



## Virginia District Uses McGraw Hill’s Actively Learn to Boost Reading Scores on SOL Assessment

### DISTRICT PROFILE

**Name**

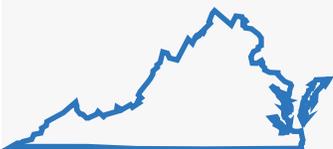
Virginia School District

**Locations**

Virginia

**Grades**

6-12



### Overview

The purpose of this study is to examine reading test scores in a large-sized school district in Virginia before and after an increased use of *Actively Learn*, a rich, standards-aligned English Language Arts supplemental program for students. *Actively Learn* brings interaction and deep engagement to student’s understanding of classic literature and other complex texts.

## Method

Aggregated, district-level data were pulled from the Virginia state website for the 2020-2021 and 2021-2022 school years. The data included student demographic information and the percentage of students who passed the Reading portion of the Virginia Standards of Learning (SOL) assessment program.

Currently, the district has over 60,000 students enrolled, with approximately 46% of whom are White, 26% are Black/African American, and 19% are Hispanic.

*Actively Learn* use in the district increased from approximately 4,800 active users in 2020-2021 to more than 22,000 active users in 2021-2022.



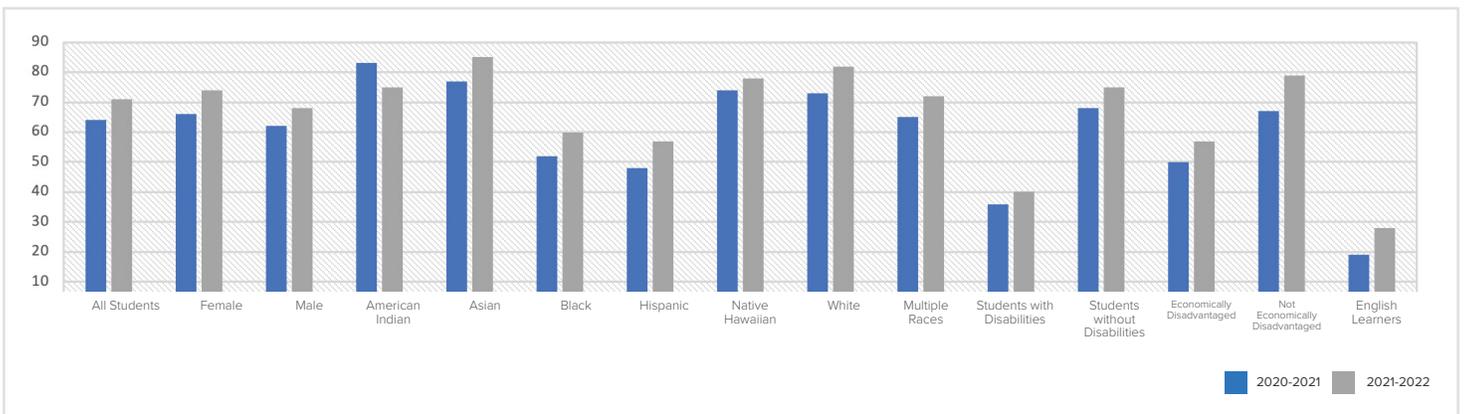
## Results

Overall, the percentage of students who passed the state test increased from 64% in 2020-2021 to 71% in 2021-2022. This pattern was observed across gender, most racial/ethnic groups, student disability status, free or reduced lunch status, and English language learner status (Figure 1).

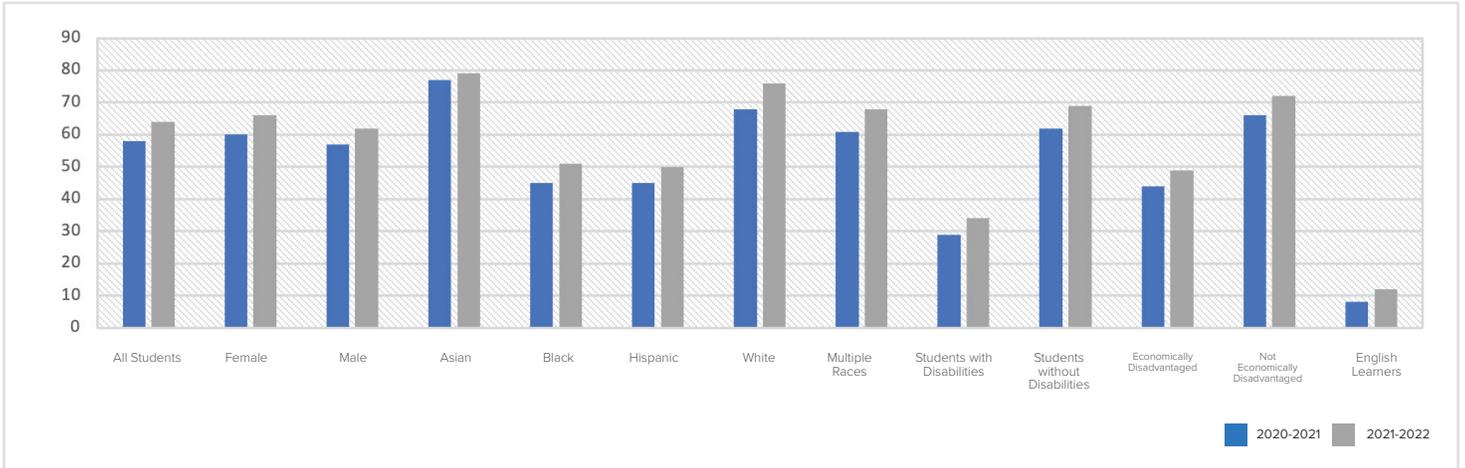
Student data from grades 6-8 were examined separately (Figures 2-4). Overall, a similar pattern emerged, in which the overall district saw increases in the percentage of middle school students passing the reading portion of the SOL. The trend was observed across most demographic variables. The graphs below indicate overall passing rates across grades and demographic variables.

Finally, high school students who completed the end of course reading exam also demonstrated improved performance between the school years, with the percentage of students passing increasing from 82% to 86% (Figure 5).

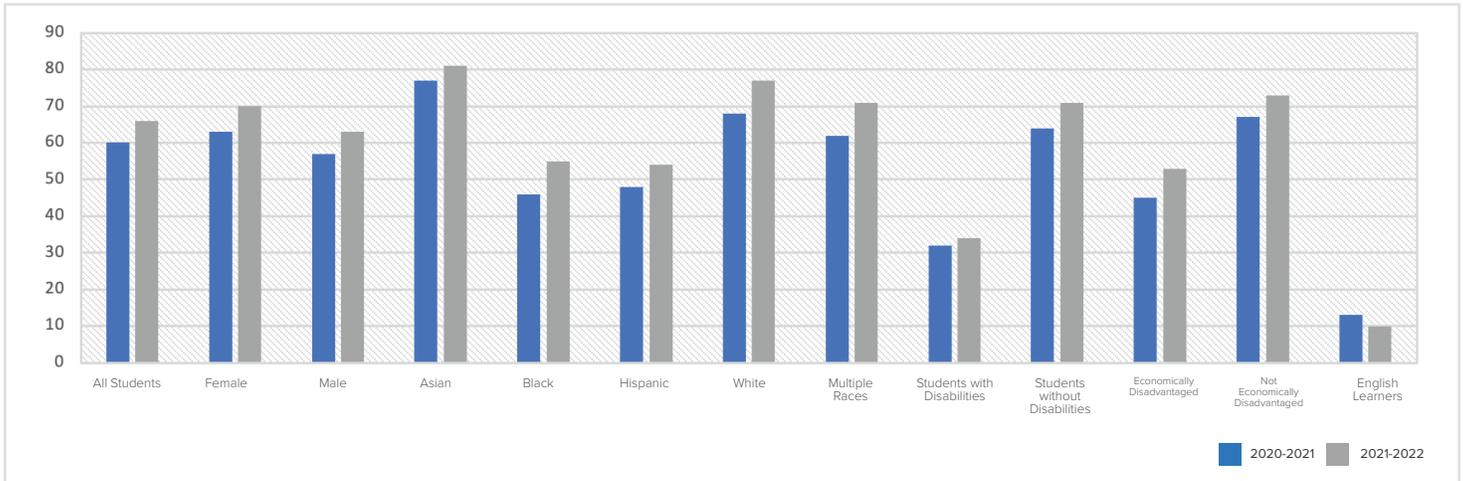
**Figure 1:** Overall Student Reading Passing Rates



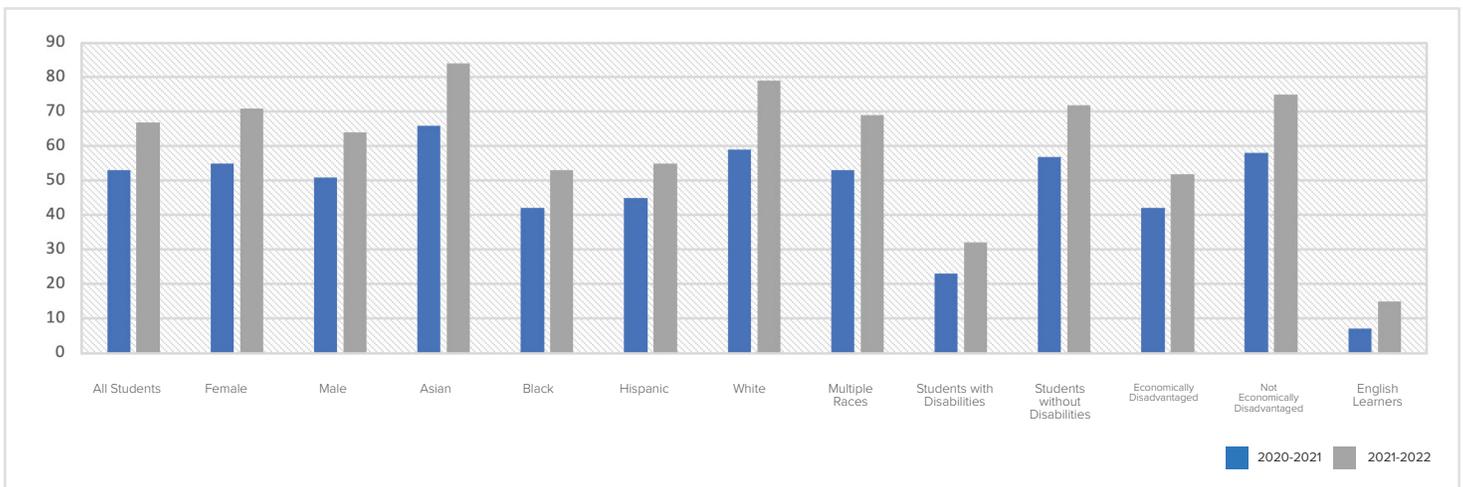
**Figure 2: Grade 6-Reading Passing Rates**



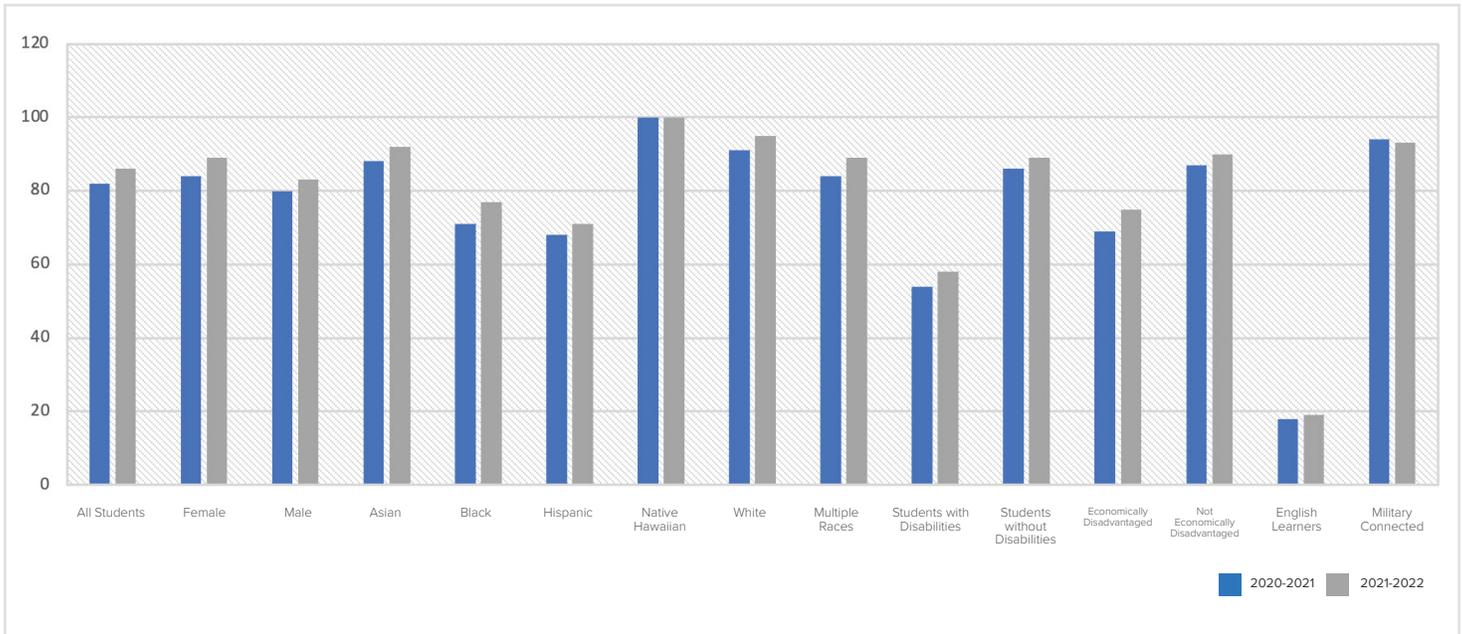
**Figure 3: Grade 7-Reading Passing Rates**



**Figure 4: Grade 8-Reading Passing Rates**



**Figure 5:** End of Course English Reading Passing Rates (High School)



## Conclusion

In this Virginia school district, the percentage of students who passed the reading portion of the state test increased from 2020-2021 to 2021-2022, and this was observed at the district level, as well as across middle and high school students and demographic variables. During this time, the number of *Actively Learn* active users also increased. While causal claims cannot be drawn regarding the improvement in student performance, the association between student improvement and greater *Actively Learn* usage in the district is a trend worth noting.

Actively Learn™

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