAAR) program, which, among other assessments, includes yearly assessments in reading (TEA, 2018a). Students taking the STAAR are given a raw score, equivalent to the number of questions students answered correctly. These are then converted to scale scores that can be interpreted across different sets of test questions, allowing for direct comparisons of student performance between specific sets of test questions from different tests. Ranges of scale scores are further converted to performance levels that relate to expectations defined in the statemandated curriculum standards known as the Texas Essential Knowledge and Skills (TEKS) (TEA, 2018b). The performance level categories are masters grade level, meets grade level, approaches grade level, and did not meet grade level (TEA, 2018c). Passing scores in the STAAR Reading are those that fall in the approaches, meets, or masters grade level categories.

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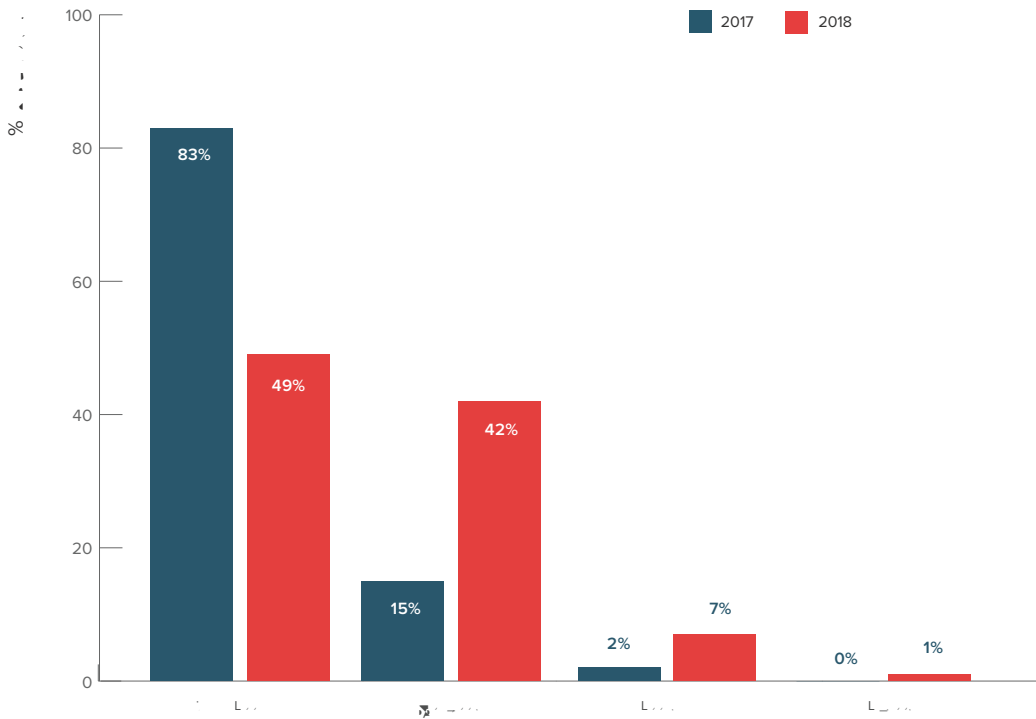
Over the course of the 2017-2018 school year, participating students in grades 7 and 8 logged in an average of 85 times, completed 51 embedded assessments (activities) within *Boost* lessons, and demonstrated an average first-try score (AFTS)

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On average, students saw an increase of 85 scale score points from 2017 to 2018. Students who completed 40 or more lessons and maintained an average first-try score of 75 percent or above on the embedded assessments gained an average of 118 points. Overall, 51 percent of students who used *Boost*

MOVEMENT FROM 2017-2018



3: Student performance on STAAR ELA in 2017 and 2018

After one year of instruction, students in Aldine ISD who used *Achieve3000 Literacy + Boost* as part of the districts' RTI model demonstrated great improvement on the STAAR ELA with almost triple the percentage of students who passed (50 percent in 2018 compared to 17 percent in 2017). During the academic school year following this impact study (2018- 2019) and under new leadership, Aldine ISD has been more focused than ever on cross-collaboration and data-driven student success. We are proud to continue partnering with Aldine ISD in their relentless pursuit of college and career readiness for each and every one of their students, all while supporting their teachers along the way.

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