

# Student Gains Report

McKinley CLA Middle & High School

ST. LOUIS, MISSOURI



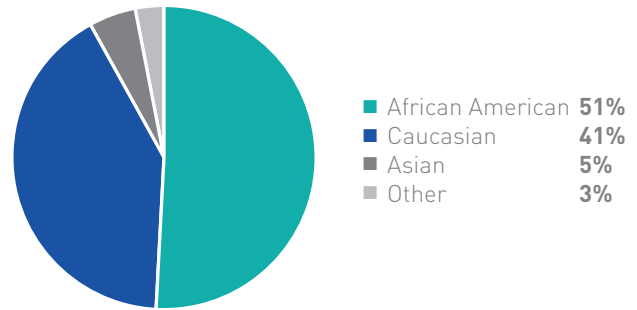
## Below-Grade Readers Achieve Significant Gains Using Altis Reach

### School Overview

**District:** St. Louis Public School District

**Grades:** 6-12

**Enrollment:** 528



### Program Overview

**Timeframe:** October/November 2016 – January 2017

**Grades:** 6-9

**Study Sample:** This report focuses on 37 students who were identified as non-proficient readers after scoring more than one year below grade level on the STAR Reading assessment. Results were tabulated for the 34 students (out of 37) who used Altis Reach for at least one hour during the pilot period.

**Table 1.** Distribution of Students By Grade (Students reading more than one year below grade level who used Altis Reach for at least one hour)

Grade	Number of Students
6	4
7	6
8	2
9	22
<b>Total</b>	<b>34</b>

### Challenge

In Fall 2016, McKinley CLA administered the STAR Reading assessment to students in grades 6-9 to test reading proficiency. Of the students who took the exam, 37 were identified as non-proficient readers because their scores on the STAR placed them at more than one year below grade level. McKinley CLA needed a program that would raise reading achievement among this group of students.

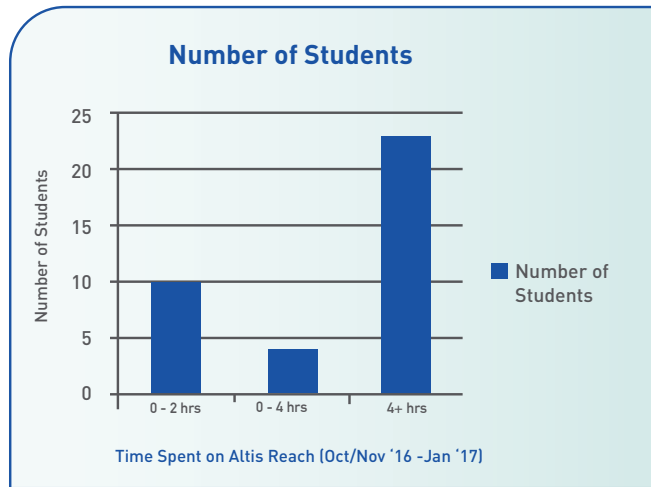
### Solution

In October and November 2016, the 37 students who were identified as non-proficient readers were provided access to the Altis Reach reading intervention program. The school's Instructional Reading Coach also participated in one day of professional development surrounding the pedagogy, intervention strategies, research, and tools and resources within Altis Reach. To examine the efficacy of Altis Reach, McKinley re-administered a STAR Reading assessment in January 2017.

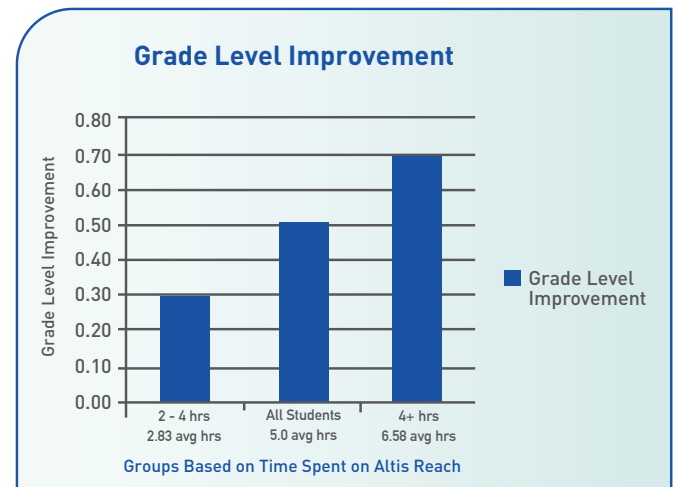
## Results

The January STAR Reading assessment revealed that the 34 students who used Altis Reach for at least one hour over the course of the pilot significantly improved their reading proficiency. Figure 1 shows the number of students in each group based on the amount of time they used Altis Reach.

**Figure 1. Number of Students vs. Time on Program**



**Figure 2. Grade Level Improvement as a Function of Time Spent on Altis Reach**



Students who were reading more than one year below grade level improved on average by .51 grade levels after using Altis Reach. Moreover, the more students used Altis Reach, the more they improved. The 23 non-proficient readers who used Altis Reach for at least four hours during the pilot period improved an average of .70 grade levels (Figure 2).

## Conclusion

Students who were non-proficient readers showed significant gains on the STAR Reading assessment after using Altis Reach over a three-month period. In fact, the more students used Altis Reach, the more their reading proficiency improved. This analysis suggests that the Altis Reach reading intervention program can be a powerful resource for improving reading proficiency for students reading more than one year below grade level.