Achieve 3000
Completed August 2023

Background

Achieve 3000 was used for the first time, district-wide, during Fall of 2020 as a virtual tool to improve grade six through 12th grade students' text comprehension skills and increase knowledge of academic vocabulary words. The goals for Achieve 3000 support Fulton County's Every Child Reads initiative that seeks to implement curriculum and strategies aligned to the Science of Reading. The ideal outcome of the program is to have students reading on or above grade level. At the middle school level, students use the program in science and social studies. It is used in English Language Arts classes and science and social studies at the high school level.

At the time of this evaluation, Achieve 3000's fidelity expectations included LevelSet completion at the middle school level, two activities per month in each course described, and an average first-try activity score of 75%. The activity in Achieve 3000 consists of 8 personalized questions based on the Lexile level that the student can understand.

Evaluation Questions

1. What Achieve 3000 **program management strategies** are middle and high schools using?
2. What are the **perceptions** of Achieve 3000 among secondary principals, teachers, students, and district program managers?
3. How is the district **monitoring** Achieve 3000 implementation?

Methodology and Data

Three evaluation questions were asked to understand the implementation of Achieve 3000 and explored district and school methods for implementation and the perceptions of the program across the district.

Program managers at the district office helped unpack expectations for implementation through interviews. Additionally, interviews with one middle and one high school principal in each zone helped gauge school leaders' perceptions. Teacher focus groups led to further understanding of program use at the classroom level. Surveys of teachers and principals at the middle and high school levels assessed perceptions about the themes uncovered through interviews and focus groups.

Results

The patterns in the data highlighted four thematic findings: Implementation and support, usage, barriers to implementation, and feasibility and engagement.

Divergent Views on Implementation

There were differing implementation views among district managers, school leaders, and teachers in three areas.

According to usage data, program managers recognized that middle and high schools were not fully implementing the program. This differs from the principal and teacher perspective, where survey data showed that 78% of principals and 86% of teachers feel they met usage expectations.

Communication perceptions varied in clarity and frequency. While the district communicated expectations, 58% of school leaders felt these were unclear. Teachers reported in focus groups that they, too, lacked an understanding of district expectations.

The district supported the program through professional learning sessions with department chairs and coaches to understand the program more deeply. Several school leaders say they felt supported, but that was because of specific support in their zones.

Usage

At the middle school level, students are expected to complete four activities per month; at the high school level, students complete six. As you can see below on the left, the average number of middle school students completing those four monthly activities was 11% last school year. At the high school level, only 1% of students completed six activities per month last year.

2022-23 Usage Data by Zone and by School Level
Average Percent of Students Meeting Requirement

Middle School, 4 Activities Per Month				High School, 6 Activities Per Month		
	2021-22	2022-23			2021-22	2022-23
District	7%	11%		District	0%	1%
Zone 1	3%	1%		Zone 1	0%	0%
Zone 2	2%	1%		Zone 2	0%	0%
Zone 3	2%	3%		Zone 3	1%	1%
Zone 4	2%	3%		Zone 4	0%	0%
Zone 5	10%	9%		Zone 5	0%	2%
Zone 6	11%	21%		Zone 6	1%	2%
Zone 7	11%	20%		Zone 7	0%	0%

Note: When calculating percent, the numerator is the number of students who met the two activities per subject requirement for their school level (2 Science + 2 Social Studies for middle school students, and 2 ELA + 2 Science + 2 Social Studies for high school students). The denominator is a distinct count of actively enrolled students in a Science, Social Studies, or ELA class once per quarter for middle schools and once per semester for high schools minus students in 12th grade, IB, or AP courses.

Barriers to Implementation

Barriers to successful implementation were shared in focus groups, interviews, and surveys. First, principals reported feeling overwhelmed by implementation expectations for several other district initiatives. Program managers and school leaders shared that balancing Achieve 3000 implementation with other district initiatives, such as LETRS (Language Essentials for Teachers of Reading and Spelling) and i-Ready, is challenging.

Teachers expressed that they do not have enough time in the school day to teach Achieve 3000 while also fulfilling other district requirements, such as teaching standards and progress monitoring. Focus group data reinforced this survey data, where 50% of teachers agreed that Achieve 3000 should discontinue implementation.

Program implementation varies across zones, as evidenced by the usage data above. Fulton County Schools is one-to-one devices for all 6-12 students where Achieve 3000 is used. Some schools have indicated that non-working devices might have prohibited some student use of the program.
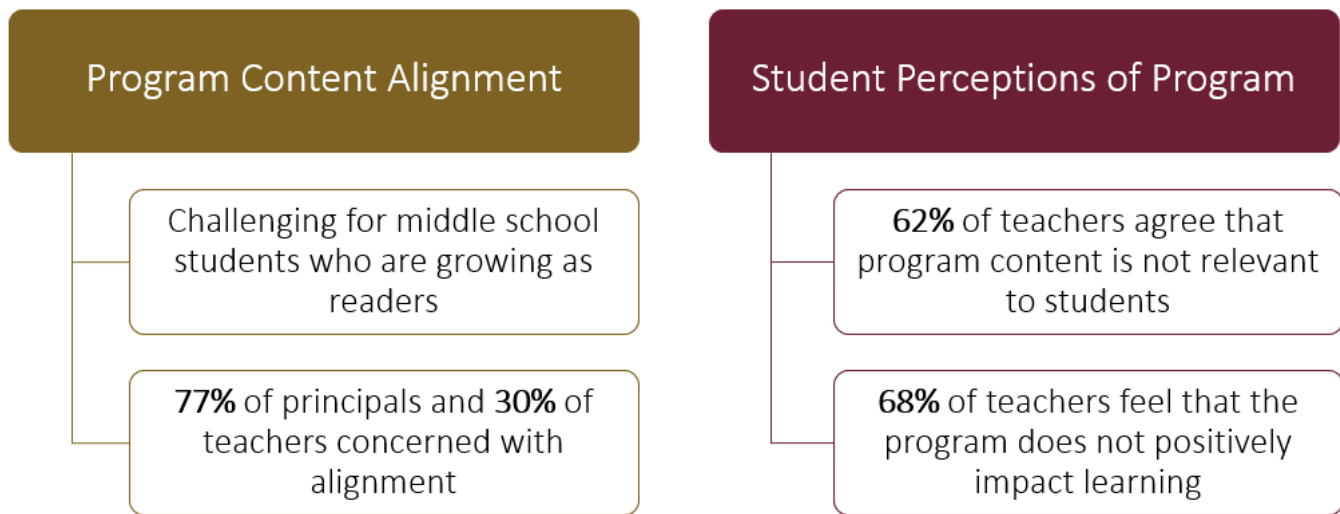
A final barrier was tracking Achieve 3000 data at school and district levels. The district created a dashboard to alleviate this issue last year. Still, the data fed into the dashboard from Achieve 3000 did not provide the level

of detail needed to support monitoring by school leaders, such as teacher and student-level usage information and more reasonable time interval reporting. At the time of the evaluation, limited and current data was available because of the incompatibility between data models.

Alignment and Engagement

The graphic below describes the evaluation's last theme around alignment and engagement. Middle school teachers reported challenges in implementing Achieve 3000 among English Language Learners and students who need increased support as readers, such as students with disabilities. Middle school teacher participants report that these students find using the Achieve interface challenging, find the questions confusing or complicated to answer, and get frustrated and discouraged when trying to complete the program.

Social studies and science teachers felt that Achieve 3000 often does not align with their teaching standards. Moreover, these teachers explained that they lack the proper literacy training and time to implement Achieve 3000 with their students. Focus group data indicated that ELA teachers are slightly more receptive to using Achieve 3000 and that blending with their curriculum is more effortless. Qualitative findings also reveal that teachers who describe Achieve 3000 as a helpful and valuable program also shared having significant training and experience with this tool.

Program Content Alignment	Student Perceptions of Program
Challenging for middle school students who are growing as readers	**62%** of teachers agree that program content is not relevant to students
77% of principals and **30%** of teachers concerned with alignment	**68%** of teachers feel that the program does not positively impact learning

Conclusion

In reviewing the program evaluation, the Academics Division made the following suggestions for the continuity of the Achieve 3000 program in Fulton County Schools:
- The program became optional for those schools that find value in the program and commit to fidelity of implementation, which will be funded to continue use for the 2023-2024 school year.
- Focused professional development, support, and monitoring will occur for schools that self-select to continue use.
- Evaluation of student literacy gains for schools that implement the program with fidelity will occur to determine potential future funding of Achieve 3000.